Advisor / Advisee Manual
INTRODUCTION

Students entering a degree program in the Department of Epidemiology face a seemingly endless educational sequence that begins with course work and ends with the successful completion of a thesis or dissertation. Along the way, there are many decisions to be made and many challenges to be met. Therefore each student in the Department is assigned an advisor who has the responsibility of serving as a guide and mentor. This manual is intended to guide the student and the faculty member in making the advisor / advisee relationship as successful as possible.

This manual has two goals:

- to provide answers to questions that students frequently ask and,
- to provide guidance on how the student and advisor can interact most effectively.

Faculty advisors are encouraged to bring concerns or questions to their colleagues through the Faculty Executive Committee. The suggestions in this manual are derived from the experience of faculty who have worked with students for many years and from students who themselves have been guided by these faculty members. This document is dynamic and needs input from students and advisors as they use it. Please submit comments and concerns to the Academic Coordinator.

The Office of Graduate Education and Research has also published guidelines for faculty advisors located: http://www.jhsph.edu/GER/AcademicAdvisor.pdf and is reprinted in the text box here.

An Academic Advisor should:

1. Provide oversight of the student's academic progress by:
   - Assisting in the selection of courses
   - Ensuring student is meeting degree milestones in a timely manner
   - Being available for regular meetings with student
   - Assessing and developing the student's interests and abilities
   - Monitoring student progress in academic coursework through periodic examination of transcripts
   - Monitoring student progress in field work
   - Writing letters of reference
   - Assisting with grant preparation (doctoral students)
   - Referring students to the appropriate Individuals or offices that provide academic support and/or resources

2. Provide leadership in matters of academic integrity:
   - Being knowledgeable about ethical issues that pertain to academics, research, and practice
   - Helping students interpret and understand institutional policies and procedures regarding the responsible conduct of research
   - Discouraging students from circumventing institutional policies and procedures, and when confronted with such issues, directing students to appropriate institutional resources or contacts
   - Avoiding actual or appearance of conflicts of interest
   - Respecting confidentiality of students

3. Encourage active participation in the greater community (department, School, University, local, State, National, International):

Resources:
- Academic Advisor’s Handbook
- Northeastern State University
- Roles and Responsibilities of the Academic Advisor
- Tufts University
- Advisor Handbook
- The University of Texas at Arlington.
THE ADVISOR / ADVISEE RELATIONSHIP

The School stipulates that faculty members of different ranks can advise students in different degree programs. The faculty policy and procedure manual outlines the responsibilities for each faculty rank: http://www.jhsph.edu/schoolpolicies/ppms.html. Faculty members on the professor track (assistant, associate, or full) are expected to advise masters’ and doctoral students. Faculty members with ranks on the scientist track (assistant, associate, and full) are permitted but not required to advise masters’ students.

The Deputy Chairs and the Directors of the Areas of Concentration together with the Academic Coordinator have tried to balance the advising loads among the full-time faculty who hold primary appointments in Epidemiology. Students may choose to work with faculty members who have joint appointments in Epidemiology but will not be assigned to them at the start of their program.

Co-advising is permitted in the case of a new-to-Hopkins faculty member working with a doctoral student for the first time or when a faculty member whose primary appointment is from a department outside of Epidemiology is selected to mentor an Epidemiology degree candidate. Co-advisors serve as the first two of three required faculty members on the doctoral thesis advisory committee and should both be consulted on all aspects of the thesis research. Special requests for advising by faculty without an appointment in Epidemiology are handled through the area of concentration director and reviewed by the Admissions and Credentials Committee.

The advisor has the responsibility of assisting the student in designing an academic program that meets the student’s goals within the framework of the School and the Department. The advisor serves to direct the student to appropriate resources and research opportunities. The advisor should also be a first point of contact in resolving academic problems.

Advising students is an integral part of every faculty member’s responsibilities. Thus, the student should not feel that he/she is imposing by asking for advice. Faculty members expect to be available to students, although the students should be respectful of the faculty’s time by scheduling and respecting appointments. The responsibility for arranging meetings lies with the student. Students should not expect advisors to seek them out for needed appointments.

Advisors and advisees should communicate at least once per term. The student bears the responsibility of consulting the advisor when necessary and arranging periodic appointments, even if there are no specific problems. Course registrations must be approved by the advisor prior to the start of the registration period for each term.

The student remains obligated to schedule a meeting in order to assure that the advisor has reviewed the student’s schedule and to plan any special studies projects or thesis research as needed with the advisor before the registration period deadline.

STUDENTS MAY EXPECT THE FOLLOWING FROM THEIR ADVISORS:

- Advisor’s approval for course registrations, course changes, and pass/fail agreements, and on all reasonable petitions to the Admissions and Credentials Committee.
- At least one meeting per term with the advisor.
- Oversight of the student’s overall academic program and a sensitivity to any academic difficulties.
- Knowledge of and interest in the student’s career objectives.
- Review of required and recommended courses for the area of concentration.
- Assistance in designing a plan for the fulfillment of required courses.
and assistance with planning the course schedule for the year.

**RIGHTS AND RESPONSIBILITIES: ADVISOR**

To assist in determining the advisee's educational goals and needs upon starting the program.

To serve as an educational and/or professional mentor for the student.

To maintain awareness of and sensitivity to the level of compatibility between the student advisee and him/herself in terms of academic, professional, and personal interests.

To facilitate a change of advisor or program, if deemed appropriate for the student.

To monitor the advisee's overall academic program and be sensitive to signs of academic difficulty.

To provide guidance throughout the academic program.

To be sensitive to cultural, medical, legal, housing, visa, language, financial, or other personal problems experienced by the advisee and to be aware, sensitive, understanding, and supportive. The Department has a sizable portion of foreign students coming from diverse pre-professional and professional educational settings and, because of these unique experiences, these students have diverse needs as professionals, students, and individuals.

Advisors have the right to expect be treated with respect and courtesy, to be notified in writing when a meeting must be cancelled or rescheduled, to be consulted when students have questions or concerns about the research focus or progress, and to serve as team leader on the research team.

**RIGHTS AND RESPONSIBILITIES: ADVISEE**

To arrange to meet with the advisor at least once each term. Observe registration and administrative deadlines.

To identify and develop professional career goals and interests.

To understand administrative policies and procedures and be familiar with the Academic Guide.

To maintain the academic checklist and review it at meetings with the advisor.

Advisees have the right to expect be treated with respect and courtesy, to be notified in writing when a meeting must be cancelled or rescheduled, to be notified when advisors have questions or concerns about the research focus or progress, and to be granted the role of team member on the research team.

**CHANGE OF ADVISOR**

For a variety of reasons, a student or a faculty member may wish to have the student change advisors. Students (and faculty members) may request a change in advising by submitting a written request with signatures from the former and the intended advisors to the Admissions Committee in care of W6503 for approval.

Faculty wishing to initiate a change should discuss this with the Admissions and Credentials Committee. Faculty will need to submit a report of the student's progress at the time of this request. Student initiated
changes of advisor are made without penalty.

Requests to change advisors and areas of concentration require discussion with the current advisor and a letter of request submitted to the Admissions and Credentials Committee through the office of the academic coordinator. Advisors are expected to endorse each request or provide explanation for declining to endorse a specific request.
REQUIRED COURSES CHECKLIST
One purpose of this Academic Guide is to assist students in monitoring their progress in completing the requirements for their degree program. Students are responsible for making sure that they have fulfilled all requirements for the degree program in which they are registered. If there are specific questions regarding requirements, students may consult the Academic Coordinator, in Room W6503, correspond by email at fburman@jhsph.edu, or call extension 5-3926.

This checklist is to be maintained by the student. In anticipation of graduation, students should check with the Registrar’s Office to make sure all degree requirements have been met.

BASIC CORE CURRICULUM

FIRST TERM:

________ 550.860.82 Academic and Research Ethics (0)

________ 340.751 Epidemiologic Methods 1 (5) Lecture and Lab Sections

________ 140.621 Statistical Methods in Public Health I (4) Lecture and Lab Sections

OR

________ *140.651 Methods in Biostatistics I (4) Lecture and Lab Sections

________ 550.865 Public Health Perspectives in Research (Pt. 1) (1)

________ +340.863 Doctoral Seminar in Epidemiology (2) required year 2 for doctoral students

________ 550.600 Responsible Conduct of Research (1)

SECOND TERM:

________ 340.752 Epidemiologic Methods 2 (5) Lecture and Lab Sections

________ 340.627 Epidemiology of Infectious Diseases (3)
or another approved introductory survey course

________ 140.622 Statistical Methods in Public Health II (4) Lecture and Lab Sections

OR

________ *140.652 Methods in Biostatistics II (4) Lecture and Laboratory Sections

________ 550.865 Public Health Perspectives in Research (Pt.2) (1)

________ 550.860 Research Ethics (1) can take 306.665 instead, offered third term.

________ +340.863 Doctoral Seminar in Epidemiology (2) required year 2 for doctoral students
THIRD TERM:

_________ 340.753 Epidemiologic Methods 3 (5) Lecture and Lab Sections

_________ 140.623 Statistical Methods in Public Health III (4) Lecture and Lab Sections

OR

_________* 140.653 Methods in Biostatistics III (4) Lecture and Laboratory Sections

_________ 306.665 Research Ethics and Integrity (3) optional if needed to replace 550.860.

_________+340.86 Doctoral Seminar in Epidemiology (2) required year 2 for doctoral students

FOURTH TERM:

_________+ 340.754 Methodologic Challenges in Epidemiologic Research (5) Lecture and Lab Sections (optional for DrPH and MHS / ScM students)

_________ 140.624 Statistical Methods in Public Health IV (4) Lecture and Lab Sections

OR

_________* 140.654 Methods in Biostatistics IV (4) Lecture and Laboratory Sections

_________+ 340.715 Problems in the Design of Epidemiologic Studies (6) (required year 2 for doctoral students)

* Required only if taking the biostatistics methods sequence.
+ Required for doctoral students only.

Please Note: It is the student's responsibility to maintain a minimum overall 3.0 grade point average in CORE COURSES AS ABOVE and in courses required in his/her Epidemiology program areas. One grade of “C” will be permitted, two grades of “C” or one grade “D” or “F” will result in probationary review by the Departmental Admissions and Credentials Committee.
Individualized Program of Study

In addition to the Required Courses listed above, students must also take courses to fulfill their Area of Concentration requirements and elective courses meeting their academic goals and professional interests. Please use the chart below to list the additional courses the student will undertake for academic preparation of their educational goals. Certificate programs and concurrent MHS programs will require additional (and sometimes overlapping) requirements.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Yr/term</th>
<th>Credits</th>
<th>Grade or / P / F / AU or Waiver</th>
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<tbody>
<tr>
<td>340.751</td>
<td>Epidemiologic Methods 1</td>
<td></td>
<td>5</td>
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<tr>
<td>340.752</td>
<td>Epidemiologic Methods 2</td>
<td></td>
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<tr>
<td>340.753</td>
<td>Epidemiologic Methods 3</td>
<td></td>
<td>5</td>
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<tr>
<td>340.754</td>
<td>Methodologic Challenges in Epid. Res.+</td>
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<tr>
<td>550.865</td>
<td>Public Health Perspectives in Research</td>
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<td>2</td>
<td></td>
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<tr>
<td>550.860.82</td>
<td>Academic and Research Ethics</td>
<td></td>
<td>0</td>
<td></td>
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<tr>
<td>550.600</td>
<td>Responsible Conduct of Research</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>306.665</td>
<td>Research Ethics and Integrity</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biostatistics I (Indicate Stats or Methods)</td>
<td></td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>Biostatistics II</td>
<td></td>
<td>4</td>
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<td></td>
<td>Biostatistics III</td>
<td></td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>Biostatistics IV</td>
<td></td>
<td>4</td>
<td></td>
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<tr>
<td></td>
<td>Epid of Inf. Dis. or another survey course</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>340.863</td>
<td>3 terms: Doctoral Seminars+</td>
<td></td>
<td>3 (9)</td>
<td></td>
</tr>
<tr>
<td>340.715</td>
<td>Problems in the Design of Epid Stud+</td>
<td></td>
<td>6</td>
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**ELECTIVES**

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<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Yr/term</th>
<th>Credits</th>
<th>Grade or / P / F / AU or Waiver</th>
</tr>
</thead>
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**NOTE:** The Residency Requirement is 16 credits EACH term for four consecutive terms. Audits or Pass / Fail options are not permitted for Department of Epidemiology courses. + Required for PhD / ScD candidates only. DrPH candidates must take 340.715.
MHS & ScM Students:
The guidelines listed below are the absolute minimum interactions students and advisors should expect. Many of our students and faculty meet much more frequently and often become life-long colleagues as a result of the mentoring experience.

### Year One: First Term
Minimum of two meetings --
An advisor may choose to meet once with all advisees, then once with individual advisees. *New students must meet with their advisors before or during the add/drop period (first 10 days of school).*

<table>
<thead>
<tr>
<th>Appt. #</th>
<th>Check off activities / Dates of Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Appt. #2</td>
</tr>
</tbody>
</table>

Items that may be covered:
- Identify professional goals and educational objectives
- Review competencies, departmental requirements, develop a written plan of courses and experiences to meet the student's educational goals
- Review administrative deadlines
- Identify additional people or offices and resources of which students should be aware

Discuss plans for Special Studies course
- Enculturation process; “Getting acquainted”/Special Studies tutorial review paper or directed readings (minimum of one unit during first or second terms)

### Year One: Second Term
One meeting:

<table>
<thead>
<tr>
<th>Review first term transcript &amp; student's progress</th>
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<tbody>
<tr>
<td>Monitor student’s progress, evaluate, discuss first term grades</td>
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<tr>
<td>Provide feedback on first term courses</td>
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</tbody>
</table>

Continue process of discussing possible thesis activities

Follow up on plan set out in first term

Complete registration plan for third and fourth terms

### Year One: Third Term
One meeting:

| Monitor student’s progress; evaluate; discuss second term grades |
| Provide feedback on second term courses |

Discuss preparation for comprehensive examination, student study groups

Discuss experiences for student to diversify exposure; i.e., internships
MHS & ScM Students

**Year One: Fourth Term**
One or two meetings:
Review 3rd term transcript
Monitor student’s progress; evaluate; discuss third term grades
Provide feedback on third term courses
Encourage participation in study groups for comprehensive examination
Discuss summer job plans and ways of diversifying student’s exposure to other public health opportunities
Advise student of opportunities and resources i.e., Career Services Office, AWSA, Epi Monitor, Epi Source, job boards, and agencies
Assist student in identifying thesis topic and outlining timeline of events

**Year Two: First and Second Terms**
Monitor thesis progress, following timeline set out during thesis proposal
Students should begin working with the Career Development Services Office for post-graduate positions or programs

**Year Two: Third Term**
Help student choose thesis readers
Review master’s thesis
Discuss job prospects, assist in identifying dep’t and school-wide resources, encourage participation in Career Fair, and other networking possibilities

**Year Two: Fourth Term**
Assist in poster preparation for the Masters’ Poster Symposium
Attend Masters’ Poster Symposium
Conduct exit interview
PhD, ScD, & DrPH Students

The guidelines listed below are the absolute minimum interactions that students and advisors should expect. Many of our students and faculty meet much more frequently and often become life-long colleagues as a result of the mentoring experience.

Year One: First Term
An advisor may choose to meet once with all advisees, then once with individual advisees. New students must meet with their advisors once during the add / drop period (first 10 days of school).

Appt #1___________ Appt #2_________________

Items that may be covered:
- Identify professional goals and educational objectives
- Review competencies, departmental requirements, develop a written plan of courses and experiences to meet the student’s educational goals
- Review administrative deadlines
- Identify additional people or offices and resources of which students should be aware
- Discuss possible concurrent MHS programs or Certificate programs that may be appropriate to the student's research / professional goals.
- Discuss plans for Special Studies course
  - Enculturation process; “Getting acquainted”/Special Studies tutorial review paper or directed readings (minimum of one unit during first or second terms)
  - How to organize readings, discuss and extend Epi 1 topic, attendance required at Departmental Seminars and Journal Club

Year One: Second Term
One meeting:

Review first term transcript & student’s progress
- Monitor student’s progress, evaluate, discuss first term grades
- Provide feedback on first term courses

Continue process of discussing possible thesis activities

Follow up on plan set out in first term

Complete registration plan for third and fourth terms

Discuss research ideas

Financial Aid packet deadline is February 15th

Work through plan set out in first term and revise if needed

Complete registration forms for third and fourth terms
PhD, ScD, & DrPH Students

Year One: Third Term
One meeting:
  Monitor student’s progress; evaluate; discuss second term grades
  Provide feedback on second term courses

Discuss preparation for comprehensive examination, student study groups

Complete Departmental Request for Financial Support form

Begin discussing summer internship opportunities, research or job prospects

Identify course(s) to work as a teaching assistant and apply
  (PhD and ScD students must TA one "methods" course)

Year One: Fourth Term
One or two meetings:
Review 3rd term transcript
  Monitor student’s progress; evaluate; discuss third term grades
  Provide feedback on third term courses

Encourage participation / leadership in student study groups for comprehensive examination and develop study plan as needed

Discuss summer job plans and ways of diversifying student’s exposure to other public health opportunities

Advise student of opportunities and resources i.e., Career Services Office, Epi Monitor, Epi Source, job boards, and agencies

Assist student in identifying thesis topic and outlining timeline of events

Planning for summer term
Advise student of paid and unpaid opportunities and resources such as Career Services Office, AWSA, Epi Monitor, Epi Source, job boards, and agencies

Discuss experiences for student to diversify exposure; i.e., internships or fellowships in local, national, or international settings.
PhD, ScD, & DrPH Students

**Year Two**

**NOTE:** From Year Two until completion of the doctoral degree, student should bring brief, written progress reports to meetings with advisor.

- Develop a plan timeline and plan for dissertation development
- Monitor academic progress in Doctoral Seminars courses: 340.863  
  *(Five papers assigned. Advisors should assist in monitoring progress.)*
- Encourage development of research proposal and grant for 340.715 *Problems in the Design of Epidemiologic Studies*. Proposal is due prior to Spring break.
- Assist student in identifying dissertation committee members, establish meeting schedule
- Guide preparation for oral examinations, including participation in reading list study groups, scheduling journal clubs, research-in-progress presentation and Doctoral Proposal Seminar

**Year Three**

- Maintain routine contact and support
- Prepare/edit proposal, including IRB
- Schedule and pass Departmental and School (Preliminary) Oral Exams

  Dates identified:  Dept __________________  School-wide __________________

- Review IRB paperwork when project is about to begin
- Monitor adherence to plan, continue meeting each term by phone, email, or in-person

**NOTE:** If the student moves away during this process, the advisor and the advisee should include some plan and timeline for monitoring process and in-person oversight.
PhD, ScD, & DrPH Students

**Years Four and Five**
Monitor adherence to plan

Encourage students to submit abstracts or posters for appropriate conferences

As student begins the writing phase of dissertation:

Help student choose dissertation readers

Discuss future goals, evaluate job prospects, assist student in identifying departmental and school-wide resources, encourage networking, attendance at professional conferences, etc.

Prepare for final defense (including final seminar)

Conduct exit interview

**Years Five through Seven**

Students are expected to complete their degree programs within four years (16 terms). The School allows up to seven years (28 terms) from matriculation to graduation. Students should meet with their advisors and thesis committees often and keep them up-to-date with the status of research and any problems that may arise. Students should contact the Academic Coordinator if problems arise in completing the degree requirements within the designated time period.

Good luck,
See you at graduation!!!!!!