



**MASTER OF  
 PUBLIC HEALTH  
 2019 PROSPECTUS**



**Transformative Public Health Learning for the Developing World**

## Vision

To be the leading global Public Health Institute for the world's critical health challenges affecting disadvantaged communities

BRAC JPG School of Public Health (JPGSPH) was founded in 2004 in Dhaka, Bangladesh to address the unmet public health challenges particular to Asia, Africa and South America. The School was co-founded by BRAC, icddr,b and BRAC University, realising that public health needs in developing countries require immersive, community-based teaching and learning to provide locally innovated research and sustainable health solutions.

Drawing from Bangladesh's remarkable public health achievements, BRAC Health's nationwide services, icddr,b and BRAC International's programmes in South Asia and Africa,

## Mission

To create innovative public health leaders and solutions through cutting-edge, experiential Education, Training, Research and Advocacy

the School offers unparalleled real-life, community-centric teaching and learning experiences on critical and emerging global public health challenges.

BRAC JPGSPH employs an interdisciplinary integration of Education, Training, Research and Advocacy to effectively address diverse health realities affecting disadvantaged communities.

Thereby preparing individuals to become public health practitioners, researchers, advocates and leaders of public health and policy at local, national and international levels.

# A TRANSFORMATIVE LEARNING PRAXIS<sup>®</sup> with Leading-Edge Public Health Programme & Research Collaborations —



### Health Service Delivery Partnership and Learning Lab

The world's largest NGO reaches over 100 million people in Bangladesh through innovative development solutions, which are rigorously researched, tested, replicated and scaled-up nationally and across Africa and Asia

- Ranked #1 NGO in the world by NGO Advisor 2016, 2017 & 2018
- Gates Award for Global Health, Bill & Melinda Gates Foundation, 2004
- Innovative health programmes: Health, Nutrition & Population; Tuberculosis; Malaria; Water, Sanitation and Hygiene (WASH); and Disaster, Environment and Climate Change (DECC).
- BRAC works in Afghanistan, Pakistan, Nepal, Myanmar, Philippines, Sierra Leone, Liberia, South Sudan, Uganda, Tanzania and Haiti.

## MASTER OF PUBLIC HEALTH (MPH)

- DEVELOPING WORLD HEALTH CHALLENGES & SOLUTIONS
- EXPERIENTIAL, COMMUNITY-IMMERSIVE LEARNING
- URBAN AND RURAL HEALTH SERVICES FIELDWORK
- GLOBAL PUBLIC HEALTH FACULTY AND PRACTITIONERS
- GLOBAL CLASSROOM OF PUBLIC HEALTH LEARNERS
- INNOVATIVE PUBLIC HEALTH LEARNING METHODOLOGIES
- PUBLIC HEALTH COMPETENCY-BASED CURRICULUM
- EMPLOYABLE PROFESSIONAL SKILLS DEVELOPMENT



### Health Research Partnership and Learning Lab

International Centre for Diarrhoeal Disease Research, Bangladesh

- A global health research institute solving public health problems through lab-based, clinical, epidemiological and health systems research.
- By developing, testing and assessing interventions, icddr,b aims to improve health outcomes in the world's poorest nations.
- Established over 50 years ago, icddr,b promotes the uptake of evidence-based interventions.

## — within the locus of global Public Health Innovations

### BANGLADESH

- Accelerated Infant Mortality Decline - a 65% reduction in deaths from 94 per 1,000 live births in 1990 to 32.9 in 2016; achieving MDG Goal #4
- Rapid Child Mortality Decline - a 71% reduction in deaths from 144 per 1,000 live births in 1990, to 38 in 2015; achieving MDG Goal #4
- Accelerated Maternal Mortality Decline - a 45% reduction from 322 deaths per 100,000 in 2001 to 176 deaths in 2015; achieving MDG Goal #5
- ORS Diarrhoea solution - a community-based rehydration solution saving over 40 million lives globally

# EXPERIENTIAL COMMUNITY IMMERSIVE LEARNING **by** GLOBAL PUBLIC HEALTH FACULTY AND PRACTITIONERS



The locus of BRAC JPGSPH's MPH is its Experiential Community-Immersive teaching through rigorous urban and rural fieldwork. By embedding learners directly in the multi-faceted aspects of developing country environments and health service delivery, students practically investigate and comprehend critical public health realities of disadvantaged communities.

The School employs holistic approaches to understanding health in its physical, mental, emotional and social dimensions. Promoting better health outcomes beyond simply eliminating disease and sickness is integral to BRAC JPGSPH's orientation of public health.

Throughout the year, students undertake collaborative projects in a wide-range of public health settings including informal settlements, BRAC Health programmes, icddr,b hospital, NGO clinics and government health services; to develop on-the-ground conceptions of community health and pluralistic health systems.

This unparalleled teaching framework enables students to systematically develop the values, vision and community-centred ethos required for sustainable public health impact.

Facilitating this real-world contextual learning are the School's reputed global and national professors grounded in critical public health research, practice and programmes. Students gain insightful practical knowledge and know-how from both faculty engaged in applied public health research informing health programmes and policy; and leading public health practitioners with extensive experience in strategising, designing and operationalising programmes.

In addition, visiting faculty working cross-sectorally in health within the fields of law, business, media, governance, education, etc provide a comprehensive understanding of the complexities affecting health services.

Alongside the core curriculum, the School draws on diverse faculty specialisations and developing world health priorities as global and community health, ethics, applied anthropology, urban poverty, qualitative methods, health programme management, monitoring & evaluation and implementation science.

# A GLOBAL CLASSROOM OF PUBLIC HEALTH LEARNERS

With the majority of global public health challenges located in the developing world, it is essential for aspiring public health professionals to gather their skills and knowledge within those very environments. BRAC JPGSPH's strategic partnerships with BRAC and icddr, coupled with Bangladesh's remarkable MDG health achievements and health innovations, creates the ideal learning laboratory for students.

The School draws students from 30 nations committed to working on priority public health challenges, most of whom live or work in developing countries. With a 50% female student body, JPGSPH nurtures a truly enriching learning

atmosphere by combining learners as diverse as doctors, nurses, social scientists, development practitioners, and researchers; with recent graduates in sciences and liberal arts. This allows for the necessary inter-cultural exchange, cross-sectoral experience-sharing, innovative thinking and best-practice insights; to collaboratively devise solutions for urgent health problems.

A distinguished close-knit 35-40 student body each year fosters an incomparable global learning experience with intensive faculty and peer interaction. Thus building meaningful intellectual and personal life-long relationships to sustain their future public health professional work.

**Canada**  
USA  
UK  
The Netherlands  
Germany  
Afghanistan  
Pakistan  
India  
Nepal  
Bhutan  
Japan  
Myanmar  
Bangladesh  
Philippines  
Papua New Guinea  
Australia  
Singapore  
Tanzania  
Kenya  
Ethiopia  
Yemen  
Sudan  
Ghana  
Sierra Leone  
Liberia  
South Sudan  
Uganda  
Malawi  
Bolivia

*"I thought choosing to go to JPGSPH was the best decision I could have made in becoming a well rounded public health professional. If you want a real, hands-on, experience-based programme - that will both challenge, inspire and develop you - this is the place for you."*  
Carly Annabelle Comins (USA), Graduate, 11th Batch

*"The world will be waiting for us in an era of new global leadership, SDGs, developing countries struggling to achieve UHC, fragile health systems where equity and equality to health are yet to be put into action. Our determination will help us continue with required public health values in preventing diseases, prolonging life and promoting health...I must say, MPH has made us competent."*  
Mohamed Sallieu Jalloh (Sierra Leone), Graduate, 12th Batch

*"Being from a clinical background, pursuing a career in public health was a new arena for me...studying at BRAC JPG equipped me with the necessary analytical, technical, programmatic and research skills in public health."*  
Rasmita Paudel (Nepal), Graduate, 10th Batch

*"The MPH at BRAC JPGSPH gave me a fantastic grounding in the theory and practice of public health...the fieldwork and experiences are second to none."*  
Matthew Reeves (Australia), Graduate, 5th Batch

## COMMUNITY-CENTERED PUBLIC HEALTH LEARNING METHODOLOGIES

- 🔥 Immersive Urban Community Fieldwork
- 🔥 Urban Community Context-Based Learning
- 🔥 Immersive Rural Community Fieldwork
- 🔥 Rural Community Context-Based Learning
- 🔥 Integrative Health Learning Frameworks
- 🔥 Immersive Urban Health Services Fieldwork
- 🔥 Immersive Rural Health Services Fieldwork
- 🔥 Facilitated and Guided Fieldwork
- 🔥 Health Services Interviews, Dialogue and Investigations

Communities within urban and rural environments; public health stakeholders and institutions; health and development practitioners and researchers; together form the foundational learning praxis for students throughout the year. All the learning methodologies are integrated with this cutting-edge pedagogic model for students to intellectually process and analyse public health realities unfolding in real-time.

Our explicit learner-focused approach goes beyond the 'detached observer', bounded classroom environment, to compel students to experientially place themselves within the communities alongside the multiple stakeholders and services.

Through such unique learning methodologies students directly encounter the health needs, poverty, service quality and management, health crises, shortcomings and successful interventions embodying modern public health.

BRAC JPGSPH thereby inspires students' innate capacities and potential for authentic engagement, stimulates critical academic reflection and repeatedly challenges students' limits to holistic perspectives. Thus allowing them to creatively conceptualise, design and simulate implementable solutions to various public health problems.

- 🔥 Community Interviews, Dialogue and Investigations
- 🔥 Peer Learning, Feedback and Critique
- 🔥 Health Services-Delivery Solutions Projects
- 🔥 Public Health Real-World Simulations & Role-Playing
- 🔥 Public Health Multi-Disciplinary Learning
- 🔥 Global Integrative Case Studies
- 🔥 Team Project Presentations
- 🔥 Public Health Management Solutions Project
- 🔥 Integrative Public Health Thematic Learning
- 🔥 Public Health Leadership Speaker Panels
- 🔥 Cumulative Applied Learning
- 🔥 Summative Learning

# 2019 MPH COURSES

## INTRODUCTION TO PUBLIC HEALTH: ITS PURPOSE, VALUES AND PRACTICE

**Dr. Sabina F. Rashid\*** Professor: Gender, SRHR, Urban Poverty, Qualitative Methods, BRAC JPGSPH;  
**Dr. Nita Chaudhuri** Adjunct Professor, American University of Paris;  
**Bachera Aktar\*** Coordinator, WOTRO-Digital Sister Project, BRAC JPGSPH;  
**Dr. Taufique Joarder** Adjunct Faculty: Health Systems Management, Qualitative Methods, BRAC JPGSPH; and Adjunct Asst. Professor, Johns Hopkins University

*This course introduces the vision, values and community-centred ethos of 21st century developing country public health needs, and are introduced to a holistic model of health, with personal health as a critical dimension of public health and its complementarity with social dimensions of health. There is intensive urban and rural public health context learning and groups of students work to find solutions to public health problems.*

## ANTHROPOLOGICAL APPROACHES TO PUBLIC HEALTH AND QUALITATIVE RESEARCH METHODS

**Dr. Sabina F. Rashid\*** Professor: Gender, SRHR, Urban Poverty, Qualitative Methods, BRAC JPGSPH;  
**Dr. Alayne Adams\*** Assoc. Professor: Urban Health, Georgetown University; and Professor, BRAC JPGSPH  
*Students are taught basic global and local theories and concepts on culture, health and illness and its impact on public health. Fundamentals to design and implement qualitative research tools and techniques, and fieldwork allows students to learn how to undertake exploratory fieldwork, code and analyse data.*

## EPIDEMIOLOGY

**Dr. Shams E. Arifeen\*** Sr. Director: Maternal & Child Health, Epidemiology, icddr,b; and Professor, BRAC JPGSPH;  
**Dr. Victoria Nankabirwa\*** Faculty: Makerere University (Uganda and Norway); and Visiting Faculty, BRAC JPGSPH;  
**Dr. Emily S. Gurley** Visiting Assoc Scientist: Epidemiology, Johns Hopkins University; and Adjunct Faculty, BRAC JPGSPH

## BIostatISTICS

**Dr. Md. Tanvir Hasan\*** Asst. Professor, Spatial Epidemiology and Biostatistics, BRAC JPGSPH;  
**Dr. Dipak K. Mitra** Asst. Professor: Independent University Bangladesh

## QUANTITATIVE RESEARCH METHODS

**Dr. Malabika Sarker\*** Director - Research and Professor, Evaluation & Implementation Research, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;  
**Dr. Quamrun Nahar** Acting Sr. Director: icddr,b; and Assoc. Professor, BRAC JPGSPH;  
**Dr. Dipak K. Mitra** Asst. Professor: Independent University Bangladesh

*Students learn how to use and apply epidemiological, statistical and quantitative research tools on public health problems through practical case studies, both global and local, and critical analysis of data sets on real world health problems. Students visit the field for their learning.*

## HEALTH SYSTEMS MANAGEMENT

**Dr. Syed M. Ahmed\*** Director: Centre of Excellence for UHC; and Professor, Health Systems Management, BRAC JPGSPH;  
**Dr. Shaikh A. Shahed Hossain\***, Professor, BRAC JPGSPH;  
**Ermin Erasmus** Collaboration for Health Policy & Systems Analysis in South Africa; and Visiting Faculty, BRAC JPGSPH;  
**Dr. Timothy G Evans** Sr. Director: Health, Nutrition and Population, World Bank; and Adjunct Professor, BRAC JPGSPH;  
**Gbanya M. Zenabu** Managing Systems in Crisis, Ministry of Health, Liberia; and Visiting Faculty, BRAC JPGSPH;  
**Dr. Taufique Joarder** Adjunct Faculty: Health Systems Management, Qualitative Methods, BRAC JPGSPH; and Adjunct Asst Professor, Johns Hopkins University

*This course provides students with diverse frameworks, global and local cases to to examine the complexities of pluralistic health systems. Community-centric approaches, leadership and management, programme management of facilities, policies, budgets, public health diplomacy and core management functions and health facilities operations are integrated into this module. Fieldwork is dedicated to learning from different health facilities. Students problem-solve and work on innovative simple, solutions to improve MNCH service delivery.*

## HEALTH ECONOMICS AND HEALTHCARE FINANCING

**Dr. Jahangir Khan\*** Sr. Lecturer: Liverpool School of Tropical Medicine, UK; and Adjunct Professor, Health Economics and Financing, BRAC JPGSPH;  
**Dr. Zahidul Quayyum** Professor, BRAC JPGSPH

*Students are exposed to concepts on health economics and healthcare financing, and as part of the contextual learning, evaluate the impact of health insurance schemes on disadvantaged communities. Using a community centred and pro-equity approach, students produce an innovative solution-model on insurance package options for the poorest.*

\*Course Coordinators

## PRINCIPLES OF HEALTH COMMUNICATIONS

**Imteaz Mannan\*** Technical Advisor I, Hemayat Project, Jhpiego, Kabul-Afghanistan; and Adjunct Faculty, BRAC JPGSPH;

**Mahrugh Mohiuddin\*** Advocacy and Communication, University Press Ltd; and Adjunct Faculty, BRAC JPGSPH  
*Key concepts in public health and communications, marketing theories and its practical application in the health sector are taught in this course. Public health communications practitioners working in development agencies are interviewed to understand key lessons and challenges in a changing digital technology and social media world.*

## PUBLIC HEALTH NUTRITION

**Dr. Tahmeed Ahmed\*** Sr. Director: Nutrition, Clinical and Public Health Research in Nutrition and Infectious Diseases, Clinical Services Division of icddr,b; and Professor, BRAC JPGSPH

*This course introduces global and local contexts of child and maternal nutrition and the prevention and management of nutrition in public health programmes. Fieldwork provides an opportunity for students to utilise their basic research skills and reflect on programme successes and challenges of managing malnutrition by interviewing patients and service providers at icddr,b hospital facilities.*

## EPIDEMIOLOGY OF INFECTIOUS DISEASES

**Dr. Richard A. Cash\*** Sr. Lecturer: Global Health, Ethics in Research, Infectious diseases, Harvard University, USA; and Professor, BRAC JPGSPH (Prince Mahidol Award);  
**Dr. Stephen P. Luby\*** Professor of Medicine: Innovation in Global Health, Disease Control and Infectious Diseases, Stanford University, USA; and Adjunct Faculty, BRAC JPGSPH

*Students are oriented to numerous important viral and bacterial diseases, disease, distribution, surveillance and control strategies prevalent in developing countries. Through experiential hands-on learning, students undertake field visits to icddr,b's famous Matlab surveillance area and BRAC's globally recognized DOTS Tuberculosis & Malaria Control programme, to learn implementation of epidemiological studies on infectious diseases.*

## AGING AND HEALTH

**Dr. Preet Dhillon\*** Epidemiology: Public Health Foundation of India; and Visiting Faculty, BRAC JPGSPH;  
**Kuhel F. Islam\*** Senior Coordinator, Centre of Excellence for Universal Health Coverage, BRAC JPGSPH  
*Concepts on non-communicable diseases, aging populations, and implications of aging populations for developing countries and service delivery needs are taught in this course. Students visit and interview aged care service providers working in NGOs, Government of Bangladesh and the private sector.*

## REPRODUCTIVE AND SEXUAL HEALTH AND RIGHTS

**Dr. Sabina F. Rashid\*** Professor: Gender, SRHR, Urban Poverty, Qualitative Methods, BRAC JPGSPH;  
**Dr. Malay K. Mridha\*** Assoc. Professor: Epidemiology, Maternal Health, Quantitative Research Methods, BRAC JPGSPH;  
**Bachera Aktar** Coordinator, WOTRO-Digital Sister Project, BRAC JPGSPH;  
**Dr. Tasnim Azim** Visiting Professor, BRAC JPGSPH;  
**Dr. Halida Hanum Akhter**, Visiting Professor, BRAC JPGSPH

*Students learn global and local anthropological and epidemiological theories, concepts and evidence on how social, political and economic factors impact gender, sexual and reproductive health and sexuality and rights. For the MNCH component, students visit a hospital and investigate particular bottlenecks and develop solutions.*

## ENVIRONMENT HEALTH AND CLIMATE CHANGE

**Dr. Mohammad Zahirul Islam\***, Post Doctoral Fellow, School of Environment, Griffith University;  
**Andrew Jenkins** University of Cambridge, UK; and Adjunct Faculty, Monitoring & Evaluation, BRAC JPGSPH  
*This course familiarises the students to the nexus between environment and health, and emerging challenges of climate change and disaster management for vulnerable populations. Case studies and field exposure directly relevant to developing country contexts are covered. Field visits are made to urban industrial catchment and riverbank areas to understand community needs and interventions required.*

## MONITORING AND EVALUATION OF PUBLIC HEALTH PROGRAMMES

**Dr. Malabika Sarker\*** Director - Research and Professor, Evaluation & Implementation Research, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;  
**Dr. Yameen Mazumder** Sr. Project Specialist, Centre of Science of Implementation and Scale-Up, BRAC JPGSPH  
*This course provides students with the ability to understand key concepts and professional skills to monitor and evaluate a public health problem. Core components covered are monitoring and evaluation, indicators, design, data collection and analysis and how integrating real time information into programme implementation. Students visit and review selected programmes and visit sites run by BRAC.*

## SUMMATIVE LEARNING PROJECT

*As the culminating learning project, groups of students work on a public health area, undertaking primary research on or evaluation of a programme, to understand key public health problems and find solutions.*



# PUBLIC HEALTH COMPETENCY-BASED LEARNING: EMPLOYABLE PROFESSIONAL SKILLS DEVELOPMENT

To effectively tackle the current and emerging 21st century public health challenges, students must equip themselves with the precise Public Health Technical, 'Soft' and Managerial skills demanded. BRAC JPGSPH's Experiential Community-Immersive Teaching and innovative Learning Methodologies form a Public Health Competency-based Curriculum to develop:

## Public Health Technical Competencies including:

- 🔥 Basic Epidemiology Skills
- 🔥 Basic Biostatistics Skills
- 🔥 Basic Applied Medical Anthropological Skills
- 🔥 Qualitative Research Methodology Skills
- 🔥 Quantitative Research Methodology Skills
- 🔥 Data Analysis and Interpretation Skills
- 🔥 Basic Mixed Methods Research Skills
- 🔥 Literature Review Skills
- 🔥 Evidence-Based Analytical Skills

## Public Health Soft Skills including:

- 🔥 Public Health Vision, Values and Ethics
- 🔥 Public Health Empathy
- 🔥 Self-Management and Self-Reflective Skills
- 🔥 Interpersonal Skills
- 🔥 Learning Aptitude
- 🔥 Cultural Competencies
- 🔥 Teamwork and Collaboration
- 🔥 Critical Thinking and Problem-Solving
- 🔥 Creative Thinking
- 🔥 Basic Writing Skills
- 🔥 Basic Presentation Skills

## Public Health Management Competencies including:

- 🔥 Basic Community-Centric Design
- 🔥 Basic Systems Thinking
- 🔥 Basic Solutions Thinking
- 🔥 Basic Programme Management Skills
- 🔥 Basic Monitoring and Evaluation Skills
- 🔥 Basic Service-Delivery Conceptual Skills
- 🔥 Basic Human Resources Conceptual Skills
- 🔥 Basic Marketing-Communications Conceptual Skills
- 🔥 Basic Budgeting Skills

BRAC JPGSPH's competency-based curriculum develops well-rounded, multi-skilled professionals who can readily apprehend the evolving inter-dimensional nature of public health to succeed in diverse and complex health environments globally.

## POST-MPH EMPLOYMENT

Graduates have been recruited by international and national organisations including:

- |   |  |  |
|---|--|--|
| 🔥 Amref Health Africa                                 | 🔥 Innovations for Poverty Action                               | 🔥 Qassim University, Saudi Arabia                            |
| 🔥 Australian Catholic University (ACU)                | 🔥 International Institute of Rural Reconstruction, Philippines | 🔥 Save the Children  |
| 🔥 BRAC  | 🔥 Makerere University, Uganda                                  | 🔥 SIDA (Swedish International Development Authority)         |
| 🔥 BRAC International                                  | 🔥 Medecins Sans Frontieres (MSF)                               | 🔥 The World Bank   |
| 🔥 BRAC JPG School of Public Health                    | 🔥 Medical University of Vienna, Austria                        | 🔥 UNDP (United Nations Development Programme)                |
| 🔥 DFID, UK (Department for International Development) | 🔥 Ministry of Public Health, Afghanistan                       | 🔥 UNFPA (United Nations Population Fund)                     |
| 🔥 Enlightened Myanmar Research Foundation             | 🔥 Ministry of Health, Bangladesh                               | 🔥 UNICEF (United Nations Children's Fund)                    |
| 🔥 George Washington University, USA                   | 🔥 Ministry of Health, Liberia                                  | 🔥 USAID (United States Agency for International Development) |
| 🔥 Harvard University, USA                             | 🔥 Murdoch Childrens Research Institute, Australia              | 🔥 WaterAid   |
| 🔥 icddr,b   | 🔥 Norwegian Institute of Public Health                         | 🔥 WHO (World Health Organization)                            |
| 🔥 International Food Policy Research Institute        | 🔥 Oshawa Community Health Centre, Canada                       |  |

## POST-MPH HIGHER STUDIES

Graduates have enrolled in or completed doctoral and post-doctoral studies at leading institutions including:

- |  |  |  |
|--|--|--|
| 🔥 Bergen University, Norway                                  | 🔥 La Trobe University, Australia                   | 🔥 University of Queensland, Australia        |
| 🔥 Cebu Doctors University, Philippines                       | 🔥 London School of Hygiene & Tropical Medicine, UK | 🔥 University of Saskatchewan, Canada         |
| 🔥 Chulalongkorn University, Thailand                         | 🔥 Monash University, Australia                     | 🔥 University of South Carolina, USA          |
| 🔥 Columbia University, USA                                   | 🔥 Radboud University Nijmegen, Netherlands         | 🔥 University of Sydney, Australia            |
| 🔥 Emory University, USA                                      | 🔥 Shiga University of Medical Science, Japan       | 🔥 University of Technology, Sydney           |
| 🔥 Freie University Berlin, Germany                           | 🔥 Stockholm University, Sweden                     | 🔥 University of Toronto, Canada              |
| 🔥 Harvard University, USA                                    | 🔥 University of Basel, Switzerland                 | 🔥 University of Western Australia, Australia |
| 🔥 Heidelberg University, Germany                             | 🔥 University of Melbourne, Australia               | 🔥 University of Western Ontario, Canada      |
| 🔥 Institute of Development Studies, University of Sussex, UK | 🔥 University of New South Wales, Australia         | 🔥 Vienna Medical University, Austria         |
| 🔥 Johns Hopkins University, USA                              | 🔥 University of Pittsburgh, USA                    |  |

**CALENDAR YEAR: 26<sup>th</sup> January, 2019 – 23<sup>rd</sup> January, 2020**

### ADMISSION CRITERIA

- ✦ Bachelor and/or Master degree(s) in Health Sciences (Medicine, Nursing, Midwifery) or Social Sciences
  - ✦ GPA 3.0 or above
  - ✦ Proficiency in oral and written English; and Mathematics
  - ✦ Basic computer skills including Microsoft Office and data analysis software
  - ✦ A passionate commitment to Public Health, its values and purpose
  - ✦ 2 – 3 years of Professional public health experience preferred
- \*Anyone irrespective of ethnicity, religion, disability, gender or sexual orientation may apply*

### APPLICATION PROCESS

Please provide the following documents/items:

- ✦ Scanned copy of all academic papers: secondary, higher secondary, graduation, Masters degree (if any)
- ✦ Updated Curriculum Vitae/Resume
- ✦ Scanned copy of passport or National ID
- ✦ Electronic signature
- ✦ Passport size photograph

### STATEMENT OF PURPOSE

Describe your professional interests and goals in pursuing a career in Public Health and how the BRAC JPG School of Public Health MPH will contribute to achieving them (not to exceed 600 words)

### RECOMMENDATION

A Professional or Academic Letter of Recommendation

### APPLICATION DEADLINE

**31<sup>st</sup> August, 2018**

### TUITION FEES & COVERAGE

- ✦ Tk. 750,000/- for Bangladeshi nationals
- ✦ All Course Fees and course-related Materials
- ✦ BRAC Health and BRAC Programmes Field visits, Travel & Accomodations
- ✦ All Public Health Field visits, Travel & Accomodations
- ✦ Computer Lab Facilities
- ✦ Library Facilities
- ✦ Access to online journal and learning software

### SCHOLARSHIPS

Scholarships and Waivers based on academic merit and financial need are

# JOIN THE NEXT GENERATION OF PUBLIC HEALTH LEADERS



**APPLY NOW**

[www.bracjpgsph.org/index.php/mph/admission/forms](http://www.bracjpgsph.org/index.php/mph/admission/forms)

**INQUIRIES**

[saiful@bracjpgsph.org](mailto:saiful@bracjpgsph.org)

[www.bracjpgsph.org](http://www.bracjpgsph.org)