BRAC JPG School of Public Health (BRAC 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. The School draws from Bangladesh’s remarkable public health achievements as well as BRAC Health’s nationwide services and BRAC International’s programmes in South Asia and Africa. BRAC JPGSPH therefore offers unparalleled real-life, community-centric teaching, learning and research experiences on critical and emerging national and global public health challenges.

The School’s approach is an interdisciplinary integration of Education, Training, Research and Advocacy to diverse, emerging and critical health challenges affecting disadvantaged communities. The School builds capacity by preparing individuals to become public health practitioners, researchers, advocates and leaders of public health and policy at local, national and international levels.

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

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

A TRANSFORMATIVE LEARNING PRAXIS©

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
- 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.

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.

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
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.

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.

This unparalleled teaching framework enables students to systematically develop the values, vision and community-centred ethos required for sustainable public health impact.
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 beyond the traditional classroom, within those very environments. BRAC JPGSPH’s strategic partnerships with BRAC and icddr,b, coupled with Bangladesh’s remarkable MDG health achievements and health innovations, creates the ideal learning laboratory for students.

The School draws students from 29 nations, who are 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 academic atmosphere.

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INNOVATIVE PUBLIC HEALTH LEARNING METHODOLOGIES

- Immersive Urban Community Fieldwork
- Urban Community Context-Based Learning
- Immersive Rural Community Fieldwork
- Rural Community Context-Based Learning
- Integral Health Learning Frameworks
- Immersive Urban Health Services Fieldwork
- Immersive Rural Health Services Fieldwork
- Facilitated and Guided Fieldwork
- Community Interviews, Dialogue and Investigations
- 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 as ‘Community and Health Services Fieldwork’; ‘Integral Health learning Frameworks’; ‘Urban and Rural Contextual Learning’; ‘Service Delivery Solution Projects’; ‘Cumulative and Summative Applied Learning’; 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.

- Ultimately, students undergo an organic learning transformation which fundamentally strengthens their values, empathy and capacity to positively impact the public health domain they enter.

- “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 Annastelle Comins (USA), Graduate, 11th Batch

- “I must say, MPH has made us competent.”
  Mohamed Salieu Jalloh (Sierra Leone), Graduate, 12th 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.”
  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

- A highly selective and close-knit group of 35 students yearly, fosters this incomparable global public health classroom of intensive faculty and peer interaction. By learning together and from one another throughout the year, students build meaningful intellectual and personal life-long relationships, which sustain their future public health professional work.

- “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.”
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2018 MPH PROGRAMME COURSES

CALENDAR YEAR:
27th January, 2018 - 23rd January, 2019

INTRODUCTION TO PUBLIC HEALTH: ITS PURPOSE, VALUES AND PRACTICE
Dr. Sabina F. Rashid*  Professor: Gender, SRHR, Urban Poverty, 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 complementarily 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; and Adjunct Asst. Professor, Johns Hopkins University
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.

HEALTH ECONOMICS AND HEALTHCARE FINANCING
Dr. Shams I. Arifin*  Sr. Director: Maternal and Child Health, Epidemiology, icddr,b; and Professor, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
Dr. Victoria Nankabirwa Faculty: Makerere University (Uganda and Norway); and Visiting Faculty, BRAC JPGSPH
Dr. Emily S. Durley  Visiting Assoe Scientist: Epidemiology, Johns Hopkins University; and Adjunct Faculty, BRAC JPGSPH
This course provides students with diverse frameworks, global and local cases 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 operations of health facilities 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.

QUALITATIVE RESEARCH METHODS
Dr. Malabika Sarkar*  Director: Research and Professor, Evaluation and Implementation Research, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
Dr. Quannun Nahar  Asst. Director, Health Systems Management, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
Dr. Dipak K. Mitra  Asst. Professor: Independent University Bangladesh; and Adjunct Faculty, BRAC JPGSPH
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.

MONITORING AND EVALUATION OF PUBLIC HEALTH PROGRAMMES
Andrew Jenkins University of Cambridge, UK; and Adjunct Faculty, Monitoring; and Evaluation, BRAC JPGSPH;
Nandan Mukherjee* PhD Researcher: University of Dundee, Scotland; and Visiting Faculty, BRAC JPGSPH;
Dr. Taufique Joarder*  Asst. Professor: Health Systems Management, Qualitative Methods, BRAC JPGSPH; and Adjunct Asst. Professor, Johns Hopkins University
This course familiarises the students to the nexus between environment and health, and emerging challenges of climate change and water 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.

ENVIRONMENTAL AND CLIMATE CHANGE
Dr. Taufique Joarder*  Asst. Professor: Health Systems Management, Qualitative Methods, BRAC JPGSPH; and Adjunct Asst. Professor, Johns Hopkins University
Dr. Peyr J. Adhikary  Asst. Professor: Epidemiology, Maternal Health, Quantitative Research Methods, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
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 a number of important viral and bacterial diseases, disease, distribution, surveillance and control strategies that are prevalent in developing countries. As part of the experiential hands on learning, students undertake field visits to icddr,b's famous Matlab surveillance area and BRAC's globally well-known DOTS Tuberculosis and Malaria Control programme, and learn implementation of epidemiological studies on infectious diseases.

AGING AND HEALTH
Dr. Preet Chhabil*  Epidemiology: Public Health Foundation of India; and Visiting Faculty, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
Dr. Shams E. Arifeen*  Sr. Director: Maternal and Child Health, Epidemiology, icddr,b; and Professor, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
Dr. Andrew Jenkins University of Cambridge, UK; and Adjunct Faculty, Monitoring and Evaluation, BRAC JPGSPH;
Dr. Syed M. Ahmed*  Director: Centre of Excellence for UHC; and Professor, Health Systems Management, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
Dr. Timothy O. Evans  Sr. Director: Health, Nutrition and Population, World Bank; and Adjunct Professor, BRAC JPGSPH; and Adjunct Faculty, Johns Hopkins University
Dr. Shams E. Arifeen*  Sr. Director: Maternal and Child Health, Epidemiology, icddr,b; and Professor, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
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Dr. Dipak K. Mitra  Asst. Professor: Independent University Bangladesh; and Adjunct Faculty, 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.

EPIDEMIOLOGY
Dr. Shams I. Arifin*  Sr. Director: Maternal and Child Health, Epidemiology, icddr,b; and Professor, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
Dr. Alayne Adams*  Assoc. Professor: Urban Health, Georgetown University; and Professor, BRAC JPGSPH;
Dr. Gbanya M. Zenabu  Managing Systems in Crisis, Ministry of Health, Liberia; and Visiting Faculty, BRAC JPGSPH;
Dr. Victoria Nankabirwa Faculty: Makerere University (Uganda and Norway); and Visiting Faculty, BRAC JPGSPH; and Adjunct Faculty, Heidelberg University, Germany;
Dr. Imam M. Ikramuddin*  Asst. Professor: Handover, BRAC JPGSPH; and Adjunct Asst. Professor, Johns Hopkins University

Students learn fundamental 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.

PRINCIPLES OF HEALTH COMMUNICATIONS
Imtiaz Mannan*  Sr. Advisor: Advocacy and Communication, Save the Children; and Adjunct Faculty, BRAC JPGSPH; and Adjunct Faculty, BRAC JPGSPH
Mahboob Mohiuddin*  Advocacy and Communication, University Press Limited; 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 practitioners working in communications in development agencies are interviewed, to understand key lessons and challenges in a changing world of digital technology and social media.

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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 malnourishment by interviewing patients and service providers at icddr,b hospital facilities.

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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 faculty’s Experiential Community-Immersive Teaching and Innovative Public-Health Learning Methodologies form a Public Health Competency-based Curriculum to accomplish the following:

**PUBLIC HEALTH COMPETENCY-BASED LEARNING:**

**EMPLOYABLE PROFESSIONAL SKILLS DEVELOPMENT**

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

**POST-MPH HIGHER STUDIES**

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

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

ADMISSION CRITERIA
- Bachelor and/or Master degree(s) in Health Sciences (Medicine, Nursing, Midwifery) or Social Sciences
- GPA 3.0 or above
- Proficiency in Mathematics and oral and written English
- Basic computer skills including Microsoft Office and data analysis software
- Professional public health experience preferred

APPLICATION PROCESS
To complete the application process, attach the following:
- Scanned copy of all academic papers: secondary, higher secondary, graduation, Masters degree (if any)
- Updated Curriculum Vitae/Resume
- Scanned copy of passport
- Electronic signature
- Passport size photograph

PERSONAL STATEMENT
A letter of justification explaining your interest and reasons for applying to the MPH programme at BRAC JPG School of Public Health

RECOMMENDATION
A letter of recommendation from your employer/academic supervisor

APPLICATION DEADLINE
1st November, 2017

PLEASE SEND YOUR COMPLETED APPLICATIONS WITH ALL DOCUMENTS TO:
Md. Saiful Islam - saiful@bracjpgsph.org

VISA SUPPORT
BRAC JPG School of Public Health will provide Letters of Support for the visa process as needed for international students.

ACCOMMODATIONS
BRAC JPG School of Public Health offers accommodations for international students with the following amenities:
- Secure BRAC University facility
- Air-conditioned rooms
- WiFi facilities
- Breakfast, lunch and dinner provided
- Transport to/from School

ACCOMMODATION FEE: US$ 8,000

TUITION FEES
- High income countries: US$ 20,000
- Low- or middle-income countries: US$ 12,000

Applicants sponsored by UN organisations, bilateral/multilateral organisations are required to pay full tuition fees.

SCHOLARSHIPS
- WHO TDR Scholarships available for students from low- and middle-income countries in WHO South East Asian and Western Asia Pacific regions
- 4 BRAC University partial scholarships available for students from African and Latin American countries