



School of
Public Health

BROWN UNIVERSITY

Master of Public Health Program Student Handbook

2022/23

Master of Public Health Program
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Brown University School of Public Health

School Vision

To champion health and health equity around the world

School Mission

To improve the health of all populations, especially those most vulnerable, by producing world-class public health scholarship, forging strong community partnerships, and educating the next generation of diverse public health leaders.

School Goals

The Brown School of Public Health aims to achieve its mission by doing the following:

1. Rigorously preparing the next generation of diverse public health leaders, from undergraduates through postdoctoral fellows, to address the health needs of all people, including those of historically underserved or vulnerable populations
2. Generating world-class public health scholarship that addresses the health needs of all people, including historically underserved or vulnerable populations
3. Cultivating strong partnerships with communities and governmental entities in order to address the health needs of all people, including historically underserved or vulnerable populations
4. Ensuring that the School's infrastructure supports operational effectiveness, through enhanced philanthropy, improved financial practice, and expanded physical space

School Values

The School's values are the fundamental beliefs that guide our enduring attitudes and actions. These values are critical to preserving and enhancing the health and well-being of humanity.

Excellence

The School aspires to the highest levels of excellence in research, education, and service to the community.

Equity

The School is committed to undertaking scholarship, teaching, and service that advances the health of all populations, including and especially historically underserved or vulnerable communities.

Diversity and Inclusion

The School continually strives to recruit students, faculty, and staff from a wide variety of cultures, backgrounds, and lived experiences and to foster a culture in which all people feel safe, included, and valued.

Collaboration

The School fosters interdisciplinary collaboration among faculty, students, and staff.

Innovation

The School stimulates innovation, creativity, and ingenuity in research, education, and community partnerships.

Community Focus

The School forges respectful, ethical, high-impact partnerships to address local, national, and global community health needs.

SPH Research

With \$64 million in annual external funding, the Brown University School of Public Health ranks among the [top 10 schools of public health for NIH funding](#). Our nationally-renowned research centers and institutes focus training and research on key areas including HIV/AIDS, addiction, global health, aging, and environmental health.

SPH Centers & Institutes

[Brown University AIDS Program](#)

[Center for Alcohol & Addiction Studies](#)

[Centers for Behavioral and Preventive Medicine](#)

[Center for Children's Environmental Health](#)

[Center for Epidemiologic Research](#)

[Center for Evidence Synthesis in Health](#)

[Center for Gerontology and Healthcare Research](#)

[Hassenfeld Child Health Innovation Institute](#)

[Center for Health Promotion and Health Equity](#)

[International Health Institute](#)

[Mindfulness Center](#)

[Center for Primary Care and Prevention](#)

[Center for Statistical Sciences](#)

Master of Public Health Program

Public health is a discipline devoted to preventing disease and promoting health in the human population. The threats challenging the health of the public include a variety of acute and chronic diseases and conditions including AIDS, addiction, obesity, aging and some pervasive conditions based on gender, race, socioeconomic, and level of education. Graduate study in public health at Brown has a

singular purpose: to train leaders in public health who are armed with the skills to conduct research, bring about policy change, and positively affect the health of populations.

MPH Mission

The mission of the MPH program is to preserve and enhance the health and well-being of human populations by preparing graduates in the knowledge, skill, and analytic capabilities required to 1) advance the principles and practice of public health; 2) enter public health careers at the local, state, and national levels with the skills necessary to assume leadership roles; and 3) uphold and foster an ethic of social responsibility which recognizes the value of equal opportunity for health and well-being among all and which respects individual, family and community values.

The key values of the Brown MPH Program are to preserve and enhance the health and well-being of human populations by integrating knowledge, skills and data to advance public health. The focus of this mission is the promotion of physical and mental health, and prevention of disease and disability, through the development of new knowledge relevant to public health, the teaching and application of that knowledge, and the translation of data and research findings into information to be used in public health policy and practice.

The key concepts of public health upon which this program is based, include:

- a primary focus on the health of populations
- a robust grounding in interdisciplinary science
- a strong focus on health promotion and disease prevention, especially primary prevention
- a recognition of the important linkages among government, academe and other entities
- a respect for the many cultures encompassed in the populations served

Ethical concerns and issues addressed by the program include:

- respect for autonomy and individual dignity
- beneficence and working for the common good
- balancing the common good and population health with rights of individuals
- social justice and the equitable allocation of benefits and burdens
- advocacy for the interests of populations, particularly those who are vulnerable, powerless or burdened
- professional ethics and the appropriate uses of trust
- responsibilities and rights of public health agents
- human rights
- application of national and international codes of ethics

The key values, concepts and ethical principles upheld by the MPH Program emerge in multiple aspects of the program, with an intentional integration into coursework, case studies, [community internships](#) and data gathering and analysis.

MPH Competencies

The Council on Education for Public Health (CEPH) recently revised the criteria for MPH Programs. Starting with the class entering in Fall 2018, the program will ensure that students are

grounded in the Public Health Foundational Knowledge and the Public Health Foundational Competencies defined by CEPH. The CEPH learning objectives and competencies listed below will be covered in the core MPH curriculum.

MPH Foundational Public Health Knowledge

Learning Objectives

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

MPH Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of 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 societal levels

Planning and 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 or implementation 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 multiple dimensions of 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 principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
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 public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue.

MPH Program Curriculum

All students in the program take core courses designed to develop analytical skills and knowledge in key areas of public health. In addition, each student works with an advisor to plan a field experience placement. In person students also work with advisors to plan electives and to develop a thesis. In person students have the option of participating in the one of the following concentrations: Interdisciplinary; Addictions; Epidemiology; Global Health; Health Behavior; Health Services; Maternal and Child Health; and Mindfulness. Online MPH students are trained in the Generalist concentration.

MPH Course Credits

To receive the MPH degree at Brown, students are required to successfully complete 12 course units (in person students take 11 full credit courses and 2 half credit courses, while online students take 12 full credit courses) and complete an applied public health practice experience. In person students are also required to complete a thesis. Full-time in person students typically take 6.5 courses in the first year and 5.5 courses in the 2nd year, and online students take 6 courses each year. In person students who have taken graduate level health related courses prior to enrolling in the MPH may be eligible to reduce the number of required electives to be taken at Brown by 1. Requests for reduced course loads, including the syllabus and transcript for the courses taken, must be made by June 15th prior to enrolling in the MPH Program. Courses taken as part of an undergraduate program will not be considered. Requests will also be subject to Brown University rules and Registrar approval. In person students who do not request a reduced course load will have the option of transferring in one course after they have matriculated, in accordance with University/Registrar rules.

Students in our program learn public health by doing public health. The applied public health field experience placement provides a practical, real-world setting in which to see the theoretical concepts learned in class being applied. We strive to help place students in settings related to issues about which they are passionate – be it a community organization for the elderly, the Department of Health’s lead poisoning prevention task force, or one of Brown’s nationally recognized public health research centers. While we highly recommend that the Online MPH students complete the applied public health experience at their current place of employment, the Field Placement Coordinator will be able to assist with finding a suitable placement when necessary.

MPH Program Curriculum

Generalist Concentration (Online MPH only)

The offering of the generalist concentration to an online audience reflects our desire to develop a more internationally recognized MPH program that reaches a wider range of students and that further reinforces our existing commitment to interdisciplinary work, education, and equity. The program is designed to expand the reach of the Brown School of Public Health by affording access to those for whom the cost and place-bound nature of the in-person MPH program is unfeasible. The 12-course program, which will feature a case study-based pedagogy, will deliver a generalist curriculum that focuses on the development of data, communication, and leadership skills. The extension of the MPH

program to online students fortifies our commitment to expanding the socioeconomic and racial/ethnic diversity of enrolled students and embodies the University's mission to serve the community, nation, and world.

Generalist Competencies

In addition to the standard MPH foundational competencies, students who complete the generalist concentration with an online modality will be able to:

- Use public health data and practice literature to make effective public health decisions
- Complete a research project to address a public health challenge
- Develop a culturally attuned communications plan that addresses misinformation and conflicting data
- Produce a policy brief to influence decision makers for public health action
- Apply ethical principles to public health practice
- Create a strategic plan to guide an organization impacted by a public health crisis
- Design a process to foster collaboration among public health stakeholders with competing priorities

Generalist Project: "Addressing a Public Health Challenge Project" (in place of thesis)

For MPH students completing their degree online, the culminating academic experience is the "Addressing a Public Health Challenge Project." The topic is based on a current, real-world public health challenge in which SPH faculty have expertise. Students will gather and highlight various forms of data as it relates to their geographical area, indicate the various stakeholders involved and develop a 10-page written product for how they are going to address the challenge.

Generalist Concentration Courses:

Complete all of the following courses:

GPHP 2000: Using Biostatistics to Make Public Health Decisions
GPHP 2010: Using Epidemiology to Make Public Health Decisions
GPHP 2020: Using Survey and Qualitative Methods to Make Public Health Decisions
GPHP 2800: Public Health Leadership & Practice
GPHP 2810: Local-Global Public Health Leadership
GPHP 2850: Public Health Communications
GPHP 2400: Healthcare Systems & Policy
GPHP 2410: Comparative Healthcare Systems
GPHP 2310: Interventions at Local, National, and Global Scale
GPHP 2320: Evaluations of Public Health Programs
GPHP 2300: Social Determinants of Health/Equity in Public Health
GPHP 2900: Integrated Learning Experience (ILE)

Generalist Concentration Lead:

Jennifer Nazareno, PhD
Jennifer_Nazareno@brown.edu

Addressing a Public Health Challenge Project

(In-place of Thesis)

In place of a thesis for online students, in your Integrated Learning Experience (ILE) course, the culminating academic experience for MPH students completing their degree online is the “Addressing a Public Health Challenge Project.” The topic is based on a current, real-world public health challenge in which SPH faculty have expertise. The project will consist of developing a 15-page written product. Students will gather and highlight various forms of data as it relates to their geographical area, indicate the various stakeholders involved and develop a written product for how they are going to address the challenge. Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations.

Throughout the process of developing their project, students will work with their respective cohort and course faculty to determine how to apply the challenge to their geographical area. Given that the faculty have expertise in the public health challenges assigned, students will get valuable feedback. In turn, the student will contribute meaningfully to the current body of knowledge of a current public health issue and develop action-based projects. At the completion of the project, the course faculty will use a rubric to assess the synthesis of competencies. Online students will receive assistance from the Administrative Coordinator for Advising as well as Teaching Associates on identifying a suitable faculty mentor who can provide some guidance on their project.

The “Addressing a Public Health Challenge” project, with the final product will enhance the student’s professional skill sets and demonstrate their ability to work independently and with a cohort at the master’s level. A major benefit of addressing the same public health challenge within cohorts of students is that they collectively gain cross-national perspectives and insights on a wide array of their peers’ interventions. The skills gained during the GPHP 2900 course (ILE) will enable students from around the world to also generate new knowledge for their respective communities, and, ultimately, with the intention of improving the health of populations on both local and global scales.

MPH In-Person Core Course Requirements

The in-person MPH course requirements include 5 core course units (4 standard courses and 2 half courses), 5 concentration courses, and 2 general MPH electives.

Required non-credit activity

The following are prerequisites for entering PHP2071, and must be completed in the first semester of enrollment:

[PHP1001, Foundations in Public Health](#)

[CITI Training](#)

[IRB Basics](#)

Semester One Core Advisor Small Group Sessions

MPH Core

Students must complete one of the following courses:

PHP2120, Introduction to Methods in Epidemiologic Research (Fall or Spring of 1st year)

PHP2150, Foundations in Epidemiologic Research Methods (Fall of 1st year)

Students must complete both of the following half-credit courses:

PHP2071, Applied Public Health: Systems and Practice (Spring of 1st year)

PHP2072, Applied Public Health: Policy, Leadership and Communication (Fall of 2nd year)

Students must complete the following course:

PHP2355, Designing and Evaluating Public Health Interventions (Fall or Spring of either 1st or 2nd year)

Students must complete one of the following three analytic course sequences:

Sequence 1 (Quantitative)

Who should take this sequence: Students who want to obtain the applied statistical skills necessary to answer public health questions using quantitative data. In addition to statistical principles, this sequence will focus on data collection, analysis, interpretation, and the presentation of results.

PHP2507: Biostatistics & Applied Data Analysis I (Fall of 1st year)

PHP2508: Biostatistics & Applied Data Analysis II (Spring of 1st year)

Sequence 2 (Quantitative)

Who should take this sequence: Students who want an in-depth treatment of statistical methods, their rationale and motivation, and a conceptual description of their mathematical justifications; students who are interested in taking additional methods courses in biostatistics at the 2500 level.

PHP2510: Principles of Biostatistics & Data Analysis (Fall of 1st year)

PHP2511: Applied Regression Analysis (Spring of 1st year)

Sequence 3 (Qualitative)

Who should take this sequence: Students who want to focus on various interdisciplinary approaches to the analysis of textual data from interviews, focus groups, ethnography, and secondary and digital sources— including thematic analysis, grounded theory, phenomenology, discourse analysis, narrative analysis, and arts-based approaches.

PHP2506: Biostatistics for Public Health Research (Fall of 1st or 2nd year)

PHP2060: Qualitative Methods in Health Research (Fall or Spring of 1st year)

PHP2061: Qualitative Data Analysis in Public Health Research (Fall of 2nd year)

(Students take PHP2061 as an elective or as one of their concentration selectives. This course allows students to use qualitative data they have collected for their thesis for the class's data analysis exercises and assignments.)

Please note: The schedule of courses indicated above is based on the calendar for full-time students. Part-time students should consult with MPH program staff about when to take the courses in their chosen sequence.

Waiver of MPH Core Courses (In-Person Concentrations only)

A student who has taken a course prior to enrolling in the Brown MPH Program that is the equivalent of an MPH core course may request to be waived from taking that core course, but will be required to take a higher-level course in that discipline. The higher-level course must cover and assess all of the MPH competencies that are met in the course from which they are being waived. To request a waiver from an MPH core course, the student must request permission from the MPH Program Director. The student will need to provide a syllabus for the course taken prior to enrolling, and a transcript showing the grade received. The student will also need to provide a syllabus for the higher-level courses that they want to substitute. Requests will be subject to the approval by the Brown faculty member who teaches the core course in that discipline.

MPH General Electives available to in-person students

The complete list of approved MPH electives can be found on the MPH Program website. However, students should not restrict themselves to these courses. Additional courses at Brown University may count toward the MPH degree with approval (see instructions below elective list). For an up-to-date list of approved MPH electives, students should visit the website: <https://www.brown.edu/academics/public-health/mph/curriculum>

Request to Count Courses not on the MPH Approved Elective List

MPH students who want to take a course that is not on the list of approved MPH electives need to request permission from the MPH Program Director. The student should obtain the syllabus for the course and complete the [MPH Elective Course Approval Request form](#).

MPH In-Person Concentrations

All incoming in-person MPH students are required to complete one of the following concentrations: Interdisciplinary, Addictions, Epidemiology, Global Health, Health Behavior, Health Services, Maternal and Child Health, Mindfulness or Generalist (online only).

Interdisciplinary Concentration

A great emphasis of the Brown MPH Program is to empower students to engage in the design and implementation of their educational experience. Students in the Interdisciplinary concentration work with advisors to develop their individual path within public health. Students in the Interdisciplinary concentration will develop an individualized educational plan to gain the competencies required for their path in public health. This plan will include the focus of the interdisciplinary studies for that student, be that a content area (for example, Maternal and Children Health, Aging, Mental Health, HIV, etc.) or methodologic focus (advanced methods in public health research/evaluation, etc.), 5 individual Interdisciplinary competencies, and 5 Interdisciplinary concentration courses. The plan must include information on how the student will learn their chosen competencies (for example, by the Interdisciplinary Courses they chose, or through their thesis project, or applied public health experience project, etc.)

Interdisciplinary Concentration Competencies

Students work closely with advisors to identify at least 5 specific competencies, beyond the core MPH competencies, and identify how they will meet those competencies through activities such as formal coursework, independent studies, the field experience and thesis work.

Interdisciplinary Courses

Students in the Interdisciplinary concentration must identify five courses that are appropriate for their individualized plan.

Approval of Concentration Plan

The initial plan should be submitted to the Concentration Lead and then to the MPH Program Director in the fall of the first year for approval. Students can continue to refine the plan in the second year, with substantive changes approved by the Concentration Lead and MPH Program Director.

Interdisciplinary Thesis

All in person students are required to complete a thesis. Students work with faculty advisors to design a thesis project appropriate to their individualized interdisciplinary plan.

Interdisciplinary Concentration Lead

Deborah Pearlman, PhD
deborah_pearlman@brown.edu

Addictions Concentration

The Addictions Concentration provides an interdisciplinary foundation to understand substance use, misuse, and addiction and to address the social and health-related costs of addiction. This concentration is designed to prepare MPH students for careers in addiction prevention, program evaluation, and research.

Addictions Competencies

In addition to the standard MPH Program competencies, students in the Addictions concentration will meet the following competencies:

- Explain how the misuse of substances impacts population health
- Compare how different biopsychosocial models explain why individuals develop addiction
- Analyze how social determinants affect vulnerability to addiction using the socioecological model
- Appraise approaches to prevent harms from substance use
- Synthesize evidence for the effectiveness of substance use disorder treatments
- Evaluate the impacts of substance use-related policies on population health
- Produce an addictions science research product that demonstrates mastery of scholarly writing

Addictions Thesis

Students in the Addictions Concentration must complete their thesis focused on an Addictions topic with an advisor approved by the Addictions Concentration Lead.

Addictions Concentration Courses:

Complete the following addictions courses:

PHP1550, Substance Use and Vulnerability to Addiction

PHP1551, Substance Use Prevention, Treatment & Policy

Select one of the following perspectives on addictions courses:

PHP1540, Alcohol Use and Misuse

PHP1610, Tobacco, Disease and the Industry: cigs, e-cigs and more

PHP1890, The Craving Mind

Students following the qualitative analytic sequence must take the following methods for addiction course: PHP2061, Qualitative Analysis, and Public Health Research

Students following the quantitative analytic sequence must select two of the following methods for addictions courses (students following the qualitative analytic sequence choose 1 of the following):

PHP1810, Community- Engaged Research in Public Health

PHP2015, Foundations of Spatial Analysis in Public Health

PHP2030, Clinical Trials Methods

PHP2040, Survey Research Methods

PHP2060, Qualitative Methods (This counts as a core course for students following the qualitative analytic sequence, so can't be counted as the second Addictions Methods Course)

PHP2300, Behavioral Research Methods

PHP2340, Behavioral and Social Science Theory for Health Promotion

PHP2360, Developing + Testing Theory-Driven, Evidence-Based Psychosocial and Behavioral Health Interventions

Addictions Concentration Lead:

Jasjit S. Ahluwalia, MD, MPH, MS

jasjit_ahluwalia@brown.edu

Epidemiology

The mission of the MPH Epidemiology concentration is to prepare students for professions aimed at reducing disease burden and disparities through a strong background in epidemiology methods.

Epidemiology Competencies

- Write an original research paper based on an epidemiologic research question formulated to help fill the gaps in a given substantive area.
- Evaluate strengths and weaknesses of study designs commonly used in epidemiologic research for answering epidemiologic research questions.
- Use causal diagrams to identify threats to study validity and approaches to minimize such threats.
- Develop and implement the most appropriate analysis plan to analyze data to answer a specific epidemiologic research question.
- Evaluate scientific evidence regarding a specific epidemiologic research question.
- Justify the design and analysis for their own epidemiologic study.
- Write and present the findings and implications of their own epidemiologic study.
- Select the most appropriate epidemiologic study design that can be used to answer a specific epidemiologic research question.

Students in the Epidemiology Concentration must fulfill the following non-credit activities:

- Online course offered by the SAS Institute, SAS Programming 1: Essentials (by end of first fall)
- Online course offered by the SAS Institute - SAS Programming 2: Data Management (by end of first year)
- Epidemiology Student Journal Club (each semester)
- Department of Epidemiology Seminar series (each semester)

Students in the Epidemiology Concentration should take the following courses to fulfill the MPH Core Epidemiology and Biostatistics and Applied Data Analysis requirements:

Biostatistics and Applied Data Analysis Core

Complete the following two courses:

PHP2510, Principles of Biostatistics and Data Analysis

PHP2511, Introduction to Applied Regression Analysis

Epidemiology Core:

Students must complete the following course for the core requirement:

PHP2150, Foundations in Epidemiologic Research Methods

If a student completes PHP2120 or PHP2507 or PHP2507 & PHP2508 before deciding on the Epidemiology Concentration, the student must meet with the Epidemiology Concentration Advisor and the MPH Program Director to request that PHP2120 or PHP2507 or PHP2507 & PHP2508 meet(s) the relevant core requirement(s). Based on an assessment of the student's background, course performance, and knowledge base and other Department of Epidemiology requirements, PHP2120 or PHP2507 or PHP2507 & PHP2508 may be able to substitute.

Epidemiology Concentration Courses

Complete all of the following concentration courses:

PHP2180, Interpretation and Application of Epidemiology (Full credit course offered every year)

PHP2200, Intermediate Methods in Epidemiologic Research (Full credit course offered every year)

PHP2260, Applied Epidemiologic Data Analysis (Full credit course offered every year)

Complete one of the following methods courses:

(Some courses may be offered every other year)

PHP1560/2560, Statistical Programming in R

PHP1895, Mindfulness Epidemiology**

PHP2030, Clinical Trials Methodology

PHP2040, Survey Research Methods

PHP2220B, Nutritional Epidemiology**

PHP2250, Advanced Quantitative Methods in Epidemiologic Research

PHP2440, Introduction to Pharmacoepidemiology

PHP2455A, Health Services Research Methods I

PHP2465A, Introduction to Health Decision Analysis

PHP2515, Fundamentals of Probability and Statistical Inference

PHP2516, Applied Longitudinal Data Analysis*** (1/2 credit)

PHP2517, Applied Multilevel Data Analysis*** (1/2 credit)

PHP2530, Bayesian Statistical Methods

PHP2550, Practical Data Analysis

PHP2602, Analysis of Lifetime Data

PHP2610, Causal Inference and Missing Data

PHP2620, Statistical Methods in Bioinformatics I

PHP2650, Statistical Learning and Big Data

Complete one of the following substantive area courses:

PHP1700, Current Topics in Environmental Health

PHP1854, Infectious Disease Epidemiology

PHP1895, Mindfulness Epidemiology**

PHP1900, Epidemiology of Disorders and Diseases of Childhood and Young

PHP1920, Social Determinants of Health

PHP1964, Cancer Epidemiology

PHP2018, Epidemiology of Cardio-Metabolic Health

PHP2130, Human Biology for Public Health

PHP2220B, Nutritional Epidemiology**

PHP2220F, Reproductive/ Perinatal Epidemiology

PHP2220H, HIV Epidemiology

PHP2222E, Environmental and Occupational Epidemiology

**Can be used as either a substantive or methods course, but cannot count towards both.

***1 full credit methods course can be met by taking both PHP2516 and PHP2517.

Epidemiology Thesis

All in person students are required to complete a thesis. Students in the Epidemiology Concentration must complete their thesis focused on epidemiology with an advisor approved by the Epidemiology Concentration Lead:

Epidemiology Concentration Lead:

Shilo McBurney

shilo_mcburney@brown.edu

Global Health Concentration

The mission of the Global Health Concentration is to develop public health professionals who are experts in issues related to global health. Global health research and training focus on health inequalities within communities and populations and across populations throughout the world. Global health thus focuses on domestic and international health inequalities, and is not about crossing borders but bridging health inequalities with scientific evidence of etiology and prevention.

Global Health Concentration Specific Competencies

- Evaluate the population health measures of a specific global health a) infectious disease, or closely related disease, and b) a non-communicable disease (NCD) in a specific low and middle income country (LMIC), or region, or in a resource poor defined population.
- Apply a health equity framework to a specific global public health issue.
- Evaluate best practices for establishing global research collaborations.
- Analyze strategies for implementing rigorous ethical approaches to research with vulnerable populations and conduct of global research.
- Ensure intervention designs are both culturally appropriate, reflecting the needs within resource-constrained settings, and have sufficient rigor to provide quality evidence.
- Apply an implementation science theory, model, or framework to the development of a research study to test an implementation strategy in a global setting.
- Develop an inventory of multi-disciplinary programs, initiatives, organizations, and policies that contain key interventions to address global health inequalities.
- Design, write, and present a health brief, reporting research findings from global health research.

Thesis

All in person students are required to complete a thesis. Students in the Global Health Concentration must complete their thesis focused on a Global Health topic with an advisor approved by the Global Health Concentration Lead

Global Health Concentration Courses:

Complete the following courses:

PHP2710, Interdisciplinary Perspectives on Disability and Death in the Global South

PHP2720, Implementing Public Health Programs and Interventions in the Global South (Fall of either 1st or 2nd year)

PHP2730, Including the Excluded: Global Health Ethics

PHP2740, Learning Global Health by Doing GH [must take in first year]

PHP2760, Critical Perspectives in Global Health [recommend taking in second year]

Students taking the qualitative analytic sequence must also take PHP2061, Qualitative Analysis in Public Health Research, as an elective.

Global Health Concentration Lead:

Abigail Harrison, PhD, MPH

abigail_harrison@brown.edu

Health Behavior Concentration

The Health Behavior concentration prepares students to understand and apply theories of health behavior and health promotion to improve population health. Students in the Health Behavior concentration will gain experience in behavioral-social science frameworks and methodologies for designing, implementing, and evaluating interventions, and in disseminating and translating findings for diverse communities. The Health Behavior concentration also emphasizes the roles of cultural competence, ethical practice, professionalism, and community collaboration as vital to the design and delivery of public health interventions.

Health Behavior Competencies

- Explain the similarities and differences, strengths and weaknesses of predominant behavioral and social science theories for public health.
- Apply the component principles of behavioral and social science theories to health behaviors.
- Examine how behavioral and social science theories can be used to facilitate change in health-related behaviors.
- Apply principles of health literacy and communication best practices to develop a brief health communication.
- Design health communications to promote behavior change that results in decreased risks for disease and/or promote wellness.
- Develop a plan to monitor and assess the reach, fidelity, and outcome of health communications.
- Examine the causes and consequences of health disparities from the perspective of multiple behavioral and social science perspectives.

Health Behavior Thesis

All in person students are required to complete a thesis. Students in the Health Behavior Concentration work with faculty advisors to design a thesis project appropriate to their interests and career path in the behavioral health aspects of public health.

Health Behavior Concentration Courses

Complete both of the following courses:

PHP2340, Theories of Behavioral and Social Sciences in Public Health

PHP2380, Health Communications

Complete one of the following courses focused on issues of social determinants of health and diversity:

PHP1650, Race, Racism and Health

PHP1810, Community- Engaged Research in Public Health

PHP1821, Incarceration, Disparities, and Health

PHP1920, Social Determinants of Health

PHP2325, Place Matters: Exploring Community-Level Contexts on Health Behaviors, Outcomes and Disparities

PHP2365, Public Health Issues in LGBT Populations

PHP2428, Public Health Law Justice

Complete two of the following health behavior content-focused courses:

PHP1540, Alcohol Use, and Misuse

PHP1600, Obesity in the 21st Century: Causes, Consequences and Countermeasures

PHP1610, Tobacco, Disease and the Industry: cigs, e-cigs and more

PHP1885, Measuring Mindfulness

PHP1890, The Craving Mind

PHP2310, Physical Activity & PH

PHP2330, Behavioral and Social Approaches to HIV Prevention

**Students taking the qualitative analytic sequence must also take PHP2061, Qualitative Analysis in Public Health Research, as an elective.*

Health Behavior Concentration Lead:

Bess Marcus, PhD

bess_marcus@brown.edu

Health Services Concentration

The Health Services concentration seeks to develop scientists experienced in the use of state of the art experimental and non-experimental research methods for the purpose of advancing fundamental knowledge of issues central to the improvement of population health by focusing on organizational characteristics of health care delivery systems, providers, and economic forces that shape consumer and provider behavior, as well as the policy environment in which these relationships exist. The concentration explicitly seeks to train scientists to optimally contribute as part of multidisciplinary teams in academic posts, government agencies at the state, national and international levels, and in research arms of private sectors of health services delivery organizations. The concentration explicitly seeks to develop scientists skilled in the communication of scientific knowledge, equipped with leadership skills for the purpose of improving services and influencing health policy at the organizational, state, national, and international levels such that those policies lead to more equitable use of resources thus improving health outcomes. The competency-based curriculum provides students with a strong analytic foundation and general health services research orientation.

Health Services Competencies

- Organize and present information drawn from multiple sources that characterize the economic, political and financial forces that shape the way in which the health care system interacts.

- Critically evaluate the relative strengths and weaknesses of evidence and research regarding the performance of components of the health care system.
- Design a primary data gathering instrument/protocol.
- Collect primary data to address a public health issue.
- Evaluate the strengths and limitations of primary data collection methods.
- Develop a performance measure.
- Develop a hypothetical run chart to assess whether an intervention to improve performance was successful.
- Develop a pay-for-performance scheme to enhance a quality improvement effort.

Health Services Thesis

All in person students are required to complete a thesis. Students work with faculty advisors to design a thesis project appropriate to their interests and career path in health services.

Health Services Concentration Courses

Primary data gathering courses for those following the quantitative analytic core course sequence (PHP2507/2508 or PHP2510/2511)

Select one of the following:

PHP2040, Survey Research Methods

PHP2060, Qualitative Research Methods

Primary data gathering courses for those following the qualitative analytic core course sequence (PHP2506/PHP2060/PHP2061):

Students following the qualitative analytic sequence must take PHP2061, Qualitative Analysis in Public Health Research, and it will count as the primary data gathering course

Complete the following health systems course:

PHP2400, The U.S. Health Care System: Case Studies in Financing, Delivery, Regulation

Complete the following quality course:

PHP2450, Measuring and Improving the Quality of Health Care

Select one of the following health services methods design courses:

PHP1480, Intro to PH Economics

PHP2030, Clinical Trials Methods

PHP2415, Introduction to Evidence-based Medicine

PHP2465A, Intro to Health Decision Analysis

Health services methods analysis (Select one):

PHP1560/2560, Statistical Programming with R

PHP2015, Foundations in Spatial Analysis in Public Health

PHP2260, Applied Epidemiologic Analysis Using SAS

PHP2410E, Medicare: A Data Based Policy Examination

PHP2440, Introduction to Pharmacoepidemiology

PHP2455A, Health Services Research Methods I

SOC2612, Geographic Information Systems and Spatial Analysis for the Social Sciences

SOC2960G, Spatial Data Analysis Techniques in the Social Sciences

Health Services Concentration Lead:

Rosa Baier, MPH

Rosa_Baier@brown.edu

Maternal and Child Health Concentration

The Brown University School of Public Health has substantial strengths in Maternal and Child Health (MCH). This includes a vibrant core of interdisciplinary faculty focused on MCH issues from the prenatal period through adolescents. The Hassenfeld Child Health Innovation Institute was launched in 2016, presenting new opportunities for expanding MCH research and education programs at Brown. This is in addition to the existing School of Public Health research centers that include a focus on MCH issues. Beyond the strengths within the School of Public Health, active MCH collaborations extend to the Brown University affiliated hospitals, state government, local government, community organizations and industry.

Maternal and Child Health Competencies

In addition to the standard MPH Program competencies, students in the MCH concentration will meet the following competencies:

- Evaluate the extent of a maternal and child health problem in a defined population.
- Recommend the interventions a defined community should undertake to address a given maternal or child health problem.
- Evaluate the effectiveness of policies related to maternal or child health.
- Concisely synthesize data from studies on barriers to maternal or child health.
- Critique the methods used in maternal or child health epidemiologic research.
- Use age-appropriate epidemiologic methods to design a study of maternal or child health.

Maternal and Child Health Thesis

All in person students are required to complete a thesis. Students in the Maternal and Child Health concentration must complete their thesis focused on an appropriate Maternal and Child Health topic with appropriate Maternal and Child Health advisors.

Maternal and Child Health Concentration Courses:

Complete all of the following maternal and child health courses:

PHP1900, Epidemiology of Disorders and Diseases of Childhood and Young Adulthood

PHP1950, Adolescent and Young Adult Health

PHP2023, Maternal and Child Health in the United States

PHP2220F, Reproductive and Perinatal Epidemiology

MCH applied research methods qualitative analytic sequence course:

Students taking the qualitative analytic sequence must also take PHP2061, Qualitative Analysis and Public Health Research.

MCH applied research methods quantitative analytic sequence courses (Select one):

PHP1450, COVID-19, Public Health, and Health Policy

PHP1810, Community-Based Participatory Research (CBLR) course

PHP2015, Foundations of Spatial Analysis in Public Health

PHP2024, Engaged Scholarship for Maternal and Child Health
PHP2030, Clinical Trials
PHP2040, Survey Research Methods
PHP2060, Qualitative Methods
PHP2300, Behavioral Research Methods
PHP2415, Intro to Evidence Based Medicine
PHP2428, Public Health Law Justice
GEOL1320, Intro to GIS (May not be taken if student has already completed Soc2612)
SOC2612, Geographic Information Systems and Spatial Analysis for the Social Sciences (*Taught every other year.*)

Maternal and Child Health Concentration Lead:

Siraj Amanullah, MD, MPH
siraj_amanullah@brown.edu

Mindfulness Concentration

The Brown University School of Public Health has developed substantial strengths in Mindfulness. This includes a vibrant core of interdisciplinary faculty focused on the full spectrum of mindfulness ranging from theory to measurement to treatment delivery to teacher training. The establishment and expansion of a world-leading Mindfulness Center at Brown (MC@B) under the leadership of Eric Loucks, PhD, presents new opportunities for expanding mindfulness research and education programs at Brown. With the expanded faculty, critically important mindfulness courses have been implemented.

Mindfulness Competencies

In addition to the standard MPH Program competencies, students in the Mindfulness concentration will meet the following competencies:

- Evaluate the evidence for mindfulness’s impact on physical and mental health.
- Analyze the strengths and limitations of the major types of mindfulness interventions.
- Assess the methods researchers have used to understand the mechanisms of mindfulness.
- Utilize a directed acyclic graph (DAG) to develop a testable theoretical framework for how mindfulness interventions influence health outcomes.
- Create a mindfulness research protocol and data analysis plan.

Mindfulness Thesis

All in person students are required to complete a thesis. Students in the Mindfulness Concentration must complete their thesis focused on an appropriate Mindfulness topic with appropriate Mindfulness advisors.

Mindfulness Concentration Courses:

Complete all of the following mindfulness courses:

PHP1880, Meditation, Mindfulness and Health
PHP1885, Measuring Mindfulness
PHP1895, Mindfulness Epidemiology

Select one of the following sciences courses:

PHP1890, The Craving Mind
COST1020, The Cognitive Neuroscience of Meditation
COST1710B, Science and Meditation

Mindfulness applied research methods qualitative analytic sequence course:

Students taking the qualitative analytic sequence must also take PHP2061, Qualitative Analysis in Public Health Research.

Mindfulness applied research methods quantitative analytic sequence courses (Select one):

PHP1810, Community-Based Participatory Research (CBLR) course
PHP2015, Foundations of Spatial Analysis in Public Health
PHP2030, Clinical Trials Methods
PHP2040, Survey Research Methods
PHP2060, Qualitative Methods
PHP2300, Behavioral Research Methods
PHP2415, Introduction to Evidence Based Medicine

Mindfulness Concentration Lead:

Judson Brewer, MD, PhD
Judson_Brewer@brown.edu

Applied Public Health Experience (In-Person only)

All in-person MPH students are required to complete an Applied Public Health Experience (APHE). The MPH Program provides enrolled students with a variety of resources to connect with rewarding and interesting applied public health practice experiences. In addition to meeting with academic core advisors and other faculty conducting research in specific public health topics, in person students also confer with the Assistant Director of Applied Learning, in order to learn more about opportunities that align with each student's public health area of interest and future career goals. Online students can confer with the Field Placement Coordinator and Administrative Coordinator for Advising.

Parts of the Applied Public Health Experience (APHE):

1. An approved Applied Public Health Experience Plan: Potential APHE opportunities are explored during the first semester and further formulated during the second semester of the student's first year. The APHE plan includes information on the APHE organization, site, and work to be conducted, as well as a description of the final deliverable products. The APHE should have a community-based component and requires the student to work with an inter-professional team during the experience.
2. An APHE requires the following: Students must complete at least 145 hours at a pre-approved APHE organization/agency, which can be paid or unpaid. This is equivalent to approximately one month (4 weeks) of full-time (8 hours per day) work. Students can complete the APHE longitudinally during the first academic year; during the summer between the first and second years; or a combination of these

time periods. The APHE should expose the student to real world public health issues and other professions outside of public health that work to address public health issues. APHE activities may include (depending on the topic and the qualifications of the student) attending meetings; participating in ongoing activities; planning, implementing and evaluating short-term projects; participating in health education and outreach; taking part in analytical discussions and/or delivering health related services.

3. Two final products: The APHE must include two final deliverable products. The products should be an organic part of a student's APHE work and not something developed as an academic exercise. The products should be of practical utility to the organization or part of moving a larger project forward. The products may include, as examples, designing a public health intervention, conducting a quality assessment, developing health education materials, writing a communication brief; completing a research analysis/report, or developing a website. In person students must consult with their respective APHE supervisor/mentor and with the Assistant Director of Applied Learning to be sure that their proposed products are acceptable for the educational purposes of the APHE. Online students must consult with the Academic Coordinator for Advising, Field Placement Coordinator and the Program Manager to be sure their proposed topics and sites are acceptable for the educational purposes of the APHE. The final products need to demonstrate the achievement of at least three MPH Foundational Competencies and/or MPH Concentration Competencies that have been identified by the student.

4. In person students also create a poster: Students must design a poster that showcases the student's APHE and final products. In person students must present their APHE posters at a poster session held in the fall semester of the second year of the MPH Program as a part of the PHP2072 course.

MPH Thesis (In-Person only)

All MPH students are required to complete a thesis. There are no formal requirements for a candidacy examination in order to progress to writing a Master's thesis for the MPH degree. Therefore, development of a Master's thesis is an ongoing process during the student's academic program. Thesis projects may be descriptive research, investigative research, public health policy development or assessment, or a program evaluation. The thesis must have an analytic component, which may be qualitative or quantitative. The thesis must also have utility, with some application for public health action.

The thesis project involves a smaller scale of administrative and data management activities than a typical MS or PhD thesis. Students may use existing datasets or develop their own, although the latter, by necessity, usually involve small population samples. Faculty who are conducting research in the centers, programs, and institutes in the School of Public Health, have a large array of research projects using relevant public databases. The RI Department of Health and other state agencies have public use data sets and other sources of data are available from federal public health agencies.

Our goal is to prepare students to improve human health on a large scale—whether by influencing health policy, by designing better public health interventions, or by investigating environmental and community health risks. That's why we place so much emphasis on research.

The most recent Thesis Guidelines can be found on the [MPH Learning Community Canvas site](#).

MPH Copyright Guidance

Part of the MPH thesis (in person) and Addressing a Public Health Challenge Project (online) requirement is disseminating the literature to the appropriate audience. For many students the dissemination goal is a journal. To publish your thesis or your project deliverable in a journal, you should pay careful attention to the copyright policies for the intended journal.

- *If the publication agreement permits such use, no further action is needed on the part of the student.*
 - Fortunately, AJPH and the big three publishers allow for students to reuse an article, whole or in part, that they have transferred the copyright to the publisher in a thesis or paper
 - AJPH: "AJPH authors may also reproduce their own published articles in their theses or dissertations at no charge." ([citation](#))
 - Springer: "Authors have the right to reuse their article's Version of Record, in whole or in part, in their own thesis." ([citation](#))
 - Elsevier: "Authors can include their articles in full or in part in a thesis or dissertation for non-commercial purposes." ([citation](#))
 - Wiley: "If you're reusing Wiley content in your thesis or dissertation, rights will be granted at no cost to you if the content meets these requirements: Your thesis or dissertation is not being used for commercial purposes. This means that you're submitting it only for graduation requirements. You don't currently have a deal with a commercial publisher, and you won't otherwise be benefiting financially from the publication of your thesis." ([citation](#))
- *If the publication agreement prohibits such use, or if the publication agreement is silent on this issue, the student should contact the publisher to obtain permission for re-publication of the prior work in a thesis, dissertation or project submission.*
 - We recommend that before signing any author agreement/transfer of copyright, to first check and see if you will have the permission to publish the article as your thesis, and if the agreement does not address it, to then ask their editor for permission or use an addendum to see if you can get the permission added to a revised agreement (e.g., the [SPARC Addendum](#)).
- *If the student is unable to locate the publication agreement, they should contact the publisher to obtain a copy.*
- *The student should understand that in transferring the copyright to the publisher in exchange for publication, they may have given up the right to use the work in part or in whole without the permission of the publisher. Most publishers are agreeable but because they hold the copyright, it may be necessary to obtain their permission."*
 - *If you are in this situation, please contact the Brown University Library at fairuse@brown.edu to explore if it is possible to use the Copyright Clearance Center to be granted permission to post-transfer (while this is possible, it is not guaranteed, so only do this as a last resort).*

The BDR has "In Copyright" and "All Rights Reserved" to all these records so users know it is copyrighted content

We recommend to students that within the thesis and the project they include citations to the version of record of any published articles comprising chapters that include the DOI and copyright statement with the year and copyright holder name and a statement that they are using it with the permission of the publisher on the Introduction page of each chapter so that readers know where to find the original publication and that authors are recognizing the rights are held by the publisher, and the article they are reproducing, they are doing so with the permission of the publisher.

Example - Chapter 2: Predicting Carpal Bone Kinematics Using an Expanded Digital Database of Wrist Carpal Bone Anatomy and Kinematics

This chapter was originally published in Akhbari, B., Moore, D.C., Laidlaw, D.H., Weiss, A.P.C., Akelman, E., Wolfe, S.W. and Crisco, J.J. (2019), Predicting Carpal Bone Kinematics Using an Expanded Digital Database of Wrist Carpal Bone Anatomy and Kinematics. J Orthop Res, 37: 2661-2670. <https://doi.org/10.1002/jor.24435> © 2019 Orthopaedic Research Society. Content reproduced here with permission of the publisher.

Combined Programs

Five-Year Undergraduate/MPH Program

The 5-year integrated Undergraduate/MPH (UG/MPH) Degree is a rigorous program in professional public health education open to Brown undergraduates of any concentration.

Students accepted into the program will complete the degree requirements for both their undergraduate degree and an MPH degree in a five-year period. Students must take 12 total course credits toward the MPH (5.5 during their first four years and 6.5 courses in the fifth year). Requirements can be found [here](#).

Students work closely with faculty to design an academic program that meets the core requirements of both the undergraduate degree and the MPH degree, while tailoring the courses, internship experience and thesis to the educational goals of the individual students. Students graduating from the program will be in an excellent position to enter careers in public health research or public health practice. Graduates will also have excellent backgrounds to enter medical school, doctorate programs in public health areas or other advanced degree options including law, public policy, the sciences or humanities.

Application to the UG/MPH Program:

Brown University undergraduate students from any concentration are eligible to apply to the Five-Year UG/MPH Program. Applications should be completed online through [SOPHAS Express](#):

- transcripts for all undergraduate academic work;
- three letters of recommendation;
- personal statement of understanding of public health and commitment to pursuing a career in public health. The statement should explain the relevance of education and/or experience to pursue a career in public health;
- a résumé;
- the SOPHAS Express application fee.

At the time of application students must have completed or be in the process of completing the following courses:

- Healthcare in the United States (PHP0310)
- Introduction to Public Health (PHP0320)

This requirement is in place to assure that students have had adequate exposure to public health training to make an informed decision about applying to the program and to help prepare students to be successful in their future public training (students who have successfully completed an equivalent level of public health training that they would like to substitute for these pre/co-requisites, may request approval for this from the MPH Program prior to applying to the program).

Students are encouraged to apply early in their fourth semester (i.e., spring of sophomore year) to maximize the planning and mentoring for the program. Applications in the fourth semester should be completed by **April 15**. The admissions decision may be postponed until the end of the fourth semester so that the grades from those courses can be reviewed.

Requirements for the UG/MPH Program

- Students in the Five-Year UG/MPH Program are required to complete all of the requirements for the undergraduate degree and the MPH degree. No more than two courses can be used to meet requirements of both the undergraduate concentration and the MPH degree.
- Students must attend required MPH core group advisor meetings and large group seminars during their senior year (1 hour per week).
- Students must complete the prerequisites for PHP2071 during the fall of their senior year, including completing CITI Training, IRB Basics, PHP1001 (an online course), and attending fall core advisor/large group seminars.
- Students must complete an MPH applied public health practice experience (i.e., internship) and an MPH thesis.
- Students must complete all course requirements listed below (12 total course credits, with a minimum of 6.5 course credits taken in the fifth year).

Course Requirements for the Five-Year UG/MPH Program

*Prerequisites for application**

PHP0310 Healthcare in the US

PHP0320 Introduction to Public Health

* Students who have successfully completed an equivalent level of public health training that they would like to substitute for these pre/co-requisites, may request approval for this from the MPH Program prior to applying to the program.

MPH Core Courses and General MPH Electives

Students must complete one of the following courses:

PHP2120, Introduction to Methods in Epidemiologic Research (Fall or Spring of 1st year)

PHP2150, Foundations in Epidemiologic Research Methods (Fall of 1st year)

Students must complete both of the following half-credit courses:

PHP2071, Applied Public Health: Systems and Practice (Spring of 1st year)

PHP2072, Applied Public Health: Policy, Leadership and Communication (Fall of 2nd year)

Students must complete the following course:

PHP2355, Designing and Evaluating Public Health Interventions (Fall or Spring)

Students must complete one of the following three analytic course sequences:

Sequence 1 (Quantitative)

Who should take this sequence: Students who want to obtain the applied statistical skills necessary to answer public health questions using quantitative data. In addition to statistical principles, this sequence will focus on data collection, analysis, interpretation, and the presentation of results.

PHP2507: Biostatistics & Applied Data Analysis I (Fall of 1st year)

PHP2508: Biostatistics & Applied Data Analysis II (Spring of 1st year)

Sequence 2 (Quantitative)

Who should take this sequence: Students who want an in-depth treatment of statistical methods, their rationale and motivation, and a conceptual description of their mathematical justifications; students

who are interested in taking additional methods courses in biostatistics at the 2500 level.

PHP2510: Principles of Biostatistics & Data Analysis (Fall of 1st year)

PHP2511: Applied Regression Analysis (Spring of 1st year)

Sequence 3 (Qualitative)

Who should take this sequence: Students who want to focus on various interdisciplinary approaches to the analysis of textual data from interviews, focus groups, ethnography, and secondary and digital sources— including thematic analysis, grounded theory, phenomenology, discourse analysis, narrative analysis, and arts-based approaches.

PHP2506: Biostatistics for Public Health Research (Fall of 1st or 2nd year)

PHP2060: Qualitative Methods in Health Research (Fall or Spring of 1st year)

PHP2061: Qualitative Data Analysis in Public Health Research (Fall of 2nd year)

(Students take PHP2061 as an elective or as one of their concentration selectives. This course allows students to use qualitative data they have collected for their thesis for the class's data analysis exercises and assignments.)

Please note: The schedule of courses indicated above is based on the calendar for full-time students. Part-time students should consult with MPH program staff about when to take the courses in their chosen sequence.

MPH General Electives (2 total)

MPH Concentration Courses

Students must select one of the following concentrations and take 5 approved courses that fulfill the concentration requirements:

Interdisciplinary

Addictions

Epidemiology

Global Health

Health Behavior

Health Services

Maternal and Child Health

Mindfulness

MPH/MPA Program

The School of Public Health and the Watson Institute for International and Public Affairs offer a dual-degree Master of Public Health (MPH) and Master of Public Affairs (MPA) program. Emphasizing a learning by doing approach, this rigorous program will offer highly qualified applicants the opportunity to gain training in public health and public policy to prepare them to address the critical health policy issues in the United States and throughout the world.

The dual-degree degree program starts in the summer and includes 20 courses (14 full courses and 6 half courses) as well as a field experience, and a Masters level thesis. The courses include 14 core courses (8 full and 6 half courses), 5 concentration courses, and 1 MPH/MPA elective. Students will benefit from the rich academic resources at the Watson Institute and the School of Public Health, as well as their extensive applied learning programs in Rhode Island, as well as throughout the United States and the world. The program can be completed in two years, though students can extend the program over a longer period of time. All degree requirements must be met within a five-year period.

MPH/MPA Dual Degree Requirements

The MPH/MPA Dual Degree Program starts in the summer. Students must complete 20 courses (14 full courses and 6 half courses) as well as a field experience, and a Masters level thesis. The program can be completed in two years, though students can extend the program over a longer period of time. All degree requirements must be met within a five-year period.

MPH/MPA Core Required Courses

The core courses include 14 core courses (8 full and 6 half courses). In addition, there are 5 concentration courses, and 1 MPH/MPA elective. The 14 required core courses are listed below:

8 Required Full courses

- MPA 2055 The Politics of Policymaking in Comparative Perspective
- MPA 2160 Management and Implementation in Public and Non-Profit Organizations
- MPA 2445 Policy Analysis and Problem Solving
- MPA2475 Policy Problems of the 21st Century
- PHP 2120 or 2150 Epidemiology
- PHP 2507 Biostats and Applied Data Analysis I or PHP 2510 Principles of Biostatistics and Data Analysis*
- PHP 2508 Biostats and Applied Data Analysis II or PHP 2511 Applied Regression Analysis*
- PHP 2355 Designing and Evaluating Public Health Interventions

*Biostats courses must be taken as a sequence (2507/2508 or 2510/2511)

Please note: students interested in doing a qualitative analytic course sequence should contact the MPH/MPA Interdisciplinary Concentration Lead: Elizabeth "Liz" Tobin-Tyler, JD, MA (Elizabeth_Tobin-Tyler@brown.edu).

6 required half credit courses are:

- MPA 2040 Statistics for Program Evaluation
- MPA 2455 Statistics for Public Policy
- MPA 2450 Economics of Government Intervention
- MPA 2460 Economics for Public Policy
- PHP 2071 Applied Public Health: Systems and Practice
- PHP 2072 Applied Public Health: Policy, Leadership and Communication

As future changes are made in the core requirements of individual degree programs, appropriate changes will be made in the dual degree program.

Concentration Courses (5)

Students in the MPH/MPA dual degree must select the MPH Interdisciplinary Concentration. This includes:

- working with an advisor to develop an individual path focusing on the intersection of public health and policymaking;
- developing an individualized educational plan to gain the competencies required for this path;
- Identifying 5 courses that are appropriate for their individualized plan.

Learn more about the MPH Interdisciplinary Concentration [here](#).

Elective (1)

One MPH/MPA elective selected from the [approved list](#).

MPH Advising (In-Person Only)

The advising process in the Brown MPH Program is multidimensional. During the course of study, advisors will assist students with the following:

- Identifying individual goals for study in the Brown MPH Program
- Selecting academic courses that meet those goals
- Identifying an appropriate field experience placement
- Thesis advice and guidance in the selection of a thesis topic, format and advisor for in person students

All students will be assigned a core advisor when they enter the MPH Program. Students will have structured small group meetings with their core advisor throughout the first year of the program. These meetings are a prerequisite for PHP2071 for in person students, and the core advisor meetings are designed to introduce students to basic concepts in public health, and to relate those concepts to their individual field experience placements. In addition, students can meet with their core advisors individually for advice on course selection, identifying an appropriate field experience and identifying an appropriate thesis topic.

Annie Gjelsvik, PhD, MPH Program Director, is available to all students for advice on course selection, as well as advice on appropriate field experiences and thesis topics. During the August Orientation week for in person students, the MPH Program Director provides a detailed overview of the course choices in one of the sessions. Students can also schedule individual meetings with the MPH Program Director.

In person students are encouraged to meet with Joann Barao, Assistant Director of Applied Learning, to discuss options for the applied public health practice and thesis project. Both Joann Barao and Diane Schlacter are available for in person students who have questions about course requirements. The online MPH program is a set sequence of courses and all students are automatically enrolled in the generalist track. Online MPH students can reach out to the Program Director or Program Manager for questions about course requirements.

Each in-person student will select a thesis advisor and reader for their thesis project. Students should be formulating the thesis topic during the first year of study. The MPH Program Director, the MPH Associate Director, and the Coordinator for Applied Learning Experiences and Professional Development, as well as the core advisor are all available to assist in person students with selecting an appropriate thesis topic, thesis advisor and thesis reader.

MPH Academic Standing Policy

Students are given a copy of the MPH Academic Standing Policy during orientation. Students are asked to confirm that they have received the policy and will read it. The MPH Academic Standing Policy can be found in Appendix A.

Evaluation of Students

Each student is assigned a core advisor when they enter the MPH Program. Students attend mandatory small group sessions with their core advisor throughout the first year of the MPH Program. Students can also meet with their advisor outside of the small group meetings to seek advice on course selection.

For in person students, the MPH program maintains a progress summary sheet documenting all courses taken and how each course satisfies the MPH degree curriculum requirements. The summary sheet also documents when the thesis topic, thesis advisor and thesis reader are approved. The MPH Program will provide the in person student with a progress letter at the end of each year, or in some cases, at the end of each semester. The letter will include details about a student's individual academic progress, and it will include a copy of the student's progress summary sheet.

At the end of each semester, the MPH Program Director meets with the MPH core advisors and the MPH core course instructors to review the progress of all MPH students. Each student's academic performance is discussed, including grades, instructors' observations of the student, course completion and thesis progress for in person students. If concerns are identified, the core advisor and/or MPH Program Director (online program) will follow up with the student. In addition to assessing the individual performance of students, the end of semester reviews are also an opportunity for faculty to identify common issues among students that may indicate the need for changes in individual courses or more generally in the curriculum. The review is also helpful in shaping approaches to advising future students. Therefore, the end of semester reviews are not only critical for the evaluation of individual students but also for the overall program.

Early in the spring semester, the MPH Program Director and appropriate MPH staff review the academic record of all students who are planning to graduate at the end of the academic year. The University has a graduation planning form that the program fills out for each student who completed an application to graduate. The MPH Program staff indicate: (1) The student has completed all degree requirements, (2) If the student successfully completes their spring courses and submits the thesis by the Graduate School deadline they will have completed the degree requirements, or (3) The student will not be able to complete the degree requirements in time to graduate in the spring.

Deadline for Completing the MPH Degree Requirements

Full-time students generally take two years to complete the MPH. Students may request part-time status and can take five years to complete the degree as long as they are continuously enrolled. Students can't be on a leave of absence, or disenrolled pending thesis, for more than 2 years. In unusual situations, where a student needs to extend the timeline, the student can request an extension. The request must include a detailed timeline and plan for finishing all MPH degree requirements. Requests will be reviewed by the MPH Program Director and also by the Dean of the Graduate School.

Financial Support

Financial support is provided through merit-based assistantships and scholarships. The Brown MPH Program seeks candidates who are intellectually curious, highly motivated, and committed to the study of public health. All aspects of the MPH candidate's application are very important for the scholarship review process, including the personal statement, academic transcripts, standardized test scores, letters of reference, and resume. Eligibility for merit-based scholarships is assessed at the time of application.

MPH Program Partial Scholarships

Program partial scholarships are also available to a limited number of highly qualified part-time and full-time students. The Brown University School of Public Health considers merit when determining scholarships. Need based scholarships are currently not available for online students. Domestic applicants to the MPH in-person concentrations who wish to be considered for a need-based scholarship from the school must submit their FAFSA using the Brown University Graduate Federal School Code of E00058.

Master's Supplemental Assistantships (In-person only)

Master's Assistantships are available for a limited number of highly qualified applicants from the in person program. Assistantships provide a monthly stipend.

Master's assistantships are awarded for one semester or for one academic year with the potential for renewal for a second semester or year. Students awarded Master's assistantships must take a full-time course load.

The number and type of assistantships available varies each year depending on the number of sponsors. Past sponsors include research centers at the Brown School of Public Health, the Rhode Island Department of Health, and other public health related organizations. When possible, the Master's

Assistantship is coordinated with the required field experience and many students have been able to develop thesis projects within their assistantship sites.

Limits on Work Hours

Full-time students who are working in Master's Assistantships or on student employment, should generally not be working more than 20 hours/week. There are occasions when a student has a 20 hour/week assistantship, and wants to work additional hours as a TA or in some other capacity. The student should discuss this with the MPH Program Director before accepting a second job.

Registration

Courses@Brown (<https://cab.brown.edu>): use this advanced search engine to find all credit bearing Brown courses for a given term or full academic year (includes textbook information if present). Courses@Brown allows students to not only search for courses but also provides shopping cart functionality (log-in required) from which to register once the student's registration window has opened.

Graduate School

The Graduate School Handbook defines the most important policies, procedures and practices that guide graduate education at Brown University. It includes information on the Graduate School rules, grading standards, graduate credit, conference travel funds, student loans, leaves of absence, codes of conduct, and grievance procedures. Graduate students must abide by the rules of the Graduate School, as well as the rules of the MPH Program. The Graduate School handbook can be found at: [Graduate School Handbook](#)

Leaves of Absence

The Graduate School recognizes that during the course of graduate study a student may need to request a leave of absence. Students considering a leave of absence are encouraged to make an appointment with a dean in the Graduate School to review their leave options. Depending on individual circumstances, students may also be referred to other offices for additional support, such as the Office of International Students and Scholar Services (OISSS) and the Office of Financial Aid. Students may also be encouraged to review whether accommodations (including through Student and Employee Accessibility Services) might make it possible to continue as an active registered student.

Applications for leaves of absence should be sent to the Graduate School at least four weeks before the start of the semester in which the leave is to be taken. Students experiencing an urgent medical or personal matter may request a medical or personal leave of absence at any time. Applications received

at a later date will be reviewed on a case-by-case basis. Failure to inform the Graduate School means that the student will still be considered active and will be billed for tuition. Until students receive confirmation of the approval of their leave of absence request from the Graduate School, they should assume that they are registered and will be expected to fulfill their academic responsibilities, including completing coursework. Directors of Graduate Study must approve all leave of absence applications.

See the Graduate School webpage, <https://www.brown.edu/academics/gradschool/leaves-absence> for more information and to find the Leave forms.

Codes of Student Conduct

The Graduate School requires all graduate students to complete required online courses on Codes of Academic & Student Conduct. Complete the online course on Academic Code & Code of Student Conduct as soon as you receive the links in your Brown email over the summer. An online Title IX course will be sent early in the fall semester.

Grievances

It is expected that students enrolled in the MPH Program will have the best possible relationship with colleagues and faculty during the course of their graduate work at Brown. However, it is possible that a student may not agree with faculty or committee actions related to evaluation of academic progress and standing. The intent of the faculty is to address disagreements directly and constructively. Therefore, we encourage students initially to discuss their concerns and explore possible solutions with their MPH core advisor, the MPH Program Director, and/or the Associate Dean for Academic Affairs at the School of Public Health.

The grievance procedure for Graduate Students can be found in the [Graduate School Handbook](#).

Procedures exist for the resolution of non-academic grievances, such as complaints of harassment involving sexually or racially offensive behavior, and discrimination as cited in the University's Non-Discrimination Policy. There are also established procedures for reviewing the cases of students whose actions may require disciplinary measures. Inquiries about these procedures should be directed to the MPH Program Director, the Dean of the School of Public Health, and/or the Deans of the Graduate School.

Wellness and Support Resources

Student Accessibility Services (SAS) (<https://www.brown.edu/campus-life/support/accessibility-services/>) coordinates and facilitates services for students with physical, psychological, and learning disabilities, and temporary injuries (office located at 69 Brown Street, Suite 512, 5th floor. Page-Robinson Hall).

Counseling and Psychological Services (CAPS) (<https://www.brown.edu/campus-life/support/counseling-and-psychological-services/>) provides free confidential counseling (located at the new Health & Wellness Center at 450 Brook St.; 401-863-3476). CAPS offers Saturday appointments for graduate students from 9:00 A.M. to 4:00 P.M. during the academic year at Health services, 13 Brown St.

International SOS registration is strongly encouraged for all MPH students studying abroad. Students studying abroad during the academic year or summer should register the trip with the Brown University Global Assistance Program. This program provides 24-hour worldwide medical, security, and travel assistance, including emergency evacuation. More information can be found at Brown's International SOS portal <https://www.brown.edu/campus-life/safety/resources/international-sos>.

Brown ID Card

In order to access University libraries, copy machines, etc., students will need a Brown ID card. New in-person MPH students should obtain a Brown ID card at the Brown Card Office, which is located on the 5th floor of Page-Robinson Hall at 69 Brown Street. Access to the School of Public Health building at 121 South Main Street requires additional approval. Generally, SPH will request approval in advance, so that students' cards work in the SPH building when they arrive. If you are an in-person student and your card does not work at 121 South Main Street, contact Diane Schlacter at MPH_Program@brown.edu. Online students receive a digital Brown ID card that provides access to Brown digital services. Please reach out to the online MPH Program Manager if you need additional access.

Brown Email

Matriculated MPH students can set up their Brown electronic services and establish their Brown email accounts before the start of the MPH Program by going to: <https://myaccount.brown.edu/activate>. Once the MPH Program begins, all email communications will be sent to the students' Brown email account.

Student Locker Policy

The School of Public Health makes lockers available to all in person masters students. Lockers are located on the 2nd and 3rd floors of the SPH building. If you wish to register for the use of a locker for the academic year, please submit this form by the first day of classes: [Student Locker Policy and Request Form](#). Student use of lockers starts the first day of classes in September and expires on May 31st.

All lockers are the property of Brown University and, therefore, you are expected to follow all applicable University guidelines. Lockers should not be defaced in any way and should be kept reasonably clean, sticker free, odor free, and their contents should not affect others. Users must provide their own locks but should be aware that we reserve the right to remove the lock in extenuating circumstances.

Locker users will be notified in May of the deadline for removing locks and contents from assigned lockers. Any locks remaining on June 1st will be removed and the contents of the locker disposed of.

Note that in the rare event there are fewer lockers available than the number of students who request a locker, you will be entered into a “Locker Lottery” and notified by the second week of classes with your locker assignment.

Please contact Victoria Kabakian at sph-operations@brown.edu with questions.

Master of Public Health Program Good Academic Standing Policy

OVERVIEW

To receive the MPH degree at Brown, students are required to successfully complete 12 course units (11 full credit courses and 2 half credit courses for in-person) and complete a field experience placement and a thesis (in person) or an integrated learning experience (online). In person students who have taken graduate level health related courses prior to enrolling in the MPH may be eligible to reduce the number of required electives to be taken at Brown by 1. Requests for reduced course loads, including the syllabus and transcript for the course taken, must be made by June 15th prior to enrolling in the MPH Program. Courses taken as part of an undergraduate program will not be considered. Requests will also be subject to Brown University rules and Registrar approval. Students who do not request a reduced course load will have the option of transferring in one course after they have matriculated, in accordance with University/Registrar rules.

GRADING

Students receive full letter grades of A, B, C (no plusses or minuses) or No Credit. There is no grade of D, and failing grades are not recorded on the permanent external record (transcript). However, grades of “No Credit,” “Incomplete,” and late withdrawals from courses are recorded on the student’s internal MPH Progress Report, and this information is used in assessing a student’s academic standing, as well as for other purposes (counseling, Academic Standing considerations, etc.). For the purpose of assessing academic performance within the MPH Program, late withdrawals are defined as withdrawing from a course within five weeks of the last scheduled final exam.

Brown offers the option of registering for courses with a grading option of Satisfactory/No Credit (S/NC). However, MPH students are required to take all core and concentration courses for a letter grade. With permission of the instructor, MPH students may select the Satisfactory/No Credit grading option for ONE general MPH elective course. All other MPH core, MPH concentration, and MPH general elective courses must be taken for a letter grade, unless the course has been set up by the instructor as mandatory S/NC. This includes independent study courses, which should be taken for a letter grade.

Note for students in the combined UG/MPH Program: Grading rules are in effect for MPH courses once students are enrolled in the combined program. MPH courses that were taken for S/NC prior to enrolling in the combined program can still count towards the MPH degree requirements. However, we recommend students considering the UG/MPH take all courses for a letter grade.

GOOD ACADEMIC STANDING

To be in good academic standing, students in the MPH Program must achieve a “B” average. All courses taken at Brown while enrolled in the MPH Program are included in the assessment of academic standing. Only courses taken at Brown while enrolled in the MPH Program are included in the assessment of academic standing. Courses taken at Brown prior to MPH matriculation will count in the grade average only if the student requests permission, and is approved, to use those courses toward the

MPH 12 course credit requirement. As Brown does not calculate a numeric GPA, students are considered to have at least a “B” average if one of the following two conditions exist:

- The student has received a grade of “B” or above for all courses included in the assessment of academic performance
- Any courses in which the student withdrew late or received a “C,” “NC” or “Incomplete” are balanced by an equivalent number of courses for which the student received an “A”. Full courses must be balanced with full courses or two half courses, and half courses may be balanced by either half courses or full courses. For the purpose of assessing academic performance within the MPH Program, late withdrawals are defined as withdrawing from a course within five weeks of the scheduled final exam date (or within 5 weeks of the last scheduled class if no final exam is scheduled).

Thesis Proposals (In-person only)

In addition to having a “B” average, students must have a fully approved thesis proposal by May 1st of their first year. Students who do not have an approved thesis plan by this time will not be in good academic standing. Students who are planning to be enrolled for longer than 2 years, may request to have a later due date for the thesis proposal. The due date must be at least one year prior to their expected graduation date.

Progress Requirements

At the end of each semester, when grades become available, MPH faculty members review the progress of each MPH student. Students who fall out of good academic standing will be notified in writing. This letter will state the areas where the student has not met requirements and include remediation instructions to regain good academic standing and to remain in the MPH Program. Students who receive a warning letter will be re-evaluated at the end of the next semester. If the MPH Program Director determines that satisfactory progress has not been made toward achieving good academic standing, the respective student will be notified that they are being withdrawn from the MPH Program.

Grades of “No Credit” and Repeating Core Courses

Students who receive an “NC” or have a “late withdrawal” from an MPH core course requirement will be offered one additional opportunity to meet that core course requirement. If the student again receives an “NC” or has a “late withdrawal,” the student will be withdrawn from the MPH Program.

Students who receive more than 2 grades of “NC” or “late withdrawal” will be withdrawn from the MPH Program. Students who receive two grades of “NC” or “late withdrawal,” will be given a written warning. If the student receives another grade of “NC” in any subsequent semester, s/he will be withdrawn from the MPH Program. If a student receives more than two grades of “NC” or “late withdrawal” in a single semester, the student will be withdrawn from the program immediately.

Incomplete Grades

Students who receive a grade of “Incomplete” in any course must finish the course within the next semester. An “Incomplete” earned in the Fall semester must be finished in the Spring semester. An “Incomplete” earned in the Spring semester, must be finished in the Summer. If the student does not finish the course in this time frame, the grade will change to an “NC” and the above rules on “NC” grades will apply. Students who have valid extenuating circumstances, such as a medical leave, may request an additional semester from the MPH Program Director. *

Graduation Requirements

Students must be in good academic standing to be eligible to graduate. In order to graduate, students must attain a “B” average across the twelve (12) required MPH courses (see Good Academic Standing above). In-person MPH students may take more than twelve courses, however, any non-approved electives will NOT count toward the MPH degree.

In situations where a student has not attained a “B” average upon completion of 12 MPH courses, s/he may request permission from the MPH Program Director* to take up to two additional approved courses beyond the twelve (12) required MPH courses, and s/he may also request they be substituted for courses already taken. If the student successfully completes the two additional courses, the two prior courses will NOT be counted toward the degree and these courses will not be counted in the assessment of academic standing.

The MPH Program Director will only grant this accommodation if there are compelling reasons. If this exception is granted, the student must still meet all academic standing guidelines (see above); students will only have one opportunity to re-take a core course (see Repeating Courses). If this exception is not granted or if the student does not achieve a “B” average within one year of receiving the accommodation, s/he will be withdrawn from the MPH Program.

MPH students who are enrolled part-time may take up to five years to complete the MPH Program if they are continuously enrolled. See the [Graduate School Handbook](#) for policies on leaves of absence. If a student does not complete the MPH degree requirements within five years, s/he may request a one-year extension from the MPH Program Director*. Extensions are granted at the discretion of the MPH Program Director and will only be granted if there is a valid reason for the delay in meeting the degree requirements, as well as an approved plan for meeting the MPH degree requirements in a timely manner.

MPH students are also required to follow all guidelines established by the Graduate School and the Registrar.

**Students in the MPH/MPA Dual Degree will need to seek permission from both the MPH Program Director and the MPA Program Director.*