

Department of Mental Health

**ACADEMIC  
HANDBOOK**

**Johns Hopkins Bloomberg  
School of Public Health**

**2008 - 2009**



Protecting Health, Saving Lives—*Millions at a Time*



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William W. Eaton, PhD  
Professor & Chair, Department of Mental Health

August 2008

Dear Students and Fellows:

It is with great pleasure that I welcome those of you who are new, and those who are returning, to our department for this new Academic Year 2008/2009. The Department of Mental Health is at the forefront of exciting developments in the field of public mental health. We are committed to applying the public health approach to alcohol, drug, and mental health problems in adults and children around the world.

The Academic Handbook is a guide for you to learn about our faculty, research interests, curriculum, course requirements, and department guidelines. The Handbook includes our administration staff's functions, email addresses, and telephone numbers for your convenience. It is a complement to the Catalog distributed by The Johns Hopkins Bloomberg School of Public Health. The Department Academic Handbook is the most current resource for your degree requirements.

Faculty and staff join me in wishing you a rich and rewarding year, both academically and personally, and we welcome you to exciting challenges. Together, we can pursue our department's mission to address the important problems of public mental health.

Warm regards,

A handwritten signature in black ink that reads "William W. Eaton". The signature is written in a cursive, flowing style.

William W. Eaton

THE DEPARTMENT OF MENTAL HEALTH  
ACADEMIC HANDBOOK  
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## MISSION

The mission of the Department of Mental Health is to advance understanding of the causes and consequences of mental health and mental disorders, in order to improve health in the general population. The central focus of the mission is the prevention and control of mental disorders and impairments.

The target outcome of mental health and mental disorders is the distinguishing feature of the department. Mental disorders are disturbances of thinking, feeling, and acting which have a proximate cause in the human brain. Disturbances of thinking include mental disorders like schizophrenia and dementia, as well as impairments like mental retardation. Disturbances of feeling include emotional problems like mood and anxiety disorders. Disturbances of behavior include misuse of alcohol, use of illicit drugs, and violence. The expression of mental and behavioral problems in humans is diverse, and most disorders involve problems of varying intensity in all three areas of cognition, emotion, and behavior. Mental disorders typically involve disruption of the social relations of the individual, and are associated with neurological changes. Mental disorders occur at all ages and in all social groups.

Understanding causes and consequences of mental health and mental disorders from the perspective of public health involves population-based surveys in a developmental framework. Prevention and control of mental disorders involves design and execution of intervention trials to prevent disorder in individuals who are currently healthy, as well as to minimize future consequences for those with current disorder or a history of disorder. Interventions for promotion of mental health are part of the mission because good mental health protects against onset of a variety of mental disorders, as well as being a valued outcome in itself.

## **RESEARCH AREAS**

The Department emphasizes ongoing research that enriches and stimulates the teaching programs. All students and fellows are encouraged to participate in at least one research group of a major research program, e.g., the NIMH & NIDA-funded Center for Prevention and Early Intervention, the Center for Prevention of Youth Violence, the Baltimore Epidemiologic Catchment Area study, NIDA- funded studies on the drug dependence syndromes and AIDS, and other similar projects.

### **The Center for Prevention and Early Intervention (CPEI)**

The Center for Prevention and Early Intervention is a collaborative effort between the JHU Bloomberg School of Public Health and our community partners in prevention and early intervention (the Baltimore City Public Schools System, Family League of Baltimore City, Baltimore Mental Health Systems and the Maryland Department of Education), and prevention and early intervention researchers at Morgan State University, Pennsylvania State University, the University of California at Los Angeles, the University of Alabama, Columbia University, and Stanford University. The Center is supported by National Institutes of Mental Health and Drug Abuse.

The mission of the Center is (1) to improve school-based preventive and early treatment interventions for children and adolescents by bridging epidemiologic, intervention, services, and dissemination and training research through the development of a research structure and research strategies capable of evaluating the effectiveness and sustainability of promising and evidence-based interventions; (2) to identify factors that inhibit or facilitate improved prevention and treatment practices and outcomes; (3) to disseminate the knowledge gained in order to improve prevention and treatment research and dissemination and training practices; and (4) to develop within our collaborating community partners the capacity to carry out and disseminate state of the art prevention and early intervention research and evaluations.

The Center consists of 4 Cores. The Operations Core provides support to Center collaborators in the following areas: administration, biostatistics, economic analysis, clinical trials, assessment/evaluation, and dissemination and training. The Research Methods Core is focused on advances in biostatistics, economics, and computerized assessment in support of the Center's intervention initiatives. The Principal Research Core provides the structure and support for pilot and feasibility studies aimed at setting the stage for school-based effectiveness trials of promising and evidence-based prevention and early interventions and assessments. The Research Network Development Core focuses on the development of the infrastructure within our community partners for carrying out state of the art prevention and early intervention research and evaluations. Support over the life of the Center will make it possible: (1) to strengthen and extend research initiatives aimed at evaluating the effectiveness of evidence-based, early preventive and treatment interventions for children and adolescents and (2) to disseminate research on the prevention and treatment of mental disorders in children and adolescents.

The Center for Prevention and Early Intervention builds on the foundation laid by the Johns Hopkins Prevention Intervention Research Center (1985-2001), which provided the basis for two

generations of school-based, preventive intervention field trials in Baltimore and their ongoing follow-ups.

### **Epidemiologic Catchment Area-East Baltimore (ECA)**

The Baltimore Epidemiologic Catchment Area (“ECA”) Research project started out as one of five sites around the country, in the early 1980s. The Baltimore site was led by Morton Kramer, with collaborators from the Department of Health Policy and Management, and from the Department of Psychiatry. The Baltimore site was the only one of the five to conduct follow-ups, during 1993-1996 and then 2004-2005. The Baltimore ECA follow-up involves investigators from the Departments of Epidemiology, Biostatistics, and Health Policy and Management in the Bloomberg School of Public Health and with investigators from the Departments of Psychiatry and Behavioral Sciences, and Medicine, in the School of Medicine. The goals of the follow-up are to provide basic data on the incidence and natural history of the most frequent mental disorders occurring during adulthood; to search for risk factors for disorders and syndromes; and to study the consequences of psychopathology in terms of physical illness, disability, and mortality. Data from the original five sites of the national ECA program, and from the Baltimore ECA follow-up, are available for analysis by members of the Johns Hopkins community, via direct network linkage to the server of the Department of Mental Health. The Baltimore ECA follow-up is supported by grants from the National Institute of Mental Health.

### **The Center for the Prevention of Youth Violence**

The Hopkins Center for the Prevention of Youth Violence was created in October 2000 with a five-year grant from the National Centers for Disease Control and Prevention. Refunded in 2005, the Center’s current theme is *Waging Peace*. The Center brings together academic institutions, City and State agencies and organizations, community groups, schools, youth groups, and faith organizations to collaborate on both positive youth development and the prevention of violence. The Center provides a formal infrastructure that facilitates academic-community collaborations by integrating research findings with education and training, professional development, and practice efforts, translating research into improved professional practice. The result is an increase in the capacity of local providers, policy makers, and academic researchers to choose among potential interventions, monitor fidelity to specified standards, and increase knowledge concerning effective and ineffective practices and policies. Current projects involve the statewide implementation of a strategy for providing more positive learning environments in schools, coordination of Baltimore City’s Gang Violence Prevention Plan, and evaluations of several interventions aimed at reducing risk factors and increasing protective factors related to youth violence.

### **Alcohol and Drug Dependence and Related Hazards**

A major focus of the Department is the epidemiology of drug use and related disorders, encompassing tobacco, alcohol and illegal drugs. Our faculty’s research aims to further understanding of the natural history of drug involvement in populations. This research uses a developmental perspective to understand potential determinants of transitions through stages of drug use, including opportunities to use drugs, initiation, drug abuse and dependence, as well as remission from drug use disorders. These suspected determinants include genetic, cognitive, behavioral, and social influences. A major goal of this research is the identification of potential targets for intervention leading to the development and testing of preventive intervention

approaches. Another major body of research focuses on the consequences of drug involvement, including comorbid psychiatric disorders and health consequences such as HIV/AIDs. The Department's research also encompasses issues related to cost and access of drug treatments services. The Department is the site of several National Institute on Drug Abuse (NIDA) funded studies, as well as a NIDA-funded research training program.

### **Cognitive Health and Aging**

The Department offers advanced training in epidemiologic study of the determinants of cognitive health and cognitive decline in the elderly. The dementias of aging are among the most pressing public health concerns in the developed world, where more than 30% of those over age 85 are impaired. In the U.S.A., at least 20% of adults now living are expected to develop severe memory loss and other clinical features of dementia. With their rapid growth in life expectancy, many countries in the developing world are also seeing dramatic increases in the prevalence of dementing disorders. Department faculty direct several NIA-funded projects that seek to find the proportionate role of genes and the environment in the cause of Alzheimer's disease, to identify specific environmental factors that may modify genetic influences, and to test interventions aimed at delaying or preventing the occurrence of cognitive decline and dementia. The training program includes course offerings in the Departments of Mental Health, Epidemiology, and Biostatistics, Health Policy and Management, and the Department of Psychiatry and Behavioral Sciences of the School of Medicine. Graduate and post-doctoral students have the opportunity to work with several large data sets related to mental health in aging, including the Cache County Study, the Epidemiologic Catchment Area (ECA) studies, and the Advanced Cognitive Training for Independent and Vital Elderly (ACTIVE) Study.

### **Other Resources**

The Department faculty work in close association with city, state, and federal public mental health agencies, and enjoy working relationships with the Maryland State Department of Health and Mental Hygiene and the Baltimore City Health Department. Department faculty and staff also work with local non-profit agencies working in mental health including Baltimore Mental Health Systems and the Mental Health Policy Institute for Leadership and Training as well as with the Baltimore Substance Abuse Systems, Inc. (bSAS). In addition, the Department faculty has established close working relationships internationally, among whose institutions and organizations are: The WHO Department of Mental Health and Substance Abuse; World Psychiatric Association; National Center for Register-based Research, Aarhus, Denmark; and the World Federation for Mental Health.

## **TEACHING FACULTY**

### **Deborah Agus, J.D.**

Projects that promote systems change in serving vulnerable populations; including legal analysis on related issues, and draft legislation.

### **Pierre K. Alexandre, Ph.D., M.S., M.P.H.**

Health economics with special interests in mental health and substance abuse, including health services research, policy and program evaluation, and cost-benefit analysis; statistics; urban and regional economics; and financial planning.

### **Melissa J. Azur, Ph.D., M.S.**

Child mental health services; the effects of parental psychopathology on child development, disparities in children's mental health services, disaster mental health.

### **Judith Bass, Ph.D**

Mental Health issues in the developing world; designing and evaluating methods for assessing mental health and mental illness in non-Western cultures; investigating effectiveness of innovative prevention and intervention strategies in non-Western cultures.

### **Catherine P. Bradshaw, Ph.D., M.Ed.**

Etiology, development, and prevention of aggressive and antisocial behavior; developmental psychopathology; school- and community-based child mental health services.

### **Michelle C. Carlson, Ph.D.**

Cognitive aging; gerontology; Alzheimer's Disease prevention research; cognitive neuropsychology; cognitive vitality; cognitive antecedents of functional difficulty; inhibitory ability.

### **William W. Eaton, Ph.D.**

Epidemiology of mental disorders; schizophrenia; depression; sociology of mental disorders; measurement; research methods.

### **C. Debra Holden, Ph.D.**

Drug and alcohol dependence epidemiology, substance abuse prevention, environmental strategies for violence, alcohol and other drug prevention, and psychometrics.

### **Jerome Jaffee, M.D., M.A.**

Drug Policy

### **Nicholas S. Ialongo, Ph.D.**

Developmental psychopathology; treatment of child and adolescent psychiatric disorders; preventive clinical trials.

**William W. Latimer, Ph.D., M.P.H**

Etiology, prevention, and treatment of adolescent drug abuse and related disorders.

**Philip J. Leaf, Ph.D.**

Organization and consequences of mental health services; epidemiology of mental disorders; mental health of children and other vulnerable populations.

**Wallace Mandell, Ph.D., M.P.H**

Epidemiology of alcohol and drug abuse problems; organization of national drug abuse control projects; prevention of AIDS risk behaviors in populations.

**Tamar Mendelson, Ph.D.**

Etiology and prevention of depression; perinatal depression; underserved populations; interaction of biological and social factors in the etiology of mental disorders.

**Ramin Mojtabai, MD, PhD, M.P.H.**

Mental health services for patients with schizophrenia and other severe mental disorders; mental health treatment seeking in the community.

**George W. Rebok, Ph.D.**

Life-span developmental psychology; gerontology; prevention research; cognitive neuropsychology; developmental methodology.

**Adam P. Spira, Ph.D.**

Late-life sleep disturbances and their association with psychopathology, cognitive changes, and functional decline; neuropsychiatric symptoms in older adults with mild cognitive impairment and dementia; interventions to maximize late-life functioning and quality of life.

**Elizabeth A. Stuart, Ph.D.**

Statistical methods for analyses of mental health and mental disorders, particularly designs for estimating causal effects and dealing with missing data.

**Holly C. Wilcox, Ph.D., M.A.**

Suicide; Anxiety; Depression; Adolescence; Childhood; Etiology; High-Risk; Psychopathology.

**Peter P. Zandi, Ph.D., M.P.H, M.H.S.**

Genetic epidemiology of mental disorders, pharmacoepidemiology of Alzheimer's disease; research methods.

## GENERAL POLICIES

### Academic Ethics Code

The Department of Mental Health adheres to the School's Academic Ethics Code which is published in the 2008/09 school catalog and herein. The faculty and students of the Bloomberg School of Public Health have the joint responsibility for maintaining academic integrity and guaranteeing the high standard of conduct of this Institution. An ethical code is based upon the support of both faculty and students who must accept the responsibility to live honorably and to take action when necessary to safeguard the academic integrity of this University.

Students enrolled in the Bloomberg School of Public Health assume an obligation to conduct themselves in a manner appropriate to The Johns Hopkins University's mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows or under the circumstances has reason to know, impair the academic integrity of the University.

Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic records; falsification, forgery, alteration, destruction, or misuse of official University documents or seal; violation of the rights and welfare of human subjects in research; violation of the welfare of animal subjects in research; falsification of research results; and misconduct as a member of either School or University committees or recognized groups or organizations.

1. All members of the academic community are responsible for the academic integrity of the University. Students and faculty alike must work together to minimize the possibility of violations of academic integrity.
2. The faculty is responsible for the conduct of examinations, for announcing the ground rules for all work in a course at the beginning of the term in which the course is offered, and for the security of examination papers and teaching laboratories. Proctoring is at the discretion of the instructor.
3. A student with knowledge of any violation of academic integrity governed by the Bloomberg School of Public Health Constitution has an obligation to report such violations, including the identity of the alleged violator(s) to the appropriate faculty member, the Dean or to the Academic Ethics Board.

All members of the Johns Hopkins community are responsible for immediately informing the Academic Ethics Board of the Bloomberg School of Public Health of any suspected violations of its Constitution. The Ethics Board, composed of six students and four faculty members, is responsible for implementing its Constitution according to the procedures set forth therein. This includes formal hearings of suspected violations. Students and faculty should become familiar with the Constitution, copies of which can be obtained in the office of the associate dean responsible for student affairs.

To be approved for graduation, the student must have all outstanding charges of misconduct and violations of academic ethics resolved.

All Students are required to complete the ethics module, which is available at <http://apps1.jhsph.edu/academicethics/> by the end of the second term of their first year.

## **Pass/Fail Option**

Each department has determined for its own students which courses may be taken on a Pass/Fail basis. Courses in the Department of Mental Health which are required for a departmental degree may not be taken on a Pass/Fail basis. For other courses, students in the Department and at the Bloomberg School of Public Health may elect to take courses on a Pass/Fail basis with the consent of their academic advisor. Students who must submit grades to employers, to funding agencies, or to other academic programs should also consult the appropriate offices before electing the Pass/Fail option.

If an advisor, student, or department needs to know the specific grade a student earns, the student should not be permitted to enroll Pass/Fail. There will be no retroactive changes from regular grading to pass/fail and vice versa. If a student transfers to a program which requires a standard letter grade for a course which the student completed Pass/Fail, the student must repeat the course. Deadlines for filing Pass/Fail requests will be adhered to without exception. Pass/Fail forms cannot be accepted after the prescribed add/drop deadline for each term. All students should consider carefully before exercising the Pass/Fail option. Pass/Fail or letter grades, once elected, may not be reversed on the student's official academic record.

## **School Regulations and Fees**

The School's regulations regarding registration, course grades, leave of absence, non-resident status, post-certified status, time limitations and many others affecting academic progress are stated in the current Bloomberg School of Public Health Catalog and Student Handbook. The Office of Records and Registration can advise students on the details of school regulations and refer them to the appropriate office or person for further help, or they may also contact the Academic Program Coordinator.

The School provides students and fellows with a current list of fees. Please refer to the School's Student/Fellow Handbook or contact the Academic Program Coordinator for additional information. It is the position of the Department that a student/fellow is responsible for their own registration. Therefore, they should stay abreast of the dates of registration as well as the add/drop periods, which are published well in advance of the scheduled times. The Department of Mental Health and the training programs will not be responsible for any late fees incurred when a student/fellow registers late unless prior arrangements have been made with the responsible faculty member.

## **Academic Standards**

The performance of each student is reviewed by the advisor and the Academic Program Coordinator. The Academic Program Coordinator reviews the student's transcripts each quarter. When the academic achievement of any student comes into question, the Academic Program Coordinator will bring this to the advisor's attention (typically this involves a grade of "C" or lower). The advisor may consult with the faculty and/or Chair. Unsatisfactory or incomplete grades may constitute grounds for removal of a student from a degree program. Satisfactory academic progress is outlined in the Bloomberg School of Public Health Catalog.

## **Admission Standards**

The Department has a committee to review applications for admissions to degree programs and fellowships. Each faculty member on the committee is given the application to review and assign a score. The score is on a scale from 1 (best rating) to 5 (worst rating). These scores are totaled and an average is taken. These rating sheets are confidential and do not become part of a student's file. Many factors are taken into consideration before the faculty member assigns a score including the student's past experiences and commitment to research or professional practice and educational excellence in this field. Scores on the Graduate Record Examination (GRE) are considered and most successful applicants have scores above the 65<sup>th</sup> percentile. Test of English as a Foreign Language (TOEFL) score is required of foreign students, and most successful applicants have scores above 550. The Statement of Purpose of each applicant is carefully considered also as part of the admission process. There must be a fit between an applicant's career commitment and the interests of a faculty advisor for admission for research-oriented doctoral students and postdoctoral fellows in the Department.

## **Advisors**

Each student/fellow is assigned a faculty advisor prior to the time of enrollment in a course of study. Every attempt is made to assign advisors appropriate to the student's/fellow's area of interest. Advisors play an important role in the student's/fellow's life. They are the initial point of contact regarding academic program, registration for courses, and subsequent changes in status or program. Registration, add/drop, pass/fail agreements and many other School forms require the advisor's signature.

The advisor is available to help students choose courses, to help with resolution of academic problems, and to provide general guidance. It is the student's/fellow's responsibility to seek the advice and guidance of the advisor. Faculty members establish their own office schedules and this may vary from faculty member to faculty member. Students and fellows should speak with individual advisors to make arrangements for regular meetings. As students/fellows progress in their academic careers, they may request a change to a different advisor. These requests should be sent in writing with approvals from both the old and new advisor and submitted to the Academic Program Coordinator to be approved by the Chair of the Departmental Committee on Academic Standards.

## **Course Waivers**

It sometimes is possible to waive a required course based on previous course work and/or experience. A detailed request in writing should be submitted to the Chair of the Departmental

Committee on Academic Standards. The letter of intent should have endorsement of the lead faculty mentor teaching the course, the training program director, and the student's advisor prior to submission to the committee Chair.

### **Academic Plans**

The Department recognizes the fact that students and fellows come from different disciplines and are at varying developmental stages with respect to their career plans. Explicit plans developed by students and fellows and approved by advisors foster investigation of the various training opportunities available within a flexible and developing career path, and help to monitor achievement of goals.

During the first quarter of each academic year, each doctoral student, and postdoctoral fellow will write a plan, not longer than two pages, describing how career goals will be achieved through their learning experience in the Department. Master of Health Science students must submit their plan by the end of second term. The plan will contain broad, general goals to be attained during the entire experience at the Department of Mental Health; concrete objectives including specific products, so that it can be readily determined if the objectives are met; and methods and strategies for reaching the objectives. The plans will include a schedule for the year with projected dates for completion of objectives. If course waivers are to be requested, they should be included in the academic plans.

The plan is prepared in collaboration with the advisor, and signed by the student or fellow and the advisor. The Academic Program Coordinator will keep a file of all plans.

### **Mental Health Seminar Series**

Attendance at the Mental Health Seminar Series is required for all MHS students and first year doctoral students. Credit is obtained for attendance via a one course credit per term of Special Studies and Research, with the advisor as the instructor of record.

## MASTER'S DEGREE PROGRAMS

### Masters of Health Science (MHS)

The Master of Health Science degree is organized around a core set of four terms of graduate courses, and a final research paper that demonstrates mastery of what has been learned in the course work experience. The Master of Health Science degree is completed in one academic year. The MHS degree in the Department of Mental Health may be combined with a certificate program offered in the Bloomberg School of Public Health, e.g., Health Education, Health Finance & Management, Health Policy, Health and Human Rights, Health Communication, Health Disparities & Health Inequality, Injury Control, Maternal and Child Health. These certificate programs are at no extra cost to full-time students and are available to enhance the mental health research educational experience. A joint BA-MHS program has also been established in conjunction with the School of Arts and Sciences program in Public Health Studies.

### Course Requirements for the MHS Degree

#### First Term

140.621	Statistical Methods in Public Health I (or 140.611 Statistical Reasoning in Public Health I, 3 cr)	4 cr
330.601	Perspectives of Psychiatry: The Public Health Framework	3 cr
340.601	Principles of Epidemiology (or 340.751 Epidemiologic Methods 1)	5 cr
550.865	Public Health Perspectives on Research	1 cr
330.840	Special Studies and Research Mental Health (DMH Seminar)	1 cr

#### Second Term

140.622	Statistical Methods in Public Health II (or 140.612 Statistical Reasoning in Public Health II, 3 cr)	4 cr
330.603	Psychiatric Epidemiology (or 330.602 Epidemiology of Drug and Alcohol Dependence)	3 cr
340.761	Applied Epidemiology (4 cr) (or 340.752 Epidemiologic Methods 2 - 5cr)	4/5 cr
550.860	Research Ethics (or 306.665 Research Ethics and Integrity)	1 cr
550.865	Public Health Perspectives on Research	1 cr
330.840	Special Studies and Research Mental Health (DMH Seminar)	1 cr

#### Third Term

330.661	Social, Psychological and Developmental Processes in the Etiology of Mental Disorders (or 330.612 Introduction to Behavioral and Psychiatric Genetics)	3 cr
330.840	Special Studies and Research Mental Health (DMH Seminar)	1 cr

#### Fourth Term

330.607	Prevention and Control of Mental Disorders: Public Health Interventions	3 cr
330.840	Special Studies and Research Mental Health (DMH Seminar)	1 cr

A minimum of 64 credits (16 credits per term) is required to complete the degree. Biostatistics 140.651-652 may be substituted for the 140.611-612. Students in the MHS must choose six additional units of electives in the Department of Mental Health which must be taken for a letter grade.

#### **Final Research Paper**

All MHS students must complete a final research paper in their area of interest. The paper may either be a critical and comprehensive review of the literature pertaining to a specific area of interest or an original analysis of existing data. The final paper must be approved by two members of the Department's faculty in addition to the advisor. This paper should be of sufficient quality to be considered by the Department faculty as worthy of publication in a recognized journal. A brief proposal of the final research paper should be submitted to the academic advisor by the end of January and should be approved by the academic advisor before work on the project is started. Special studies credits with a faculty member may be taken to allocate time and mentoring to working on this research paper. In order to graduate in May, all degree requirements are due in April. The final draft of the paper must be approved by the student's advisor and given to two additional faculty readers by the first week of April. Requirements for the MHS degree will not be fulfilled until the Department receives a copy of the research paper and a letter confirming completion of the degree requirements is filed in the Office of Records & Registrar (BSPH E1002).

#### **Master of Public Health (MPH)**

The Master of Public Health degree is a school-wide rather than a departmental degree program. The student may choose coursework in mental health from the multi-disciplinary areas offered with the help of his or her advisor. For educational objectives for this degree, please refer to the School Handbook or the Catalog. Students interested in Mental Health are encouraged to enroll as MPH candidates with special emphasis in Mental Health and are encouraged to obtain the Certificate in Public Mental Health Research. Students are encouraged to attend the Department's Seminars Series held on Wednesday 12:15-1:20 p.m. MPH students specializing in Mental Health will be assigned advisors from the Department.

Master of Public Health candidates with a special emphasis in Mental Health must be qualified in one of the core health professions (e.g., psychiatry, psychology, primary care, social work, nursing, or other mental health fields) with a desire to develop competencies in the field of mental health within the context of their public health training. The goals of the MPH Public Mental Health track are: (1) to prepare students with the background to plan programs of research and administration in public mental health; (2) to identify the rationale, means of assessment, planning, administration, and evaluation of programs and research focusing on populations; and, (3) to help students complement their clinical knowledge and skills with population or community-based applications in public mental health research and health services. Students can request admission to the track when applying for the school-wide MPH program.

## **CERTIFICATE IN PUBLIC MENTAL HEALTH RESEARCH**

The Department of Mental Health offers a Certificate in Public Mental Health Research that provides graduate training in understanding the causes and consequences of mental disorders in populations. Courses describe clinical and behavioral features, the incidence and prevalence of disorders, and identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders. Effective research strategies in public mental health include operationalization of case definitions, measurement in populations, design of prevention strategies, and analytical techniques. The goals are to increase the epidemiologic expertise of psychiatrists and other mental health professionals, and to increase the number of epidemiologists, biostatisticians, and health policy makers, with an interest in psychiatric disorders.

### **Course of Study**

#### **Required courses:**

330.601 Nature of Mental Disorders: Detection, Measurement, Classification (This course may be waived by psychiatrists and clinical psychologists upon permission of the faculty sponsor - in which case the minimum number of credits in the Department of Mental Health is 14, not 17).

330.603 Psychiatric Epidemiology

330.607 Prevention and Control of Mental Disorders: Public Health Interventions

340.601 Principles of Epidemiology

#### **One of the following Biostatistics series:**

140.611

and

140.612 Statistical Reasoning in Public Health I & II **OR**

140.621

and

140.622 Statistical Methods in Public Health I & II **OR**

140.651

and

140.652 Methods in Biostatistics I & II

#### **Three courses from the following list:**

330.602 Epidemiology of Drug and Alcohol Dependence

330.604 Gender and Mental Health

330.606 Economics of Mental Health and Substance Use Disorders

330.612 Introduction to Behavioral and Psychiatric Genetics

330.618 Mental Health in Later Life

330.620 Issues in Mental Health Research in Developing Countries

330.623 Brain and Behavior in Mental Disorders

330.628 Principles of Public Mental Health Delivery in the Community Context

330.661 Social, Psychological and Developmental Processes in the Etiology of Mental Disorders

330.667 Mental Health and the Law

#### **Requirements for Successful Completion**

This certificate consists of a minimum of 17 credits in the Department of Mental Health, with an additional requirement of 5 credits in the Department of Epidemiology and 6 credits in the Department of Biostatistics. All classes must be taken for a grade, and a grade of B or better in these courses is required for certification. The certificate must be completed in three years.

## DOCTORAL DEGREE

### Residence Requirement

All doctoral students must complete and register for four full-time terms of a regular academic year, in succession, starting with Term 1 registration in August-September of the academic year and continuing through Term 4 ending in May of that same academic year. Full-time registration entails a minimum of 16 credits of registration each term. Full-time residence means more than registration. It means active participation in department seminars and occasional lectures, research work group meetings, and other socializing experiences within our academic community. As such, doctoral trainees are expected to be in attendance on campus for this full academic year except on official University holidays and vacation leave.

### Course Requirements

Not all courses are required to be taken in the first year alone; students typically take 2 years to complete the requirements.

It is recommended that the courses be taken in the following years:

#### First year:

##### First Term

- 140.621 Statistical Methods in Public Health (4)
- 330.601 Perspectives of Psychiatry (3)
- 340.751 Epidemiologic Methods I (5)
- 550.865 Public Health Perspectives on Research (1)
- 330.840 Special Studies and Research (DMH Seminar) (1)

##### Second Term

- 140.622 Statistical Methods in Public Health (4)
- 330.602 Epidemiology of Drug Use and Dependence (3) **OR**
- 330.603 Psychiatric Epidemiology (3)  
(For Department of Mental Health students a research paper is required for an additional (1) course credit)
- 340.752 Epidemiologic Methods 2 (5)
- 550.865 Public Health Perspectives on Research (1)
- 550.860 Research Ethics (1) **OR**
- 306.665 Research Ethics and Integrity (1)
- 330.840 Special Studies and Research (DMH Seminar) (1)

##### Third Term

- 140.623 Statistical Methods in Public Health (4)

- 330.612 Introduction to Psychiatric and Behavioral Genetics (3)  
 330.661 Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders (3)  
 (For Department of Mental Health students a research paper and oral presentation is required for an additional (1) course credit)  
 340.753 Epidemiologic Methods 3 (5)  
 330.840 Special Studies and Research (DMH Seminar) (1)

#### Fourth Term

- 140.624 Statistical Methods in Public Health (4)  
 330.607 Prevention and Control of Mental Disorders: Public Health Interventions (3)  
 (For doctoral students, a research paper and oral presentation is required for an additional (1) course credit)  
 330.623 The Neuropsychology of Mental Disorders (3)  
 340.754 Epidemiologic Methods 4 (5)  
 330.840 Special Studies and Research (DMH Seminar) (1)

### Second Year

#### First Term

- 330.657 Statistics for Psychosocial Research: Measurement (4)

#### Second Term

- 330.660 Seminar on Methods in Public Mental Health Research (3)  
 330.602 Epidemiology of Drug Use and Dependence (3) **OR**  
 330.603 Psychiatric Epidemiology (3)  
 (For Department of Mental Health students a research paper is required for an additional (1) course credit)

Doctoral students are required to attend Grand Rounds in the Department of Psychiatry and Behavioral Sciences, School of Medicine, during two quarters of their study. Usually this is the second or later year of study. Credit is obtained for attendance via a one course credit per term of Special Studies and Research, with the advisor as the instructor of record. The schedule for Grand Rounds is found at:

[http://www.hopkinsmedicine.org/Psychiatry/for\\_faculty/calendars.html](http://www.hopkinsmedicine.org/Psychiatry/for_faculty/calendars.html).

Doctoral students may substitute the Biostatistics 140.651-654 series for the 140.621-624 series.

To ensure breadth of public health training, all doctoral students are required to meet NIH requirements for completion of an instructional program in the responsible conduct of research.

This requirement can be satisfied with the Bloomberg School of Public Health courses 550.860 Research Ethics or 306.665 Research Ethics and Integrity, or any other research ethics course offered at the Johns Hopkins Medical Institutions (JHMI), as long as it meets the NIH Guidelines, and a certification test must be passed.

All doctoral students are required to take course 550.865 Public Health Perspectives on Doctoral Research. The course is two-terms and offered the first and second term of each year. Students have to attend one session a week - currently either Tuesday 10:30 a.m. to 12:00 p.m. or Friday 2:30 to 4:00 p.m. This course is waived for doctoral students who have earned a MPH within the last 10 years from an accredited institution.

### **Course Requirements – School**

The School requires that at least 18 credit units must be satisfactorily completed in formal courses outside the student's primary department. Among these 18 credit units, no fewer than three courses (totaling at least 9 credits) must be satisfactorily completed in two or more departments of the Bloomberg School of Public Health. The remaining outside credit units may be earned in any department or division of the University. This requirement is usually satisfied with the biostatistics and epidemiology courses required by the department.

Candidates who have completed a master's program at the Bloomberg School of Public Health may apply 12 credits from that program toward this School requirement. Contact the Academic Office for further information.

### **Departmental Policy on Full-Time Doctoral Registration**

The School and Department are firmly committed to full-time doctoral education. The Department's policy requires full-time registration for the duration of the student's program. Requests for an exception to this policy must be submitted to the Academic Program Coordinator and will require approval by the Department Chair.

### **Teaching Assistants**

Doctoral students are required to serve as teaching assistants at least once during their doctoral career. Teaching assistants are paid \$250 per term for each credit of the class they assist in if they are a Sommer Scholar, Minority Scholar or on a departmental training grant. All other students can choose to receive \$500 per term in tuition scholarship for each credit of the class they assist in or be paid \$250 per term for each credit through the payroll system. Doctoral students are required to create and deliver at least one pedagogic lecture during their doctoral studies, and this is usually in the context of serving as teaching assistant for a course. Students must notify the Academic Program Coordinator of their interest in a teaching assistant position in early summer, prior to the start of the new course year.

### **Doctoral Scholarships**

Doctoral students in good academic standing and making good progress in coursework are eligible to apply for a 75% tuition scholarship. The scholarship will continue through the remainder of the "normal" allotted timeframe in which to complete the degree (5.0 years). The

following criteria must be met in order for a student to be eligible for the 75% departmental tuition support:

1. Complete 6 academic-year terms of full-time doctoral studies in the department (excluding summer term courses) while a doctoral student
2. Minimum overall GPA of 3.0
3. Grade of B or better in courses required by the department

### **Dismissal Policy**

Any of the following criteria are considered grounds for dismissal from the department:

1. Failure of all sections of the Department's comprehensive examination on two occasions
2. Overall GPA below 2.75
3. Earning less than a C in a course required by the department
4. Failure of school-wide orals on two occasions
5. Failure to complete a thesis within 7 years

### **Comprehensive Examination**

The purpose of the Comprehensive Examination is to provide a useful academic experience for the student, to provide the faculty with a method for assessing a student's level of competence, and fulfill the School's requirements as outlined below:

"This examination should constitute a comprehensive inquiry into the student's grasp of the subject matter underlying his/her discipline. It should explore the student's understanding of scientific principles and methods as well as his/her substantive knowledge of the major field and related areas."

A student will become eligible for examination upon approval of his/her advisor. This will normally take place sometime after the end of his/her academic residency period. The Comprehensive Examination must take place prior to the Departmental Oral Examination and the School's Preliminary Oral Examination. The Academic Program Coordinator must be notified of the student's intention to sit for the exam at least 14 days before the scheduled exam date. Exams will be offered by the Department in January and June at a date announced via memo to all students from the Academic Program Coordinator, typically to occur on the Thursday and Friday during winter recess in January, or the third Thursday and Friday in June. There will be a teaching faculty member present in the department during the examination. The Academic Program Coordinator will arrange for a room for the examination, and administer the exams.

#### Format of Exam

The Department's comprehensive written examination consists of three segments.

#### Day 1

Morning, Section I, Parts A & B	3 hours	Multiple Choice Questions and Short Essays
Afternoon, Section II	3 hours	Essay Question, Substantive Knowledge
<b><u>Take-Home Research Design Essay</u></b>	1 week	Candidates will be given the questions at 4 p.m. on Day 1

Day One, Morning, Parts A & B: Multiple Choice Questions & Short Essays

This section is limited to what every candidate should know about the field of mental health, regardless of the candidate's special area of concentration. Questions will cover concepts related to mental disorders, the established knowledge regarding their prevention, distribution in populations, proper treatment and appropriate care, including statistical measures, legal issues, historical landmarks, programs, and methods for evaluation. Part A consists of multiple-choice questions, whereas in Part B, candidates will be asked to provide short answers to questions. This entire segment will be given the first day from 9:00a.m to 12:00 p.m.

Day One, Afternoon: Substantive Knowledge Essay Question

This section of the examination requires candidates to select one, or two, essay questions for completion, where candidates will demonstrate their knowledge of a particular area in mental health research and critically review the quality of the research and identify gaps and how they should be filled. Responses are expected to draw on critical reviews of the literature conducted in the past 10 years as well as the student's own critiques of and insights into the current research in the area chosen. All assertions of fact must be documented with references to reports of published research. Although formal references are not required, the applicant must convince reviewers that the candidate has a complete understanding of the issues being discussed. Unresolved issues in each area should also be discussed with references made to existing and ongoing research.

***Note that the area of research chosen for the Take Home section cannot be the same of that chosen for the Day 1 Afternoon Essay section.***

Take Home: Research Design Essay Question

This set of essay questions will require candidates, as part of their answer, to write a proposal for a study to test a hypothesis, or to answer a research question, or to address a research issue(s). Candidates will select one question to answer and will have one week to return their answer to the Academic Program Coordinator. The candidates must send their completed essay by e-mail to the Academic Program Coordinator within a week of being given the question to complete. For example, if the research design essay question is given out at 4:00 p.m. on a Thursday, the answer will need to be in the coordinator's e-mail inbox by 4:00 p.m. on the following Thursday.

The research design essay must include ***at least one testable*** hypothesis. Responses should also include (1) a diagram of the research design, (2) a description of sampling procedures, (3) variable definition and measurement, (4) an analytic plan (including power analysis), (5) a

discussion of specific limitations on the generalizability of findings arising from the proposed methods, and a (6) discussion and interpretation of possible results—both for and against the study hypotheses.

### Preparation for Examination

Preparation for Day I, Section I, Parts A&B should consist of a review of course work, with particular focus on Departmental and School requirements. Preparation for Section II on Day I and Take-Home Exam, should include a review of issues and topics in course work, term papers, special studies, literature reviews, or electives, on which the candidate has specific, in-depth knowledge, as well as readings, study, and research related to possible selection of a thesis. One good method of practice is to design questions for the exam and practice writing or at least outlining good answers.

### Readers

The Chair of the Department's Committee on Examinations shall be responsible for assignment of readers and will supervise the grading process. Where possible, assignment of readers will take into account the questions, selected by the candidate and faculty specialty areas. Readers are free to seek consultation for specific questions outside their own areas. Readers will not include the candidate's advisor.

### Grading and Evaluation

Each section of the examination will be read by at least one faculty member who will assign a low pass, pass, high pass, or fail grade. Students must score a “low pass”, "pass" or “high pass” on each section on the exam, in order to pass the entire exam. The decision of the readers will be communicated via a letter and in case of a failure, a subsequent debriefing session. If there is a section of the exam which does not receive a passing grade, a debrief session will be held with the student which includes the student’s advisor, the coordinator of the comprehensive exams, and the reader of that section of the exam. The debriefing will be an opportunity to identify the difficulties and receive guidance to help with preparation for a retake if one is allowed. In the event of failure, the candidate must make arrangements to retake the exam consistent with the regular administration of the exam (i.e., January or June). In the event of a second failure, the Department will meet to discuss whether the student should be allowed to continue his/her studies.

### Debriefing

Debriefing will be scheduled as soon as possible after decision of pass/fail has been made for all candidates. Candidates will be informed of the date for debriefing no later than one month after the examination is graded. Candidates receiving a pass by readers will be debriefed via a letter summarizing the results of the exam. Candidates receiving a final grade of fail will be debriefed by the reader, the advisor and the coordinator of the comprehensive exams.

### Notification to Candidates/School

The decision of pass/fail will be made by each reader independently and communicated in writing to the Chair of the Committee on Examinations within one month of the examination date. Written notification of the decision of pass or fail will be communicated by the Chair of the Department to all candidates at the same time. Written notification of the decision to pass will be communicated to the Office of Records and Registration by the Academic Program Coordinator.

### **Departmental Preliminary Oral Examination**

The purpose of this examination, as stated in the Policy and Procedure Memorandum (PPM), is to “determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest.” Specifically, the examiners will be concerned with the student’s capacity of logical thinking; breadth of knowledge in relevant areas; and ability to develop and conduct research leading to a completed thesis. Discussion of a specific research proposal will serve as a vehicle for determining the student’s general knowledge and research capacity. However, this examination is not intended to be a defense of a specific research proposal.

Each doctoral student will present his or her proposed thesis research at a Departmental Oral Examination which is intended to review the student's proposed research and to determine the student's readiness to proceed to the School Preliminary Oral. The student and advisor will propose to the department Chair who will sit for this exam. There must be at least three teaching faculty, including the advisor on the committee. The faculty member of highest seniority, other than the advisor, will chair the committee. The examination will be given at the earliest feasible time. Both the School Preliminary Oral and the Departmental Preliminary Oral examinations are best scheduled within a maximum of 6 months after taking the Comprehensive Examination. If the student fails the preliminary oral examination and is permitted a reexamination, he or she must be reexamined within one year.

### Conduct of Examination and Report of Results

The folder containing an up-to-date transcript and application shall be made available to the Chair of the examination on the day of the exam, by the Academic Program Coordinator. Immediately following the examination, the committee must evaluate the success or failure of the student by a closed ballot prior to the discussion of the candidate's performance.

Unconditional Pass: If all members each vote "unconditional pass".

Conditional Pass: If further evidence of qualifications is necessary, the nature of the required condition(s) is decided by consensus.

Failure: If a majority of the committee decides that the candidate has failed the examination, there may be one of four routes:

1. No reexamination
2. Reexamination by the same committee
3. Reexamination in written form and conducted by the same committee.

#### 4. Reexamination by a new committee.

The results of the examination will be recorded on the sheet provided by the Academic Program Coordinator. Any further conditions will be dictated to the Academic Program Coordinator for preparation of the appropriate memorandum.

### **School Preliminary Oral Examination**

The School-wide preliminary oral examination takes place after the student has successfully completed the departmental preliminary oral examination. The student first selects a faculty committee of at least five (5) members, representing three departments, with no more than three from the student's department. One of these must be the student's thesis advisor. All of the committee members must be at the level of assistant professor or higher. The chair of the examining committee is appointed by the Graduate Board Office and must be a full or associate professor. The School-wide orals must be scheduled at least one month in advance. The appropriate forms must be submitted to the Academic Program Coordinator for review and be signed by the Chair of the Department. Upon approval by the Chair of the Department the form should be directed to the Office of Records and Registration. Forms are available on-line through the JHSPH portal.

The School-wide preliminary oral exam should be taken at least by the beginning of the student's third year in residence and before significant engagement in research. Not more than seven years may elapse between the date of matriculation and fulfillment of all requirements for the degree.

### **Thesis**

All students must complete an original investigation presented in the form of a thesis. The thesis must be based on original research, worthy of publication, and acceptable to the Department of Mental Health and to a committee of thesis readers. Each student's thesis proposal must be developed, reviewed and found acceptable to departmental faculty while the candidate has been enrolled as a doctoral student.

The traditional doctoral thesis consists of a statement of the problem and specific aims; a literature review; data and research methods; analyses and results, and a discussion of findings and their implications. The form these take will reflect the specific academic discipline or orientation guiding the student's research.

The progress of each doctoral student will be followed regularly by a Committee consisting of the thesis advisor and two to four other faculty. The composition of this Committee is decided on by the student and his/her advisor, with the consent of the Department Chair. The objective of the Thesis Advisory Committee is to provide continuity in the evaluation of the progress and development of the student. It will meet at least once a year to hear the progress, plans, and future direction of the student's work. A written evaluation of the student's progress and development will be prepared by the committee, discussed with the student, and a copy placed in the student's file. Students will submit yearly written progress reports, which will be read and evaluated by the Thesis Advisory Committee. A written evaluation based on this document will be sent to the student and placed in the student's file.

Completion of an original investigation in the principal subject and its presentation in the form of a thesis approved by a committee of the faculty is required of doctoral students. To establish this thesis committee, the student and his/her advisor recommend four faculty members to serve as thesis readers. These faculty, one of whom is the thesis advisor, should be at least the rank of assistant professor or higher, and represent at least three departments of the University. At least three departments must be represented, two of which must be from the Bloomberg School of Public Health; the Department may nominate an individual from outside the School in place of one of the departmental readers. At least one reader must have neither a primary nor joint appointment in the student's department. The committee of readers may be increased to five members provided the conditions stated above are satisfied for four readers. Forms to establish this committee are available through the Office of Records and Registration. The Appointment of Thesis Reader and Final Oral Exam form (combined form) must be submitted at least one month in advance. This form must be submitted to the Academic Program Coordinator for review and to be signed by the Chair of the Department. Upon approval by the Chair of the Department the form should be directed to the Office of Records and Registration. The form is available online through the JHSPH portal under the Office of Records and Registration/Doctoral Students page.

Doctoral advisors must officially approve the final draft of a student's dissertation prior to dissemination to the other members of the Thesis Readers/Final Oral Examination committee. A signed Dissertation Approval form must accompany each hard copy of the dissertation distributed. A copy of this form is available on the Office of Records and Registration website. An advisor may provide the approval in the form of an email message if traveling makes a signature impractical. However, emailed dissertations to readers are not acceptable. Students should provide the final copy of the dissertation to their readers at least four weeks prior to the Final Oral Examination.

Each doctoral student is required to submit one copy for binding to the Office of Records and Registration for the departmental library. The copy should be on acid-free paper

### **Public Seminar**

As a culminating experience for the doctoral student, a doctoral student will present a formal, public seminar. This will provide the faculty and Department with an opportunity to share in the student's accomplishments, and will give a sense of finality to the doctoral experience on behalf of the student. This public seminar may occur as part of the final oral defense of the thesis. If the seminar is done as part of the final oral defense, it should last a maximum of 30 – 35 minutes in length.

### **Final Oral Defense of Thesis**

Oral defense of the thesis by the candidate before the committee of faculty is the final step for the doctoral degree. The committee ordinarily is comprised of the same faculty members who were previously approved as thesis readers. Written acceptance of the thesis by the Thesis Advisor and Examining Committee Chair, and submission of the thesis for binding, follow the successful completion of oral defense. The complete thesis must be submitted to the members of the Examining Committee, and the form scheduling the examination to the School's Office of Records and Registration, at least one month prior to the proposed date of defense. The form must be submitted to the Academic Program Coordinator for review and be signed by the Chair

of the Department, before being directed to the Office of Records and Registration. Forms are available online through the JHSPH portal. .

A Doctoral student is not considered complete at the time he/she passes their final oral defense. Students are considered complete when (a) copies of his/her acceptance letters from the Examining Committee Chair and Thesis Advisor are on file in the Office of Records and Registration; (b) one copy of the dissertation is delivered to the Office of Records and Registration (departmental copy); (c) one copy of their dissertation is delivered to The Milton S. Eisenhower Library (Homewood Campus). Students should consult the “After the Final Thesis Defense To Do List” which can be found on the Office of Records and Registration page for doctoral students on the JHSPH portal.

Students who would like their dissertation copyright protected may do so through the Commercial Binding Office of the Milton S. Eisenhower Library (A Level, Commercial Binding Office, 516-8397, Homewood).

Students must be continuously registered up to and including their term of completion. Students who expect to graduate in May, 2009 must meet the listed criteria by Friday, April 3, 2009. Students who defend after May 15, 2009, but before 1<sup>st</sup> term 2009/2010, must register for Summer Term.

## **IRB**

IRB Approval should be sought as soon the student has a final proposal for their dissertation research project. In order to graduate, certification that the student is on an IRB approved protocol (either on a new application or as an amendment to an existing protocol) that is the basis for the dissertation must be on file with the Office of Graduate Education and Research, which is provided to that office by the IRB. Please don't put the ability to graduate or ever publish results in jeopardy by not seeking IRB approval for the work, which must be done before the student can begin the research. Attach a copy of the written proposal with the application in PHIRST. More details can be viewed at the IRB website: [www.jhsph.edu/irb](http://www.jhsph.edu/irb).

Students should discuss any questions about the use of human subjects in their research activities with their advisor.

## **POSTDOCTORAL FELLOWSHIPS**

Postdoctoral students are considered non-degree seeking students, but must maintain registration for each term: 16 credits for 330.830 postdoctoral research, with a minimum of 12 credits per term if additional courses of interest are taken. PDF are not permitted to earn more than 16 credits of didactic course work for academic credit during their tenure as a postdoctoral fellow. However, this 16 credit limit may be extended for some special PDF training programs if prior approval is obtained from the School's Committee on Academic Standards. There is no limit on the number of courses a fellow may audit. The PDF's advisor approves the registration request. Upon successful completion of the program, the Department will notify the Office of Records

and Registration which will issue a PDF Certificate. Please visit the School's website and PDF guide for additional critical information: <http://www.jhsph.edu/GER/Postdocs.html>.

Any postdoctoral fellow supported by an NIH training grant must receive training in the responsible conduct of research. Courses that fulfill this requirement are 550.860 "Research Ethics," and 306.665 "Research Ethics and Integrity: U.S. and International Issues." These courses may be taken for Audit.

Postdoctoral Research fellowships generally last two to three years. The postdoctoral programs differ from program to program. Most postdoctoral fellowships are tailored to the needs and abilities of the individual fellow.

## **TRAINING PROGRAMS**

Some doctoral and postdoctoral training is funded under NIMH-funded Institutional Training Programs in psychiatric epidemiology, children's mental health services and service systems, and prevention; and a NIDA-funded Drug Dependence Epidemiology Training Programs.

### **Psychiatric Epidemiology Training (PET) Program**

This interdisciplinary doctoral and postdoctoral program is affiliated with the Department of Epidemiology and with the Department of Psychiatry and Behavioral Sciences at the School of Medicine. The Program is directed by Professor Eaton. The goal of the program is to increase the epidemiologic expertise of psychiatrists and other mental health professionals, and to increase the number of epidemiologists with the interest and capacity to study psychiatric disorders. Graduates are expected to undertake careers in research on the etiology, classification, distribution, course, and outcome of mental disorders and maladaptive behaviors. The Program is funded with a training grant from the National Institute of Mental Health. Postdoctoral fellows are required to take Principles of Epidemiology and Psychiatric Epidemiology, for credit; and to develop mastery of biostatistics at least equivalent to Biostatics 140.621-622. Postdoctoral fellows take some courses, depending on background and experience, and engage in original research under the supervision of a faculty member.

For Predoctoral Trainees, the required coursework for the second year of study includes the departmental requirements for the doctoral degree and, in addition, the following:

1. An additional course in the subject matter of epidemiology (e.g., cancer epidemiology, HIV/AIDS epidemiology) in order to broaden each trainee's fund of knowledge in epidemiology.
2. An additional course on Biostatistical approaches, most suitably a course on an approach the trainee will use during the thesis research (e.g., survival analysis, longitudinal analysis methods).
3. One further course in the Department of Mental Health.

### **Children's Mental Health Services Research Training Program**

This Inter-Departmental doctoral and postdoctoral training program focuses on providing the skills necessary to conduct research on the delivery, organization, financing and outcomes of mental health and violence prevention and suppression services. Professor Leaf is the director of the Program. The doctoral program is designed to prepare individuals for research, planning, or evaluation careers in both public and academic settings. Applicants to a doctoral program in this area should have a clinical background or a disciplinary focus in economics, political science, sociology, or related discipline. Financial support is available for doctoral and post-doctoral level individuals through the Economics of Mental Health program in the Department of Health Policy and Management and the Child Mental Health Services Training program. The training program requirements include courses beyond the doctoral requirements of the Department of Mental Health, in the Department of Health Policy and Management, the Department of Population, Family and Reproductive Health, the Department of Epidemiology, and the Department of Biostatistics. These requirements will be discussed by the training program director in the first quarter.

### **Drug Dependence Epidemiology Training (DDET) Program**

This training program is supported primarily by research training grant awards from the National Institutes on Drug Abuse. Professor Latimer is training program director.

Doctoral trainees in the Drug Dependence Epidemiology Training Program should plan on a minimum of four years in the doctoral program, and the program may require five years. The program typically will begin in June or July, prior to the start of coursework in Term 1 of the new academic year. Students without prior background in the biomedical sciences should enroll in the two-week August course on introduction to biomedical sciences.

During the first year of the program, the Drug Dependence Epidemiology trainees must complete the departmental coursework requirements and, in addition, must enroll in the first-term course Alcohol, Tobacco, Other Drugs, and Public Health. They also have research work group and research apprenticeship assignments to complete. A target goal is submission of an abstract each January of the academic appointment, based on work completed before that time, which will allow them to make a poster presentation at the College on Problems of Drug Dependence meeting in June of each year, followed by completion of a peer-reviewed scientific manuscript based on the project. Efforts will be made to support the trainee's travel to this meeting each year, provided an abstract has been submitted and accepted for presentation. The director of the training program outlines the research work group and research apprenticeship assignments with each trainee. These include weekly work group meetings, as well as September, January, and April afternoon meetings of the trainees in a selection of NIH supported programs, each year.

The required coursework for the second year of study includes the departmental requirements for the doctoral degree and, in addition, the following:

1. An additional course in the subject matter of epidemiology (e.g., cancer epidemiology, HIV/AIDS epidemiology) in order to broaden each trainee's fund of knowledge in epidemiology.

2. An additional course on biostatistical approaches, most suitably a course on an approach the trainee will use during the thesis research (e.g., survival analysis, longitudinal analysis methods).
3. Sufficient coursework or learning experiences to develop the trainee's fund of knowledge and competencies in relation to psychopathology and the 'care and management' aspects of psychiatric practice, pharmacology, neuroscience, molecular biology and genetics, and toxicology, as well as the social and behavioral sciences. For example, courses such as Anthropological Perspectives on Health and Disease, and Sociological Perspectives on Health and Disease, will be required for students who have not already completed coursework on these topics during prior training. This breadth of coverage is required for trainees to become competitive in the NIDA protocol review process and for trainees to understand the breadth of public health research on drug dependence and related hazards.
4. Other coursework or learning requirements may be stipulated by the training program director or advisor in order to individualize the program of study. For example, most trainees require some additional tutoring and practice in science writing. All trainees must complete readings in relation to the 'classics' of drug dependence epidemiology (e.g., Terry and Pellens, *The Opium Problem*; I. Chein et al., *The Road to H*). For most trainees the bulk of the coursework will be completed by the end of the second year of training. The departmental comprehensive exam should be taken no later than June of the second academic year, and the preliminary oral exam should be taken no later than the end of Term 1 of the third academic year. A target goal is completion of the comprehensive exam in January of the second academic year, with completion of the preliminary oral exam by June of the second academic year.

After required coursework, the trainees are expected to complete original research with a field research component. Under exceptional circumstances, trainees will be allowed to complete their thesis research by analyzing already gathered data, but these trainees must make a special petition to the training program faculty and must demonstrate their prior work experience and competencies in field research operations. In most instances, this requirement for field research as part of the doctoral degree program will not be waived.

Current and potential DDET trainees should consult with the advisor and training program director about these requirements if there are questions. The training program director and advisors may change the program requirements from time to time, and the learning experiences of trainees will be changed to adapt to these circumstances.

## **Prevention Research Training Program**

The NIMH-Funded Prevention Research Training Program in the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health is designed to train prevention researchers at the postdoctoral level. The program is aimed at increasing the number of university faculty and research staff in mental health agencies who can develop, implement, evaluate, and teach prevention research. Opportunities for independent research within the

context of the Johns Hopkins Prevention Center and participation in the Center's ongoing research foster a collegial environment for flexibly pursuing various training objectives and career goals. The program is directed by Professor Ialongo.

Postdoctoral training is aimed at the preparation of prevention researchers with a public health orientation in the departments of psychiatry, psychology, human development, and sociology. The postdoctoral training emphasizes opportunities for independent research and participation in the ongoing research in a Prevention Research Center. Course work is available specifically designed to develop knowledge and skills in preventive intervention strategies, methods of measuring psychopathology in populations, epidemiologic methods for identifying risk factors, prevention research design, and eliciting community and institutional cooperation in preventive intervention research.

### **The Hubert H. Humphrey Fellows Training Program**

Hosted by the Department since its inception in 1988, this non-degree program focuses on preparing mid-career leaders from developing countries in the drug and alcohol field in the areas of policy formulation, epidemiologic research, and prevention and treatment program design and management.

Program participants develop an individualized academic and professional plan in consultation with their advisor. Professional activities include briefings with national and state governmental research and policy agencies, which can lead to immediate involvement in ongoing activities. Longer term professional placements in policy and front-line agencies provide experiences in learning how programs are planned and operated. Fellows also gather for seminars two or three times per week to provide a forum for two activities: for exploring similarities and differences among developing nations, with particular focus on the extent of drug abuse problems and services; and for examining and integrating information to which the Fellows have been exposed. Beyond their activities at Hopkins, the fellows participate in several workshops each year with the Humphrey Fellows from other institutions across the United States.

Fellowships are granted on a competitive basis by the United States Information Agency, and provide tuition, living and travel costs. The program is coordinated by Dr. Wallace Mandell, with the assistance of Ms. Capric Walker-Shaw. Humphrey Fellows will be permitted to take courses appropriate to their Humphrey program plan during the Fellowship-funded school year. Humphrey Fellows will not be permitted to take internet courses during the school year. (The rationale for this is that the internet courses are specifically taken as part of working for an MPH which is not part of the Humphrey program plan.) Humphrey Fellows who have been accepted as new part-time/internet MPH students may take the required "Problem Solving course" during the school year, because this course is in line with the objectives of the Humphrey program plan. Humphrey fellows who wish to take courses are encouraged to enroll for credit on a Pass/Fail basis, unless they are intending to pursue a graduate degree or a certificate in public mental health research after completion of the Program. GRE scores are waived for HHH fellows who are applying for the MHS program. If pursuing an MHS degree, students can get a waiver for 550.865 if they take a course in the five core CEPH areas - Biostatistics, Epidemiology, Environmental Health, Social and Behavioral Science, and Health Systems. Student must provide official waiver from Dr. James Yager.

## **GRANT AND CONTRACT APPLICATIONS**

Doctoral students and Postdoctoral fellows may consider submitting various types of grants and contracts through the department. All grants need to be approved and signed by the Chairman of the Department before submission. The Chairman must be notified at least two months prior to submission of a grant to decide upon departmental sponsorship. Proposals are not supported or sponsored if they are not consistent with the school and department mission.

## COMMITTEES

### School Committees

A list of the School committees with student representation can be found in the School's Student Handbook. Departmental representatives to school wide committees include:

Advisory Board:	William W. Eaton
Appointments and Promotions Committee:	George W. Rebok
Committee of the Whole:	William W. Eaton
Committee on Academic Standards:	Michelle C. Carlson
Committee on Honors and Awards:	TBN
Faculty Senate:	Tamar Mendelson
Finance Committee:	William W. Eaton
MPH Executive Board:	George W. Rebok
Advisory Committee for the Public Health Practice Program:	Philip J. Leaf
Affirmative Action	William W. Latimer
DrPH Executive:	William W. Latimer

### Departmental Committees

The Chair of the Department appoints all committee chairpersons, faculty, and staff. In each case, the committee's function is to establish an agenda of interests in a specific area, initiate a discussion and review issues or requests, formulate a consensus and specific proposals or policies, and bring recommendations for action before the full Department for vote. Committee determinations are not final until endorsed by a majority vote.

The major standing committees and their functions are as follows:

Steering Committee, Chair - Dr. William W. Eaton  
Members: Drs. Leaf, Mandell, Rebok, and Ialongo  
Staff: Laurel Bodie, Administrative Assistant to the Chair

Functions:

1. Monitor current faculty careers and recommend appropriate actions.
2. Review proposed appointments and promotions and recommend action.
3. Review and propose policy regarding budget matters

Committee on Academic Standards, Chair – Dr. Michelle Carlson  
Department of Mental Health Admissions, Chair – Dr. Tamar Mendelson  
Departmental Comprehensive Exam: Dr. Catherine Bradshaw  
Staff: Patty Scott, Academic Program Coordinator

Functions:

1. Review and/or propose changes in Department curriculum and make recommendations.
2. Review and recommend action on specific degree waivers or related requests.
3. Discuss and propose new courses for inclusion in curriculum.
4. Maintain an updated Academic Handbook for the Department.
5. Develop student/Fellow involvement process including advising, meetings, academic planning, and entertainment.
6. Review and recommend acceptance/rejection on all student/Fellow applications, and propose plan for proactive student recruitment, including advertising and affirmative action measures.
7. Create, schedule, and supervise administration and grading of comprehensive examinations (led by Dr. Bradshaw).
8. Organize selection of students and fellows for Department and School awards, and arrange for appropriate notification of students (led by Dr. Latimer).

### **Departmental Honors and Awards**

Annually, the Department selects students as recipients of the following awards:

- The Morton Kramer Fund Annual Award – made annually to a doctoral student who has demonstrated excellence in the application of biostatistical and epidemiologic methods to the solution of problems in research dedicated to advancing our knowledge of the epidemiology of mental disorders, and to the application of such knowledge in programs designed to prevent and control mental disorders and associated disabling conditions.
- The Paul V. Lemkau Scholarship Award – made annually for outstanding performance in doctoral studies in the field of mental health.

The departmental Academic Standards Committee is responsible for choosing the recipients of the awards each year, and the awards are granted at the department's Annual End-of-Year party.

## **GENERAL INFORMATION/SERVICES**

### **Information Systems - Services Offered**

Information Systems provides services and support to faculty, staff, and students in the School. The main office is located at JHSPH W3014, 955-3781. Some of the services and resources are outlined below. For problems with computers, the department requests you place a help call. To do so, you must first be assigned a logon ID and password.

To place the help call log into the portal using <http://my.jhsph.edu>. Go to the "My Tools" section (which is found in the upper left hand corner) and choose "Help Desk". Click the "Open Help Call". When you click the button you will be transferred to the "Magic Self Service Desk". On the left hand side of this page you will see a list of choices: I choose "Incident Request" to open a help call.

All software orders will be done through [spars.jhu.edu](http://spars.jhu.edu). To place an order, please use the help call system already described so that calls can continue to be tracked through the system. The call you place to order new software/hardware will also serve as the order to install the

software/hardware as soon as it arrives. Please note, if a purchase is going to be funded by the department or a training program, you will need to have email confirmation of the approval from the training director.

### **Bulletin Boards**

The Assistant to the Chair of the Department will post general information about meeting and seminars on the bulletin board by the elevators. The Academic Program Coordinator will post information of interest to students and fellows (i.e., course and room schedules and grant/contract information) on the bulletin board next to the departmental conference room (Hampton House 845). The Academic Program Coordinator will occasionally be posting on the student/fellow bulletin board information about positions available for students and fellows, both in the School and University, and elsewhere.

### **Course Materials**

Course materials will usually be placed in the Lilienfeld Library, or can be obtained from E-Reserve system accessible through the Welch Medical Library's website ([www.welch.jhu.edu/ereserves/index.html](http://www.welch.jhu.edu/ereserves/index.html)). If obtained through Lilienfeld Library, it will be the student's responsibility to photocopy the articles assigned to read. In some courses, materials will be reproduced and put together in a book. The student will be charged for the amount it cost to photocopy, and must reserve his/her copy by written commitment prior to printing.

### **Student Financial Services**

Requests for loans or financial assistance, other than Department Scholarships and grant-supported fellowships, are strictly between the student and the Student Financial Services Office. General information about the assistance offered by the Student Financial Services Office is listed in the School catalog and the School Student/Fellow Handbook.

Students interested in obtaining work-study positions should complete an application in the School's Student Financial Services Office, JHSPH E1002. That office maintains a listing of available work-study positions.

### **Office of Records and Registration**

Students may access their student record data by logging onto the ISIS website, <https://isis.jhu.edu/sswf> and selecting Academic Info. They may access biographic and address information by selecting Personal Info. Course registration via the ISIS website is encouraged.. If students should need to submit a form (i.e., request for audit), the office is located JHSPH E1002, and is open from 8:00 a.m. – 4:00 p.m., Monday through Friday.

### **Library Services**

There are several libraries available to students, both in and around the Bloomberg School of Public Health and on Hopkins' Homewood campus:

The **Lilienfeld Library** is located on the ninth floor of the Hampton House. This library receives approximately 130 periodicals covering the fields of public health, management science, and the social sciences, and houses about 20,000 books, and government reports.

The **Welch Medical Library** (<http://www.welch.jhu.edu/>) is located on Monument Street across from the Bloomberg School of Public Health. It is the central resource library for the Johns Hopkins Medical Institutions. The library's journal collection numbers more than 3,300 titles; its total number of bound volumes exceeds 350,000, including several outstanding collections dealing with the history of medicine, the history of public health, and the history of nursing. Welch has an online catalog of its holdings and offers traditional reference assistance as well as MEDLINE 500 that can be accessed from your own PC free of charge. You must have a library card to use the services at Welch. A card can be obtained at the main desk.

The **Milton S. Eisenhower Library**, located on the Homewood campus at Charles and 34th Streets, holds a collection of 2.0 million volumes, 13,000 journal subscriptions, over 1.3 million microforms, and a significant collection of government publications, maps and manuscripts. Free shuttle bus service between the medical institutions and the Homewood campus makes it convenient to use Eisenhower. A current student I.D. card is necessary for admission.

The **Psychiatric/Neurosciences Library** is located at 8-149 Meyer within the Johns Hopkins Hospital and houses many psychiatric periodicals.

### **Mental Health Library**

Copies of dissertations by graduates of the department are available in the departmental library (HH 845). There is also a shelf of classic works in psychiatric epidemiology and public mental health. Students can remove a book or thesis from the room if they leave their Hopkins ID with the Academic Program Coordinator, the Chairman's assistant or the departmental receptionist. Copies of dissertations are to be returned before 5:00 p.m. daily, and are not to leave the building.

### **Mental Health Conference Rooms**

The Department of Mental Health is responsible for 3 conference rooms: 391 (15-20 seats), 845 (15-20 seats), and 892 (12 seats). The conference rooms are available for use by faculty, staff and students within the School of Public Health, and are under the primary control of the DMH Administration Office. Sharon Williams is available to assist you with reservations, [shwilliams@jhsph.edu](mailto:shwilliams@jhsph.edu), 5-3910, or a reservation book is kept in the department's main office (HH 850) for your convenience.

Please note the following meetings take precedence over any current or new reservations:

- All departmental and school-wide orals
- Any VIP event
- The Office of the Chair

Listed below is a chart listing all of the conference rooms in the Hampton House building.

<b>Bldg</b>	<b>Room</b>	<b>Dept</b>	<b>Type</b>	<b>Seats</b>	<b>Contact</b>	<b>Contact Info</b>
HH	144	Student Affairs	Café - Conference	12	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	145	Student Affairs	Café - Conference	12	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	188	PFRH	Conference	8-12	Linda Kelly	5-3804
HH	208	Student Affairs	Classroom	36	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	244	Student Affairs	Classroom	16	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	250	Student Affairs	Classroom	36	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	291	Student Affairs	Classroom	19	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	297	Student Affairs	Classroom	19	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	339	HPM	Conference	12	Sandy Freeman	410-955-2461, <a href="mailto:sfreeman@jhsph.edu">sfreeman@jhsph.edu</a>
HH	391	MH	Conference	15/20	Sharon Williams	410-955-3910, <a href="mailto:shwillia@jhsph.edu">shwillia@jhsph.edu</a>
HH	461	HPM	Conference	12	Rhonda McCray	410-955-3625 <a href="mailto:rmccray@jhsph.edu">rmccray@jhsph.edu</a>
HH	563	HPM	Conference	12/15	Edith Jones	410-955-2221, <a href="mailto:eljones@jhsph.edu">eljones@jhsph.edu</a>
HH	688	HPM	Conference	20	Kimberly Collins	443-287-4241
HH	744	HBS	Conference	20		410-955-2312, 410-502-4551, <a href="mailto:hfaculty@jhsph.edu">hfaculty@jhsph.edu</a>
HH	845	MH	Conference	15/20	Sharon Williams	410-955-3910, <a href="mailto:shwillia@jhsph.edu">shwillia@jhsph.edu</a>
HH	892	MH	Conference	10/12	Sharon Williams	410-955-3910, <a href="mailto:shwillia@jhsph.edu">shwillia@jhsph.edu</a>
HH	B14	Student Affairs	Auditorium	135	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	B41	IS	Computer lab	30		<a href="mailto:sphlabs@jhsph.edu">sphlabs@jhsph.edu</a>
HH	Café	Support Services	Café			<a href="mailto:eventrms@jhsph.edu">eventrms@jhsph.edu</a>

All other reservations are scheduled on a first come first serve basis with attendance of five or more. Small study groups and small group meetings are usually held in the conference rooms next to the café. Those rooms can be reserved through the School's scheduling coordinator – [schedule@jhsph.edu](mailto:schedule@jhsph.edu).

It is your responsibility to locate another room if you are “bumped” out of a room that you have previously reserved. (See room chart in reservation book in HH 850)

### **Lockers**

Lockers are located on the second floor of the Hampton House and throughout the Bloomberg School of Public Health.

### **Mailboxes**

The Department will communicate to students and fellows through the departmental mailboxes located in Hampton House 841. It is important that students and fellows check Department mailboxes on a regular basis. Communication with faculty is also facilitated by this system, since most faculty also check their mailboxes frequently.

The School assigns mailboxes to students and fellows at the time of registration. These mailboxes are located in the basement of Hampton House. Please be sure to include your P.O. box number when supplying your address to outside business (i.e. magazine subscriptions, conference registrations, etc.).

### **Shuttle Buses**

The School offers a bus that runs between the Bloomberg School of Public Health and Homewood and stops at Pennsylvania Station and the Peabody Institute. From September through May, buses depart from Homewood (from parking lot behind Shriver Hall) at 7:00 a.m. through 11:00 p.m. on the hour, with extra buses between 7:00 and 10:00 a.m. Buses depart from the Bloomberg School of Public Health Monument Street Entrance at 7:30 a.m. through 11:30 p.m. on the half-hour with extra buses between 3:30 and 6:30 p.m. In case of bad weather, WBAL, (AM-11) in Baltimore and WTOP or WMAL in Washington, D.C., provide official information regarding the School and the bus service. Students may obtain information concerning weather related cancellations and delays by calling 1-800-548-9004 or (410) 516-7781. For summer and winter schedules and further information, consult the school network under "Information", or call Homewood Security, 338-8060 or the Office of Student Services, Room 1512, 955-3034.

The shuttle to the Bayview Campus leaves every 40 minutes, from 8:00 a.m. to 6:00 p.m. from the Main Hospital Entrance off of Wolfe Street. Return trips to the Johns Hopkins Hospital also leave every 40 minutes from the Bayview Campus starting from 8:20 a.m. to 6:20 p.m.

Shuttle schedules are available at the Student Accounts and Business Services (JHSPH W1100), outside Support Services (W3041), and on the Support Services website, <http://www.jhsph.edu/SupportServices/ParkingandTransportation/shuttle.html>.

### **Student Assembly**

The Student Assembly is the governing body of the entire student population of the school. It is comprised of elected students from each department as well as an executive board. Officers for the Assembly are elected at the beginning and end of the academic year. The Student Assembly is responsible for supporting educational and political seminars, social activities, and other

events as proposed by students or faculty. Its budget is derived from an allocation by the Office of Student Affairs; these funds are used to pay honorariums for speakers, food, beverages, and music for social events, and other activities as requested and approved by recognized student organizations. Every Tuesday at noon is reserved for student sponsored activities. This group has enjoyed a constructive relationship with the School's administration and is an excellent forum for interacting with a diverse group of students.

### **Departmental Student Services**

Students and fellows are encouraged to bring their questions and problems to the Academic Program Coordinator, who will be available to counsel and to coordinate all student/fellow matters.

### **Office Supplies/Stationery Orders**

If a student is on a training grant, they need to get prior approval and then follow the procedures for ordering office supplies set by their Training Grant Director. If a student isn't on a training grant, Sharon Williams [shwillia@jhspsh.edu](mailto:shwillia@jhspsh.edu) can assist them in room 850.

### **Mental Health Student Group**

The department has a student group open to all students and fellows within and outside the department. The group is designed to provide a forum for students and fellows to share ideas, voice concerns and offer suggestions; and to facilitate interaction among them, as well as between the student body and faculty. Voting for new student group chairs will occur at the 1<sup>st</sup> MHSG meeting of each academic school year. The Chair positions are as follows: president, treasurer, secretary, web-coordinator, social coordinator and student representative. In addition, The student representative will be appointed to attend General Faculty meetings to act as a single voice for the student body and to report back to the student group. The group will meet at least once during each academic term and once during the summer. Meetings will be announced in advance and all JHSPH students are welcome to participate. For more information visit the MHSG website at: [www.jhsph.edu/assembly/MHSG/](http://www.jhsph.edu/assembly/MHSG/)

### **Telephones**

Each student and postdoctoral fellow will be responsible for payment of any long distance call placed. Each call should be logged and payment made when the Department receives the bill.

### **Travel**

Students, fellows, colleagues traveling on a research or training grant budget must secure approval from the Principal Investigator (P.I.) for their intended travel prior to making any arrangements or embarking. The written request is then signed by the P.I. with a budget number affixed. This guarantees that the P.I. is aware of the intention to spend grant money and has planned for the expense. A copy of this document goes to the P.I.'s support person and a copy to the Budget Analyst who will keep a spreadsheet on the use of travel funds. The student or fellow or the support staff person assigned to the P.I. makes the necessary travel arrangements either with a travel agency or through airlines, Amtrak, etc. directly.

If a student/fellow requires a travel advance, the support staff person for the P.I. will create a Travel Request using SAP which is then sent to the budget analyst for approval. An email or signed letter of agreement from the P.I. is needed to process approvals. By University policy, an advance will not be given sooner than 10 days prior to the actual trip. However, if arrangements are made far enough in advance, the Department can pay on an invoice prior to the actual travel. Some hotels will also invoice in advance and can be paid directly. This cuts down on the amount of travel advance. Invoices can be processed by the support staff person using SAP and will then be approved by the budget analyst for payment. Invoices will also need approval from the PI.

**NOTE:** A travel advance is considered by the University as an encumbrance against an account; it is not cleared until a Travel Expense Report is filed within SAP. If travel advances are not cleared within 3 months of the advance, the individual will be charged taxes on the amount of the advance and the dollar amount of the advance will be reported to the IRS as income on the W-2 at the end of the calendar year in which the advance was made.

Upon returning to the office from the trip, or, according to University policy, not later than 30 days after return from a trip covered by an advance, give the support staff person for the P.I. all of the original receipts from the trip. It is essential to have original receipts since the University will not pay from photocopies or statements. Include all transportation receipts, invoices that might have come with tickets, charge card receipts, toll, parking, meal, etc. charges related to travel.

If traveling by car, give the support staff person the mileage, which is reimbursable at the current government rate. The P.I. or the student or fellow fills out the internal Travel Expense Report form developed by the department to expedite the online process for reimbursement. This form is also used for approval signature from the PI. An email approval will also be accepted. The form is used for the budget information necessary for processing, it clears out the encumbrance if there was a travel advance, and makes reimbursements for any expenses over the advance. If less than the amount of advance is spent, a personal check is written for the balance. If an advance is not requested, the University reimburses the student for the total. The Travel Expense Report will come to the Budget Analyst for approval in SAP. A copy will be kept by the Budget Analyst for reconciliation of the account. Students are responsible for keeping your own copies.

### **Travel Funds for Students and Fellows**

The Department sets aside \$5,000 to fund travel and registration fees for students and fellows to attend professional meetings or conferences. The funds are available only to those not supported by training grants. Students and Fellows can apply for travel support to the Academic Coordinator who will obtain the approval of the Department Chair for each request. To be eligible, the student or fellow must have an accepted communication (i.e., poster or oral presentation) at the meeting or conference. The maximum amount for any one trip is \$1,000 and students and fellows can only be supported once per year.

The request should be sent to the Academic Coordinator via email listing the following information: Student/Fellow name, date of request, name of conference, location of conference, dates of conference, breakdown of estimated expenses, type of presentation (poster, paper, etc.) Once approval has been obtained and the trip is completed, receipts must be submitted to be reimbursed. At least 30 days or more advance notice is requested for approval.

## **University Health Service**

The University Health Service (U.H.S.), located at 401 North Caroline Street (corner of Caroline Street and Orleans Street. (is open from 8:30 a.m. to 5:00 p.m. to care for the health needs of the students at the Bloomberg School of Public Health and the School of Medicine, who have health insurance through the student health plan. Appointments are preferred, but walk-ins are always seen by one of the available physicians.

The most important aspect of being cared for at U.H.S. is the referral system. Students and fellows with a health problem which requires the attention of a specialist (e.g., ophthalmologist, obstetrician, gynecologist, orthopedist), must first be seen by a U.H.S. physician who will make the appropriate referral. Those not following this procedure will be billed by the physician and held personally accountable for that bill. U.H.S. will only partially pay for services it did not request and approve.

The University Health Services student committee has representatives from the Bloomberg School of Public Health and the School of Medicine. Students interested in serving on the committee or wishing to bring a problem or student health issue to its attention should contact Betty Addison, director of student services, at 955-3034.

For more information regarding University Health Services, or to make an appointment, call 955-3250. Billing problems should be referred to the University Health Service Benefits Office at 955-3872.

## **Xerox Accounts**

Students who wish to use the photocopier for personal use should purchase a vendor card at the Student Accounts and Business Services, JHSPH W1101. The price is \$10.00 for each card, which allows 180 copies.

## **Fax Machine**

There is a fax machine located in the departmental mailroom (HH841) for use by students, fellows, staff and faculty. The telephone number is (410) 955-9088.

## **Email**

Students should remember to check their @jhsph.edu mail account regularly. Academic and administrative offices utilize email as the primary means to communicate information to students. Failure to do so may result in loss of important information about academic requirements, course registration, deadlines, student activities and other information. If desired, email sent to your @jhsph.edu email account may be forwarded automatically to another email address. Instructions for email forwarding may be found on the School's intranet: <http://my.jhsph.edu>.

## **Course Evaluation Summaries**

Most courses offered for academic credit in the Johns Hopkins Bloomberg School of Public Health, whether on-site or off-site, are evaluated by students. The mechanics of course

evaluations are handled by the Office of the Associate Dean for Graduate Education and Research. This information is intended as a general guide only. To select the best courses to meet your needs, you should seek additional information from other students, the academic program coordinator, your academic advisor, and teaching faculty. The Course Evaluation Summaries are available on-line at: <http://www.jhsph.edu/Crsevals>

**APPENDIX A: 2008-09 DEPARTMENTAL COURSES IN THE ACADEMIC YEAR**

330.601	Perspectives of Psychiatry: The Public Health Framework, Dr. McHugh	First Term	3 credits
330.602	Epidemiology of Drug and Alcohol Dependence, Dr. Latimer	Second Term	3 credits
330.603	Psychiatric Epidemiology, Dr. Eaton (For DMH doctoral students a research paper is required for an additional (1) course credit	Second Term	3 credits
330.604	Gender and Mental Health, Dr. Mendelson	Fourth Term	3 credits
330.606	Economics Of Mental Health And Substance Use Disorders, Dr. Alexandre	Fourth Term	3 credits
330.607	Prevention and Control of Mental Disorders: Public Health Interventions, Drs. Ialongo and Rebok (For DMH doctoral students a research paper is required for an additional (1) course credit)	Fourth Term	3 credits
330.612	Introduction to Behavioral and Psychiatric Genetics, Dr. Zandi	Third Term	3 credits
330.615	Drugs, Society And Policy: The Past 150 Years, Dr. Jaffe	Third Term	2 credits
330.618	Mental Health in Late Life, Dr. Rebok	Fourth Term	3 credits
330.620	Issues in Mental Health Research in Developing Countries, Dr. Bass	Second Term	3 credits
330.623	Neuropsychology of Mental Disorders, Dr. Carlson	Fourth term.	3 credits
330.628	Principles Of Public Mental Health Delivery In The Community Context, Ms.Agus	Third Term	3 credits
330.641	Prevention and Control of Alcohol & Drug Abuse, Dr. Mandell	Second Term	3 credits
330.651-4	Seminar on Drug Abuse Program Planning in Developing Countries I-IV, Dr. Mandell	First - Fourth Terms	3 credits/term
330.655	Field Visits in Drug Abuse Program Planning,	First - Second	2 credits/term

	Dr. Mandell	Term	
330.657	Statistics for Psychosocial Research: Measurement, Drs. Eaton and Xue (Jointly offered with the Department of Biostatistics) *Continued second term 140.658. Statistics for Psychosocial Research: Structural Models.	First – Second Term	4 credits/term
330.660	Seminar on Methods in Public Mental Health Research, Dr. Leaf	Second Term	3 credits
330.661	Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders, Dr. Bradshaw	Third term	3 credits
330.665	Perspectives on Prevention and Treatment of HIV and Drug Dependence, Dr. Latimer	Third Term	3 credits
330.667	Mental Health and the Law, Ms. Agus	Fourth Term	3 credits
330.674	Suicide As A Public Health Problem, Dr. Wilcox	Third Term	2 credits
330.802	Seminar on Aging, Cognition and Neurodegenerative Disorders, Drs. Rebok, Carlson, Eaton, Zandi	First – Fourth Terms	2 credits
330.820	Thesis Research Mental Health		
330.830	Postdoctoral Research in Mental Health		
330.840	Special Studies & Research in Mental Health		

## **APPENDIX B: DEPARTMENT OF MENTAL HEALTH ADMINISTRATION**

### **Linda M. Neighoff - Department Administrator**

Phone: (410) 955-3910

E-mail: lneighof@jhsph.edu

Location: Hampton House 850

Oversees all financial and administrative activities within the Department and coordinates external activities with the JHSPH Research Administration, Business, Facilities, Information Systems, and University Controller offices.

### **Karen O'Connor- Research Projects Administrator/Deputy Department Administrator**

Phone: (410) 614-1454

E-mail: kaoccono@jhsph.edu

Location: Hampton House 859

Prepare grant and contract proposals for submission reviewing all related documents. Maintain all grant books for the department ensuring that all documents are included. Processes subcontracts (checklists), and works with agencies until contracts are fully ratified. Provides

leadership to research project staff and oversees pre and post grant award activities for the department.

**Laurel Bodie - Senior Administrative Assistant to Departmental Chair**

Phone: (410) 955-3908

E-mail: lbodie@jhsph.edu

Location: Hampton House 850

Manage daily administrative routine for Department Chair. Acts as liaison for department/school faculty, staff, students, visitors and outside consultants, etc. Maintains daily calendar for Department Chair, set appointments, schedules and advises Department faculty and staff of meetings, and arranges travel. Manages and coordinates special events and departmental functions. Coordinates Summer Institute. Processes new faculty appointments and re-appointments. Maintains and updates MH website.

**Sharon Williams - Administrative Assistant/Departmental Secretary**

Phone: (410) 955-3910

E-mail: shwillia@jhsph.edu

Location: Hampton House 850

Provides support to MH Administration. Provides secretarial support to MH faculty. Distributes weekly/semi-monthly payroll. Order supplies for administrative office. Coordinates the servicing of office equipment (i.e. copiers/typewriters). Maintains schedule for departmental conference rooms. Handles key request/distribution/return. Processes JHU ID requests for signature.

**Patty Scott – Senior Academic Program Coordinator**

Phone: (410) 955-1906

E-mail: pscott@jhsph.edu

Location: Hampton House 855

Coordinates all fellow and student activities for the department such as recruitment, admissions, registration, financial aid, foreign and special student services. Oversees scheduling of interviews and processing of paperwork for admissions, exams, course catalog and prospectus, tuition and/or scholarships, student manuals, student orientation, and related activities. Coordinates student related special events.

**Sherrie Morris - Payroll/Human Resources Coordinator**

Phone: (410) 955-2550

E-mail: smorris@jhsph.edu

Location: Hampton House 843

Prepares and processes all Payroll forms for department. Assists in preparation and management of position requisitions. Updates the Johns Hopkins Enterprise Directory (JHED) as needed and monitors E210 timesheets. Serves as a liaison between department and Human Resources on payroll issues.

**Carlina M. Carter - Budget Analyst**

Phone: (410) 955-0602

E-mail: cacarter@jhsph.edu

Location: Hampton House 851

Processes weekly payroll. First review of all MH Petty Cash account reconciliations before Administrator reviews and signs off. Track and modify telephone database, track and modify the copy card file, reconcile the invoices against the monthly expenditure statements. Assist

with contract and grant closeouts. Uses JHU online financial systems to initiate non-salary cost transfers, weekly payroll transactions, and the procurement card process. Reconciles various budgets upon request.

**Scott Hubbard – Research Associate**

Phone: (443) 287-3446

Email: [shubbard@jhsph.edu](mailto:shubbard@jhsph.edu)

Location: Hampton House 835

Implement policies and procedures for grant and account payable work within the department.

Prepare grant and contract proposals for submission reviewing all related documents.

Accounts Payable support for assigned faculty including coding, reconciling, transfers, etc.

Will provide programming, statistical and analytical support with regards to the data within the department, particularly the prevention research data that is being utilized by several research studies.

## APPENDIX C: DEPARTMENT OF MENTAL HEALTH LIST OF THESES

### Department of Mental Health Thesis List – 1964/2008

YEAR	STUDENT NAME	DEGREE	THESIS TITLE
2008	Lilian Ghandour	Ph.D.	The Role of Parental Monitoring During Childhood on Young Adult Alcohol Involvement.
2008	Amy Buchanan	Ph.D.	The Influence of Social Factors on Drug Use Among Drug-Experienced Adults.
2007	Jeannie-Marie Sheppard Leoutsakos	Ph.D.	Subtypes of Cognitive Performance among Normal Elderly and their Relationships with Apo-E and Cognitive Decline: An Application of Penalized Latent Class Regression.
2007	Briana Mezuk Ratliff	Ph.D.	The Prospective Relationship Between Depression, Metabolic Risk, and its Clinical Manifestations in the Baltimore Epidemiologic Catchment Area Study
2007	Krista Dowling	Ph.D.	Predictors and Consequences of Substance Abuse Among Adults with Severe Mental Illness
2007	Jessica Langbaum	Ph.D.	Understanding Heterogeneity in Response to Memory Training in Older Adults: Results from ACTIVE
2007	Yung-Chieh Yen	Ph.D.	Cognitive Mediators of Depression-Functioning Relationships Among Community-Dwelling Older Adults
2006	Melissa Azur	Ph.D.	The Effects of Maternal Depressive Symptoms on Behavior and Cognition in Young Children
2006	Amanda E. Kalaydjian	Ph.D.	An Examination of the Relationship between Migraine Headaches and Depression: Results from the Baltimore Epidemiologic Catchment Area Study
2006	Pamela L. Belmonte	Ph.D.	Understanding the Genetic Heterogeneity of Schizophrenia: Evidence from Co-Occurring Obsessive Compulsive Disorder
2006	Rajeev N. Ramchand	Ph.D.	Clocking Out: Adolescent Work Experiences and Drug Involvement in an Urban Environment
2005	Christine Wellings Koth	Ph.D.	Sustained Attention and Language Processing: The Relation to Teacher Ratings of Classroom Behaviors and Educational Services of Children in Second Grade
2005	Regina Amy Shih	Ph.D.	Environmental Lead Exposure and Neurobehavioral Functioning in a Population-Based Sample of Adults
2005	Ching-Hui Hsieh	Ph.D.	Validation of Performance-Based IADL Summary Measure to Identify Difficulties in Complex Activities of Daily Living, Cognitive Functions, and Subsequent Disability: Results from the Women's Health and Aging Student II (WHAS II)
2005	Andrea L. Stone	Ph.D.	Parental Functioning and Adolescent Marijuana Involvement
2005	Frances Latimer Seiler	Ph.D.	Unmet Need for adolescent Mental Health Services
2005	Oluyomi (Oyelola) Faparusi	Ph.D.	Race and the Measurement of Major Depression: Differences in the Endorsement of Symptoms Amongst African Americans and White Americans.
2005	Pitakpol Boonyamalik	Ph.D.	Epidemiology of Adolescent Suicidal Ideation: Roles of Perceived

**Department of Mental Health Thesis List – 1964/2008**

YEAR	STUDENT NAME	DEGREE	THESIS TITLE
			Life Stress, Depressive Symptoms, and Substance Use.
2004	Judith K. Bass	Ph.D.	A Study of the Mental Health Effects of the 1988 Armenian Earthquake: The Search for Post-Traumatic Stress Disorder.
2004	Michelle M. Mielke	Ph.D.	Serum Risk Factors of Cardiovascular Disease and Their Relation to Dementia and Biomarkers of Dementia.
2004	Ping-I Lin	Ph.D.	Parsing the Genetic Underpinnings of Bipolar Disorder by Age at Onset
2004	Erick L. Messias	Ph.D.	Psychiatrists' Ascertained Need for Mental Health Services in the Community.
2004	Ya-Fen Chan	Ph.D.	Juvenile Violent Behavior: The Suspected Influences of Childhood Aggression and Early Onset Drug Use.
2004	Christina A. Cutshaw	Ph.D.	Perceived Success of Family Mental Health Advocacy Organizations at Achieving Child Policy Goals.
2004	Catherine M. Dormitzer	Ph.D.	Family Attention and Youthful Drug Use: Protection Against Involvement?
2004	Stephanie Hope Gilbert	Ph.D.	Suicidal Ideation and Risk Factors Among Individuals at Risk for HIV within the Drug Using Community.
2003	Karyn Anderson	Ph.D.	Child and Adolescent Predictors of Youth Alcohol Use to Intoxication
2003	Christian Menard	Ph.D.	Clustering of Child Abuse, Parental Psychopathology, and Other Family-Level Stressors and Children's Psychosocial Outcomes
2003	Kathleen M. Hayden	Ph.D.	Differential Mortality by APOE"e"4 Genotype: Due to Cardiovascular Disease, Alzheimer's Disease, or Both? The Cache County Study
2003	Chuan-Yu Chen	Ph.D.	Drugs in Context: A Cross-National Study of Adolescents and Their Behavioral Repertoire
2003	Holly C. Wilcox	Ph.D.	The Development of Suicide Ideation and Attempt: An Epidemiologic Study of First Graders Followed into Young Adulthood
2003	Amy Marie Windham	Ph.D.	Pathways to Problem Drug Use: The Role of Early Maternal Nurturing.
2003	Michele Lynn Ybarra	Ph.D.	Associations Between Depressive Symptomatology and the Report of Unwanted Internet Experiences Among Young, Regular Internet Users
2002	Maria Isabel Gutierrez Martinez	Ph.D.	The Growth of Conduct Problems in Early Adolescence: Does Neighborhood Really Matter?
2002	Ara S. Khachaturian	Ph.D.	Methodologic Studies for Improved Results in Epidemiologic Research on the Dementia of Aging
2002	Valerie Forman	Ph.D.	Correlates, Comorbidity, and Clustering of Disordered Eating Behavior in a Nationally Representative Sample of U.S. High

**Department of Mental Health Thesis List – 1964/2008**

YEAR	STUDENT NAME	DEGREE	THESIS TITLE
			School Students
2002	Kenneth R. Petronis	Ph.D.	Clusters of Cocaine Use in U.S. Neighborhoods
2002	Corey B. Smith	Ph.D.	The Impact of Religious Involvement on Depressive Syndrome in a Community Sample of Recently Bereaved Adults
2002	Maria M. Corrada Bravo	Sc.D.	Antioxidants and Alzheimer's Disease: Comparison of Exposure Measures and Their Relationship to Incidence of Alzheimer's Disease in the Baltimore Longitudinal Study of Aging
2001	Anjene Musick Addington	Ph.D.	Dissecting Genetic Heterogeneity in Susceptibility to Bipolar Disorder
2001	Peter P. Zandi	Ph.D.	Is Pharmacological Prevention of Alzheimer's Disease a Realistic Goal? Evidence from the Cache County Study
2001	Yi-Hua Chen	Ph.D.	The Link Between Children's Anxiety and Aggression: A Longitudinal Study
2001	David Mandell	Sc.D.	The Effect of Raising a Child with a Psychiatric Disorder on Mother's Welfare Transitions
2001	Marsha Rosenberg	Ph.D.	Pharmacoathanatology: An Epidemiologic Investigation of Drug Related Deaths
2001	Huey-Fang Sun	Ph.D.	The Relationship Between Second Grade Executive Function Performance and the Development of Aggressive Behavior in Elementary School-Aged Children
2000	Farifteh Firoozmand Duffy	Ph.D.	A Study of the Relationship Between Participation in Religious Activities and Conduct Problems in a Sample of Urban Youths
2000	Angela Fan	Ph.D.	The Influence of Perinatal Complications and Early Social Environment on Mental Health and Status Attainment in Adulthood: The Baltimore NCPP Follow Up, 1960-1994
2000	Jacqueline Lloyd	Ph.D.	Hanging Out with the Wrong Crowd: Do Parents Matter?
2000	Fernando A. Wagner-Echeagaray	Sc.D.	Primordial Factors Associated with Initiation of Marijuana Use and Transition to Cocaine Use.
1999	Mary Beth Ahearn	Sc.D.	The Role of Sustained Attention in Predicting Academic Achievement.
1999	Carlos Francisco Rios-Bedoya	Sc.D.	Alcohol and Depression: A Cross-National Study of Puerto Ricans.
1999	Carolyn D. Furr-Holden	Ph.D.	The Epidemiology of Drug Dependence: A U.S.-U.K. Cross-National Study.
1999	Joyce Carol West	Ph.D.	Health Plan Characteristics and Conformance with Practice Guideline Psychopharmacologic Treatment Recommendation for Major Depression.
1999	Wen-Hung Kuo	Ph.D.	Mortality and Risk Factors of Suicidal Behaviors in the Baltimore ECA Program: 1981-1996.
1999	Sandra E. Lesikar	Ph.D.	Health, Cognition, and Driving Behavior.

## Department of Mental Health Thesis List – 1964/2008

YEAR	STUDENT NAME	DEGREE	THESIS TITLE
1999	Monique M. Chaaya	Dr.P.H.	Psychiatric Distress and Use of Health Services Among Women Attending Gynecology Clinics in Lebanon.
1998	Li-Shiun Chen	Sc.D.	Heterogeneity of Natural History and Syndromal Structure of Depression: Examination of Risk Factors in a Population-Based Study.
1998	Toan Le	Sc.D.	Perceived Discrimination and Depression Among Cuban and Haitian Refugees.
1998	Richard Jones	Sc.D.	Construct Validity and Item Analysis of the Mini-Mental State Examination by Level of Education Attainment and Sex.
1998	Jeanne Poduska	Sc.D.	Factors Associated with Parents' Perceptions of Their First Graders' Need for Health and Educational Services.
1998	Carla Storr	Sc.D.	Psychosocial Work Environment and Its Relation to Depression, Heavy Alcohol and Other Drug Use: A Study of Job Strain in a National Sample of Nurses.
1998	Dalal Tonb	Sc.D.	Family Mental Health Factors in the Utilization of Pediatric Primary Care.
1998	Li-Yin Chien	Sc.D.	A Case-Control Study on the Association Between Poor School Grades and Substance Abuse/Dependence Among the Ninth Grade Students in Taiwan.
1997	Chamberlain Diala	Ph.D.	Race Differences in Attitudes Towards Seeking Professional Care and Using Health Services.
1997	Li-Ching Lee	Sc.M.	Anxiety and Depression in Children: A test of the Positive-Negative Affect Model.
1997	Marina Piazza	Sc.D.	Peer Rejection and Other Risk Factors for Youthful Inhalant Use.
1997	Li-Tzy Wu	Sc.D.	Psychiatric Comorbidity and Service Utilization of DSM-III-R Alcohol Abusers and Dependents.
1996	Elizabeth Federman	Sc.D.	An Investigation of the Association Between Psychiatric Distress and HIV Infection in a Cohort of Injecting Drug Users.
1996	Tong Woo Suh	Dr.P.H.	Symptom Profiles of Depression Among General Medical Service Users Compared to Specialty Mental Health Service Users.
1996	Jianfeng Xu	Dr.P.H.	Genetic Linkage Study of Bipolar Disorder.
1995	Luis Caris	Dr.P.H.	Drug Abuse Among Hispanics.
1995	Anneke Chung	Sc.D.	Prediction of Onset of Huntington's Disease.
1994	Rachel Kramer	Sc.D.	The Association Between Measured Blood Lead Levels and Performance on Standardized Cognitive Tests in a National Cohort of Children.
1994	Bih-Ching Shu	Dr.P.H.	Mixture Model: Implications for the Genetics of Autism.
1993	Maria Magdalena Hall	Sc.D.	Epidemiological Examination of the Relationship Between Psychotherapeutic Medicine Use and Disability in the Elderly.

## Department of Mental Health Thesis List – 1964/2008

YEAR	STUDENT NAME	DEGREE	THESIS TITLE
1992	Sherri Joy Tepper	Sc.D.	The Role of Psychopathology in the Onset and Course of Disability: A Population-Based Study.
1992	Mohamed Badawi	Sc.D.	Household Living Arrangements, Attempted Suicide, Depression, and Alcoholism.
1992	Howard D. Chilcoat, Jr.	Sc.D.	Parent Monitoring and Initiation of Drug Use in Elementary School Children.
1992	Kim Heithoff	Sc.D.	The Epidemiology of Depression in the Elderly: Analysis of Data from the NIMH Epidemiologic Catchment Area Program.
1992	For-Wey Lung	Sc.D.	The Impact of Diagnostic Misclassification on Linkage Analysis in Complex Disorders: A Linkage Study of Computer Simulation in Bipolar Disorder.
1992	Melissa Perry	Sc.D.	Factors Associated with the Initiation of Cocaine Use Among Marijuana Users.
1991	Ahmed S. Aboraya	Dr.P.H.	Determinants of Disabling Injuries.
1991	Yong-Yuan Chang	Sc.D.	International Comparisons of Schizophrenia Risk.
1990	Louis Walter Reedt	Sc.D.	Marijuana Coping and Abstinence Symptoms.
1989	Alan C. Hauquitz	Sc.D.	Economic Change and Its Effect on Health in Singapore.
1989	Nancy Jane Kennedy	Dr.P.H.	The Effect of Written Policy on Psychiatrists' Disclosure of Neuroleptic Side Effects.
1988	Lisa Werthamer-Larsson	Sc.D.	The Epidemiology of Maladaptive Behavior in First Grade Children.
1987	Margaret A. Connolly	Ph.D.	Logistic Models for Familial Association of Binary Traits.
1987	Amy Dryman	Sc.D.	An Epidemiologic Study of Psychiatric Distress and Alcohol Use.
1987	Alison Miller-Trinkoff	Sc.D.	Predictors of Initiation of Psychotherapeutic Medicine Use.
1987	Sushil K. Sharma	Dr.P.H.	Impact of Chronic Diseases on the Family Caregivers.
1986	James R. Reed	Sc.D.	Biochemical Discriminators of Alcohol Abuse.
1986	Rona Sayetta	Sc.D.	The Relationship of Anxiety and Serum Uric Acid: A Model of Psychosomatic Disease.
1984	Karen Leora Hulebak	Sc.D.	The General and Neurobehavioral Toxicology of Trimethylene in Mouse.
1983	James Emory Childs		Ecology and Public Health Significance of Urban Cats in Baltimore, MD.
1982	Charles Annicillo		Impairment of Intellectual Growth Associated with Child Abuse: IQ Change in the Syndrome of Abuse Dwarfism.
1982	Jane A. Gulko	Ph.D.	Attendance of Psychiatric Patients in Rehabilitation Medicine Services: An Anthropological Perspective.
1982	Frank J. Hooper	Sc.D.	Liver Cirrhosis Mortality and Selected County Characteristics.
1981	Richard Rowland Clopper	Sc.D.	Erotosexual Behavior in Men Treated for Growth Hormone and/or

**Department of Mental Health Thesis List – 1964/2008**

YEAR	STUDENT NAME	DEGREE	THESIS TITLE
			Gonadotrophin Deficiency.
1980	Kenneth Martin Green	Sc.D.	Behavioral Development and Communication in the Golden Lion Marmoset ( <i>Leontideus Rosalia</i> ).
1980	Teresa Kay Sluss	Sc.D.	A Method for Investigating Risk Factors for Senile Dementia-Alzheimer's Type in the Baltimore Longitudinal Study.
1980	Marian D. McGee	Dr.P.H.	Nursing Assessment of Family Decision-Making and a Measurement of Nursing Impact.
1979	Percy Winfield Thomas	Sc.D.	Black Adolescent Males and the Decision to Work: A Study in Stressful Transition.
1978	Zili Amsel	Sc.D.	A Study to Measure the Varying Effects of Treatment on the Outcomes of Treatment for Narcotic Abusers in Four Modalities.
1978	Rebecca Field	Sc.D.	Vocal Behavior of Wolves ( <i>Canis Lupus</i> ): Variability in Structure, Context, Annual/Diurnal Patterns, and Ontogeny.
1978	Mark Frederick Schwartz	Sc.D.	Athletics, Friendships, Dating, Romance, and Sexuality in Androgenital Females, Aged 17-27, Compared with Females with Androgen-Insensitivity.
1977	Josefina A. Jael-Santos	Dr.P.H.	A Study of Patients Discharged from the National Mental Hospital into the Greater Manila Area, Their Maintenance and Adjustment to the Family and Community.
1977	Linda A. LeResche	Sc.D.	An Ethological Study of Children's Space Use and Behavior in an Open Plan School.
1977	Gary R. Greenfield	Sc.D.	Self Concept Stabilization in Inner City Children and Antecedent Factors.
1976	Thomas F. Beltrame	Sc.D.	Urban and Rural Lumbee Indian Drinking Patterns.
1976	Charles J. Stine	Sc.D.	Behavioral Ontogeny and Mother-Offspring Interaction of the House Shrew, <i>Suncus Murinus</i> .
1976	Josefina Jael-Santos	Dr.P.H.	A Study of Patients Discharged from the National Mental Hospital into the Greater Manila Area, Their Health Maintenance, and Adjustment to the Family and Community.
1975	Ruth E. Little	Sc.D.	Maternal Alcohol Use and Resultant Birth Weight.
1975	Paul G. Shane	Sc.D.	The Social Support Functions of Police Forces in England, India, Israel and the United States.
1974	Denise C. Turner	Sc.D.	The Vampire Bat: Hunting Behavior and Host Selection.
1973	Nigel K. Woolf	Sc.D.	The Ontogeny of Bat Sonar Sounds: With Special Emphasis on Sensory Deprivation.
1973	Constance Grant Zich	Sc.D.	The Training of Alcoholism Counselors: Pre-training and Post-training Studies.
1973	Antonia P. Velazquez	Sc.M.	A Descriptive Study of Attitudes of Junior High School Students Toward the Use of Alcoholic Beverages.

**Department of Mental Health Thesis List – 1964/2008**

<b>YEAR</b>	<b>STUDENT NAME</b>	<b>DEGREE</b>	<b>THESIS TITLE</b>
1972	Alan M. Beck	Sc.D.	The Ecology of Free-Ranging Dogs in Baltimore City.
1972	Stephen R. Parcher	Sc.D.	Observations on the Natural Histories of Six Species of Madagascan Chamaeleontidae.
1970	Evelyn Lutzky Goldberg	Sc.D.	Crowd Hysteria in a Junior High School.
1969	Johns H. Richardson, Jr.	Sc.D.	Feeding Efficiency of the Shrews, Suncus and Blarina.
1969	Penelope Williamson	Sc.D.	The Feeding Ecology of the Red-eyed Vireo and Associated Foliage Gleaning Birds.
1969	Carl O. Helvie	Dr.P.H.	Factors Predictive of Adolescent Behavior.
1968	Esther Wollin	Sc.D.	A Method of Projecting the Size and Composition of a Mentally Retarded Population Requiring Institutionalization.
1968	Beverly H. Bowns	Dr.P.H.	Early Adolescent Pregnancy in Relation to Girls' Reports of Their Mothers' Behavior.
1967	Clara Duncan Kimbro	Dr.P.H.	An Investigation of the Initial Relationship Between Public Health Nurses and Schizophrenic Patients and Their Families.
1967	Maxine V. Attea	M.S.	Glutamate Transport in Escherichia Coli B.
1966	Constantino Chuaqui	Dr.P.H.	Marital Adjustment and Respiratory Infectious in Children.
1966	Harold P. Halpert	Dr.P.H.	Communications Aspects of Comprehensive State Mental Health Planning.
1966	George Soloyanis	Dr.P.H.	A Psychiatric Case Register Study of Multiple Admissions to Maryland Psychiatric Facilities.
1966	Kurt Gorwitz	Sc.D.	A Critique of Past and Present Mental Health Statistics in the United States and a Blueprint for Future Program Development.
1964	Georgia B. Merrill	Sc.M.	An Exploratory Study of How Husbands Manage When Their Wives are Hospitalized with a Schizophrenic Illness and There Are Children in the Home.
1964	Anthony John Reading	Sc.M.	Individual Differences in Behavior and Growth in Inbred Mice.

Additional Mental Hygiene Thesis List – 1941-1960

YEAR	STUDENT NAME	DEGREE	THESIS TITLE
1960	Sue Flick Mathewson	Sc.D.	Pituitary Gonadotrophic Hormones and Aggressive Behavior in male Starlings.
1960	Betty L. Cuthbert	Sc.M.	Mental Hygiene Seminars with a Group of Student Nurses During the Pre-clinical Period of Nursing Education.
1960	Richard Harold Svihus	Dr.P.H.	The Use of Health and Adjustment Agencies by U.S. Naval Recruits at the Naval Training Center, Great Lakes, Illinois.
1957	Richard W. White		A Study of the Relationship Between Mental Health and Residential Environment.
1956	Ali A. Kawi	Dr.P.H.	A Study of the Association of Factors of Pregnancy, Parturition and the Neonatal Period with the Development of Reading Disorders, as a Neuropsychiatric Problem in Childhood.
1955	Henry John Mark	Sc.D.	Studies of Perception in Brain-injured Children.
1954	Martha E. Rogers	Sc.D.	The Association of Maternal and Fetal Factors with the Development of Behavior Problems Among Elementary School Children.
1951	Betsy G. Wootten	Dr.P.H.	The Emotional Status of 56 Prenatal Clinic Patients: Correlation with Obstetrical Experiences.
1950	Alberta B. Szalita-Pemow	Dr.P.H.	Attempt at Evaluation of the Psychiatric Needs in the Medical Care Clinic of the Johns Hopkins Hospital.
1949	Herman Stemens	Dr.P.H.	Mental Hygiene Aspects of Eating Behavior in the Pre-School Child.
1947	Marcia Mann Cooper	Sc.D.	Evaluation of the Mothers' Advisory Service.
1947	Christie W. Gordon	Dr.P.H.	Administration of Health Department Functions Through District Health Organizations in Urban Communities of 500,000 – 1,000,000 Population in the United States.
1941	Paul Huston Stevenson	Dr.P.H.	Early Psychiatric Contact with Individuals Later Becoming Psychotic.

## APPENDIX D: 2008-2009 ACADEMIC YEAR CALENDAR

### THE JOHNS HOPKINS UNIVERSITY BLOOMBERG SCHOOL OF PUBLIC HEALTH 2008-2009 ACADEMIC YEAR CALENDAR

<b>SUMMER TERM</b>		
SUMMER INSTITUTES.....		Begin week of June 2
Internet-Based/Part-Time MPH New Student Orientation.....		Sat May 31 – Sun June 1
Registration Begins for Regular Summer Term.....		T April 15
REGULAR SUMMER TERM.....		W July 2 - F Aug 22 (37) class days)

1 <sup>st</sup> Term Registration Begins for Continuing and Special Students.....	M June 2
Regular Summer Term Registration Ends.....	F June 20
NEW STUDENT ORIENTATION/REGISTRATION .....	M June 30 – T July 1
Instruction Begins for Summer Term.....	W July 2
INDEPENDENCE DAY HOLIDAY .....	F July 4
Regular Summer Add/Drop Period.....	Varies per course schedule
2 <sup>nd</sup> Term Registration Begins.....	F Aug 1
1 <sup>st</sup> Term Registration Ends for Continuing and Special Students .....	F Aug 15
Last Class Day of Summer Term.....	F Aug 22

<b>1ST TERM</b>	<b>Th Aug 28 - W Oct 22 (39 class days, M-F)</b>
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Instruction Begins for 1 <sup>st</sup> Term.....	Th Aug 28
Add/Drop Period .....	Th Aug 28 - W Sept 10
LABOR DAY RECESS.....	M Sept 1
2 <sup>nd</sup> Term Registration Ends.....	Th Oct 16
Last Class Day of 1 <sup>st</sup> Term.....	W Oct 22
Instruction Begins for 2 <sup>nd</sup> Term.....	Th Oct 23

<b>2ND TERM</b>	<b>Th Oct 23 - F Dec 19 (40 class days, M-F)</b>
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THANKSGIVING RECESS .....	Th Nov 27 – Su Nov 30
Registration Begins for 3 <sup>rd</sup> Term .....	T Nov 25
Last Class Day of 2 <sup>nd</sup> Term.....	F Dec 19

Internet-Based/Part-Time MPH New Student Orientation .....	Sat Jan 3 – Sun Jan 4
WINTER INTERSESSION .....	M Jan 5 – F Jan 16

3 <sup>rd</sup> Term Registration Ends .....	M Jan 12
MARTIN LUTHER KING, JR. HOLIDAY RECESS .....	M Jan 19

<b>3RD TERM</b>	<b>T Jan 20 - F Mar 13 (39 class days, M-F)</b>
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Registration Begins for 4 <sup>th</sup> Term .....	M Feb 2
Last Class Day of 3 <sup>rd</sup> Term .....	F Mar 13
4 <sup>th</sup> Term Registration Ends .....	F Mar 13
SPRING RECESS.....	M Mar 16 - F Mar 20

<b>4TH TERM</b>	<b>M Mar 23– F May 15 (40 class days, M-F)</b>
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Add/Drop Period .....	M Mar 23 – F Apr 3
Last Class Day of 4 <sup>th</sup> Term .....	F May 15
PUBLIC HEALTH CONVOCATION.....	W May 20
UNIVERSITY COMMENCEMENT .....	Th May 21
RESIDENCY PROGRAM ENDS.....	T June 30

<b>1ST TERM</b>	<b>Th Aug 30 - W Oct 24 (39 class days, M-F)</b>
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## **APPENDIX E: 2008-2009 TIMETABLE FOR COMPLETION OF DEGREE**

Timetable for Completion of Degree Requirements  
**MHS Candidates**  
If **Graduation** is planned for **May, 2009**

### **Master of Health Science**

**Friday, March 27<sup>th</sup>**

**Special Project, OR Scholarly Report, OR paper, OR thesis has been submitted to the department chair or advisor.**

**Friday, May 1<sup>nd</sup>**

**Department Chair has indicated in writing to the Office of Records & Registration that all degree requirements have been fulfilled and has certified the student's eligibility for award of degree.**

**Wednesday, May 20<sup>st</sup>**

**School Convocation**

**Thursday, May 21<sup>nd</sup>**

**University Commencement (Homewood)**

**Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, [ebudlow@jhsph.edu](mailto:ebudlow@jhsph.edu)**

**The Johns Hopkins University**  
**Bloomberg School of Public Health**

Timetable for Completion of Degree Requirements  
**All Doctoral Candidates**  
If **Graduation** is planned for **May, 2009**

**Deadline Dates for May 2009 Graduation**

**Requirements**

Monday, January 5 <sup>th</sup>	Student has verified with their Academic Coordinator that all academic requirements for the degree (except for submission and defense of the thesis) have been fulfilled.
Friday, February 13 <sup>th</sup>	Appointment of Thesis Readers and Final Oral Examination request form has been received by the Office of Records & Registration. Thesis has already been distributed to readers.
* Friday, March 13 <sup>th</sup>	Final oral exam has been held and passed.
** <b>Friday, April 3<sup>th</sup></b>	Letters from Chair and Advisor of Examining Committee indicating thesis acceptance are on file in the Office of Records & Registration.
** <b>Friday, April 3<sup>th</sup></b>	Graduate Board copy of the dissertation has been hand delivered to the Milton S. Eisenhower Library (A Level, Commercial Binding Office, 516-8397 Homewood)
** <b>Friday, April 3<sup>th</sup> ***</b>	Departmental copy (copies) of the dissertation has (have) been delivered to the Office of Records & Registration.
Wednesday, May 20 <sup>st</sup>	<b>School Convocation</b>
Thursday, May 21 <sup>nd</sup>	<b>University Commencement (Homewood)</b>

\* **Students who expect to graduate May 2009 need to pass Final Oral Examination by the last day of 3<sup>rd</sup> term March 13, 2009.**

\*\* **Absolute Deadlines** – NO exceptions will be made!

\*\*\* **Doctor of Philosophy Students Only!** Ph.D. candidates must complete all degree requirements in time for approval by the University Graduate Board.

**Students must be continuously registered up to and including their term of completion.**

**A Doctoral student is not considered complete at the time he/she passes their final defense. Students are considered complete (a) when copies of his/her acceptance letters from the Examining Committee Chair and Thesis Advisor are on file in the Office of Records & Registration; (b) copies of the dissertation are delivered to the Office of Records and Registration. In addition, Ph.D. candidates must deliver a copy of their dissertation to The Milton S. Eisenhower Library.**

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, [ebudlow@jhsph.edu](mailto:ebudlow@jhsph.edu)

## APPENDIX F: ACADEMIC PROGRAM COMPETENCIES

### Mental Health – Academic MHS Department of Mental Health

			Evaluation Opportunities		
			Course Work/Exam	Masters Essay	Departmental Seminar Series
<b>1. Achieve mastery of the fundamentals of public mental health research</b>					
<b>Specific Competencies</b>	<b>Learning Opportunities</b>				
Describe the epidemiology and etiology of mental disorders in populations and factors that affect their incidence and prevalence	<u>330.601</u>	Perspectives of Psychiatry: The Public Health Framework	X	X	X
	<u>330.602</u>	Epidemiology of Drug and Alcohol Dependence			
	<u>330.603</u>	Psychiatric Epidemiology			
	<u>330.612</u>	Introduction to Behavioral and Psychiatric Genetics			
	<u>330.661</u>	Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders Mental Health Wednesday Seminar Series Masters Essay			
Discuss the major prevention and treatment approaches for the more common mental disorders	<u>330.607</u>	Prevention and Control of Mental Disorders: Public Health Interventions Mental Health Wednesday Seminar Series Masters Essay	X	X	X
Understand and abide by ethical issues in research on human subjects, and in conducting and presenting research	<u>306.665</u>	Research Ethics and Integrity	X	X	
	<u>550.860</u>	Research Ethics			
Identify and explain strengths and limitations of methods and study designs for identifying public health problems and implementing research-based intervention strategies, specific to public mental health and the field of public health in general	<u>140.611</u>	Statistical Reasoning in Public Health I-II	X	X	X
	- <u>2</u>				
	<u>140.621</u>	Statistical Methods in Public Health I-II			
	- <u>2</u>				
	<u>140.651</u>	Methods in Biostatistics I-II			
	- <u>2</u>				
	<u>340.601</u>	Principles of Epidemiology			
	<u>340.608</u>	Observational Epidemiology			
	TBA	Topics in Applied Epidemiology			
	<u>340.751</u>	Epidemiologic Methods 1-3			
- <u>3</u>					
<u>550.865</u>	Public Health Perspectives on Research Mental Health Wednesday Seminar Series Masters Essay				

**Mental Health – PhD**  
**Department of Mental Health**

**Evaluation Opportunities**

**1. Identify the major alcohol, drug, and mental health problems and describe their clinical characteristics, natural history, and risk factors**

<b>Specific Competencies</b>	<b>Learning Opportunities</b>	<b>Course Work/Exam</b>	<b>Written Comps</b>	<b>Department Preliminary Orals</b>	<b>School Preliminary Orals</b>	<b>Thesis</b>	<b>Final Defense</b>	<b>Public Thesis</b>	<b>Non-Thesis Research</b>
List major national and international alcohol, drug, and mental health problems and explain their public health importance	<u>330.601</u> Perspectives of Psychiatry: The Public Health Framework	X	X	X	X				
	<u>330.602</u> Epidemiology of Drug and Alcohol Dependence								
	<u>330.603</u> Psychiatric Epidemiology								
	<u>550.865</u> Public Health Perspectives on Research Working Groups Department of Mental Health Seminar Series								
Describe clinical characteristics and natural history of major alcohol, drug, and mental disorders	<u>330.601</u> Perspectives of Psychiatry: The Public Health Framework	X	X	X	X				
	<u>330.602</u> Epidemiology of Drug and Alcohol Dependence								
	<u>330.603</u> Psychiatric Epidemiology								
	Working Groups Department of Mental Health Seminar Series Psychiatry Grand Rounds – School of Medicine Behavioral Pharmacology Research Center Seminar Series								
Identify and discuss important risk factors for major alcohol, drug, and mental disorders	<u>330.602</u> Epidemiology of Drug and Alcohol Dependence	X	X	X	X				
	<u>330.603</u> Psychiatric Epidemiology								
	<u>330.612</u> Introduction to Behavioral and Psychiatric Genetics								
	<u>330.623</u> Neuropsychology of Mental Disorders								
	<u>330.661</u> Social, Psychological, and Development Processes in the Etiology of Mental Disorders Working Groups Department of Mental Health Seminar Series Psychiatry Grand Rounds – School of Medicine Behavioral Pharmacology Research Center Seminar Series								

			Evaluation Opportunities							
Specific Competencies	Learning Opportunities		Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
2. Conduct and publish research in substantive and methodological issues in the field of psychiatric and substance use epidemiology  Design epidemiologic research studies for elucidating etiologic pathways for alcohol, drug, and mental disorders	<u>306.665</u>	Research Ethics and Integrity	X		X	X	X	X	X	X
	<u>330.602</u>	Epidemiology of Drug and Alcohol Dependence								
	<u>330.603</u>	Psychiatric Epidemiology								
	<u>340.751-3</u>	Epidemiologic Methods 1-3								
	<u>340.754</u>	Methodologic Challenges in Epidemiologic Research								
	<u>550.860</u> Research Ethics Working Groups Thesis									
Critically evaluate, select, and implement effective measurement strategies for assessment of alcohol, drug and mental disorders across the range of epidemiologic settings	<u>306.665</u>	Research Ethics and Integrity	X		X	X	X	X	X	X
	<u>330.602</u>	Epidemiology of Drug and Alcohol Dependence								
	<u>330.603</u>	Psychiatric Epidemiology								
	<u>330.657</u>	Statistics for Psychosocial Research: Measurement								
	<u>550.860</u> Research Ethics Working Groups Department of Mental Health Seminar Series Department of Epidemiology Seminar Series Thesis									
Evaluate, select, and implement appropriate strategies for analysis of epidemiologic data across the range of epidemiologic designs and settings	<u>140.621-4</u>	Statistical Methods in Public Health I-IV	X		X	X	X	X	X	X
	<u>140.651-4</u>	Methods in Biostatistics I-IV								
	<u>330.602</u>	Epidemiology of Drug and Alcohol Dependence								
	<u>330.603</u>	Psychiatric Epidemiology								
	Working Groups Biostatistics Grand Rounds and Seminar Department of Mental Health Seminar Series Thesis									

			Evaluation Opportunities							
			Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research
Specific Competencies	Learning Opportunities									
Have a comprehensive understanding of the etiology of mental and substance abuse disorders, including risk and protective factors and mechanisms, and preventive and treatment interventions likely to prove effective in reducing the risk of later disorder or in treating a current disorder	<u>330.602</u>	Epidemiology of Drug and Alcohol Dependence	X	X	X	X				
	<u>330.603</u>	Psychiatric Epidemiology								
	<u>330.607</u>	Prevention of Mental Disorders: Public Health Interventions								
	<u>330.623</u>	Neuropsychology of Mental Disorders								
	<u>330.641</u>	Prevention And Control Of Alcohol And Drug Abuse								
	<u>330.661</u>	Social, Psychological, and Development Processes in the Etiology of Mental Disorders								
	<u>340.751-3</u>	Epidemiologic Methods 1-3								
	<u>340.754</u>	Methodologic Challenges in Epidemiologic Research								
		Working Groups								
		Department of Mental Health Seminar Series								
	Department of Epidemiology Seminar Series									
	Department of Mental Health Prevention Research Workgroup									
Critically evaluate, select, and implement effective measurement strategies for assessment of intervention outcomes and moderators and mediators including the characteristics of the individual, family, peer group, neighborhood and larger community	<u>306.665</u>	Research Ethics and Integrity	X	X	X	X	X	X	X	X
	<u>330.602</u>	Epidemiology of Drug and Alcohol Dependence								
	<u>330.603</u>	Psychiatric Epidemiology								
	<u>330.657</u>	Statistics for Psychosocial Research: Measurement								
	<u>550.860</u>	Research Ethics								
		Working Groups								
		Department of Mental Health Seminar Series								
	Department of Epidemiology Seminar Series									
	Department of Mental Health Prevention Research Workgroup									
	Thesis									

3. Design and conduct mental health and substance abuse interventions and evaluations, continued

		Evaluation Opportunities								
Specific Competencies	Learning Opportunities	Course Work/Exam	Written Comps	Department Preliminary Orals	School Preliminary Orals	Thesis	Final Defense	Public Thesis Presentation	Non-Thesis Research	
Evaluate, select, and implement appropriate strategies for analysis of intervention outcome and moderator and mediator data	140.621-4	X	X	X	X	X	X	X	X	
	140.651-4									
	330.602									
	330.603									
	Working Groups									
	Department of Mental Health Seminar Series									
	Department of Epidemiology Seminar Series									
	Department of Mental Health Prevention Research Workgroup									
	Thesis									