Message from the Department Chair

August 2015

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 2015/2016. 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, mental health and behavioral 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 administrative 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. We are extremely excited to have you join us in our department's mission to address the important problems of public mental health.

Warm regards,

M. Daniele Fallin, Ph.D.
# Table of Contents

The Department of Mental Health ........................................................................................................... 7

Mission .................................................................................................................................................. 7

Research Areas ..................................................................................................................................... 7

The Center for Prevention and Early Intervention (CPEI) ................................................................. 7
Epidemiologic Catchment Area-East Baltimore (ECA) ..................................................................... 8
The Center for the Prevention of Youth Violence .............................................................................. 9
Alcohol and Drug Use and Substance Disorders ............................................................................. 9
Cognitive Health and Aging ............................................................................................................ 10
Global Mental Health ....................................................................................................................... 10
Wendy Klag Center for Autism and Developmental Disabilities ..................................................... 11
Moore Center for the Prevention of Child Sexual Abuse ............................................................... 11
Psychiatric Genetics ......................................................................................................................... 12
Statistical Methods for Mental Health ............................................................................................ 13
Other Collaborations ......................................................................................................................... 13

Department Committees .................................................................................................................. 14

Departmental Honors and Awards .................................................................................................... 15

Academic Training Programs ............................................................................................................ 16

Psychiatric Epidemiology Training (PET) Program ....................................................................... 16
Children’s Mental Health Services and Service System Research Training Program .................. 16
Drug Dependence Epidemiology Training (DDET) Program .......................................................... 17
Global Mental Health Training (GMH) Program ................................................................................ 18

Administrative Information ................................................................................................................ 19

Financial Information ......................................................................................................................... 19

Student Accounts ............................................................................................................................... 19
Student Financial Services ................................................................................................................ 19
Office of Records and Registration .................................................................................................... 19
Travel Costs ......................................................................................................................................... 20
Travel Funds for Professional Meetings or Conferences ................................................................. 21
Information Services ................................................................................................................. 21
Email ...................................................................................................................................... 22
Printing Policy ........................................................................................................................ 22
General Resources ..................................................................................................................... 22
Office Supply/Stationery Orders ........................................................................................... 23
Telephones ............................................................................................................................ 23
Office Keys ............................................................................................................................. 23
Lockers ................................................................................................................................... 23
Mailboxes ............................................................................................................................... 24
Library Services ...................................................................................................................... 24
Mental Hygiene Reading Room ............................................................................................. 24
Mental Health Department Conference Rooms ................................................................... 24
Hampton House Conference Rooms ..................................................................................... 25
Student Support, Health, and Services ......................................................................................... 27
Office of Student Affairs ............................................................................................................ 27
Student Assembly ...................................................................................................................... 28
University Health Service ........................................................................................................ 28
University Student Assistance Program (SAP) .......................................................................... 28
Mental Health Student Group ................................................................................................... 29
Travel Abroad ............................................................................................................................ 29
Transportation Services ............................................................................................................ 30
Shuttle Buses ........................................................................................................................... 30
Charm City Circulator ............................................................................................................. 30
Communications ....................................................................................................................... 31
Website .................................................................................................................................. 31
Weekly Email Communications ............................................................................................. 31
Bulletin Boards ......................................................................................................................... 31
Facebook ................................................................................................................................ 31
Weather Emergencies ............................................................................................................. 31
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Thesis</td>
<td>50</td>
</tr>
<tr>
<td>Final Oral Defense of Thesis</td>
<td>55</td>
</tr>
<tr>
<td>Policy Regarding Publishing Thesis Papers before the Final Defense</td>
<td>56</td>
</tr>
<tr>
<td>Teaching Assistantships</td>
<td>56</td>
</tr>
<tr>
<td>Psychiatry Department Grand Rounds</td>
<td>57</td>
</tr>
<tr>
<td>Public Didactic Lecture or Seminar</td>
<td>57</td>
</tr>
<tr>
<td>Expectations for Good Standing</td>
<td>57</td>
</tr>
<tr>
<td>Monitoring of Progress</td>
<td>58</td>
</tr>
<tr>
<td>Dismissal Policy</td>
<td>58</td>
</tr>
<tr>
<td>Postdoctoral Fellowships</td>
<td>58</td>
</tr>
<tr>
<td>Appendix A: 2015-16 Departmental Courses</td>
<td>59</td>
</tr>
<tr>
<td>Appendix B: Department of Mental Health Administration</td>
<td>62</td>
</tr>
<tr>
<td>Appendix C: Department of Mental Health TA &amp; Faculty Expectations Checklist</td>
<td>65</td>
</tr>
<tr>
<td>Appendix D: Department of Mental Health – Academic Plan Template</td>
<td>66</td>
</tr>
<tr>
<td>Appendix E: Timetable for Completion of Doctoral Degree Requirements</td>
<td>66</td>
</tr>
<tr>
<td>Appendix F: Timetable for Completion of MHS Degree Requirements</td>
<td>71</td>
</tr>
<tr>
<td>Appendix G: 2015-2016 Academic Calendar</td>
<td>72</td>
</tr>
</tbody>
</table>
The Department of Mental Health

Mission

The mission of the Department of Mental Health is to advance the understanding of mental and behavioral disorders, to develop, implement, and evaluate methods to prevent and control these disorders, and to promote mental health in the population.

About the Departmental of Mental Health

The Department of Mental Health is the first and the only department-level unit in a school of public health that focuses on Mental Health. The formal charter in 1961 under Dr. Paul Lemkau developed directly from an unusual pairing at Johns Hopkins in 1907 between Dr. Adolf Meyer, a skilled, pragmatic psychiatrist, and Clifford Beers, who, in his memoirs of his own harsh experiences, *A Mind That Found Itself*, crusaded against cruel, institutional treatment of mental illness. Meyer introduced Beers to William Henry Welch, the first Dean of the School of Hygiene and Public Health, and Welch was so committed to mental health that he served as president of the National Committee on Mental Hygiene for several years. These three individuals were powerful visionaries who elevated the level of public discourse about the etiology and treatment of mental disorders.

Meyer believed that mental disorders occurred in the context of brain physiology and one’s home and social environment, and that review of the individual’s life story and social environment could provide critical clues as to the treatment and community-based prevention of psychiatric disorders.

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 such as those listed below.

The Center for Prevention and Early Intervention (CPEI)
(Primary faculty contact: Dr. Nicholas Ialongo, email: nialong1@jhu.edu)

The Center for Prevention and Early Intervention is a collaborative effort between the Bloomberg School of Public Health and community partners in prevention and early intervention such as the Baltimore City Public Schools System, the 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 the National Institute of Mental Health and the National Institute of 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 four 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)**

(Primary faculty contact: Dr. William Eaton, email: weaton1@jhu.edu)

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 a Sharepoint Team web site on my.jhsph.edu. The Baltimore ECA follow-up is supported by grants from the National Institute of Mental Health and the National Institute of Drug Abuse.

The Center for the Prevention of Youth Violence
(Primary faculty contact: Dr. Phil Leaf, email: pleaf1@jhu.edu)

The Johns 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, and funding continues. 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 Use and Substance Disorders
(Primary Faculty Contact: Dr. Debra Furr-Holden, drholden@jhu.edu)

A major focus of the Department is the epidemiology of substance use and related disorders, encompassing tobacco, alcohol, and illegal drugs. Our faculty’s research uses a life course
framework and social-ecological perspective to understand the determinants of substance use, including opportunities to use drugs, initiation, use disorders, services, and treatment. 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 use, including comorbid psychiatric disorders and health consequences such as HIV/AIDS. 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**

(Primary faculty contact: Dr. George Rebok, email: grebok1@jhu.edu)

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 the rapid growth in life expectancy, many countries in the developing world are also seeing dramatic increases in the prevalence of dementing disorders. Department faculty have affiliations with the Johns Hopkins Center on Aging and Health, the Johns Hopkins Center for Innovative Care in Aging, and direct several NIA-funded projects as well as the Memory and Aging Training Fellowship, all of which seek to find the 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 includes course offerings in the Departments of Mental Health, Epidemiology, 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 observational and intervention datasets related to mental health in aging, including the observational Cache County Study, the Epidemiologic Catchment Area (ECA) follow-up, the Women’s Health and Aging II studies, and the trial-based Advanced Cognitive Training for Independent and Vital Elderly (ACTIVE) Study, Ginkgo Evaluation of Memory Study (GEMS), and Baltimore Experience Corps Trial (BECT). Students are invited to attend monthly Work-in-Progress (WiP) meetings as a forum for informal discussion and development of research papers, dissertation ideas, and grant proposals.

**Global Mental Health**

(Primary faculty contact: Dr. Judy Bass, email: jbass1@jhu.edu)
Countries trying to develop in the face of adversity, such as conflict, the HIV epidemic, and natural disasters, face impediments not just in infrastructure development but also in human development. Establishing a physically and mentally healthy populace is a necessary component for promoting development in low-resource countries. Health problems that chronically impair functioning are likely to cause significant social and economic problems by both reduced social and economic contribution by the individual and the increased resources required to care for them. As publicized in the WHO and Harvard University ‘Global Burden of Disease’ reports, common mental illnesses constitute the major cause of dysfunction both globally and specifically in poor countries. Faculty in the Department of Mental Health and throughout the School of Public Health are pioneers in conducting applied research to understand cross-cultural variations in the manifestation of disorders and to investigate the impact of prevention and intervention programming on populations living in areas with few resources. The Department now includes an NIMH-funded research training program.

**Wendy Klag Center for Autism and Developmental Disabilities**  
(Primary faculty contact: Dr. Dani Fallin, email: dfallin@jhu.edu)

The Wendy Klag Center (WKC) is dedicated to the promotion of research and education regarding the origins, detection, measurement and prevention of conditions that affect behavioral, socioemotional and/or cognitive development, related to developmental disabilities, as well as evaluation of services and policies that support optimal development of affected children and their families. The Center, housed in Mental Health, is a school-wide effort that involves faculty and students across all departments who are pursuing research in autism or developmental disabilities. The Center offers journal clubs, seminars, and other events, as well as student internship placements and competitive student project funding and student travel awards. Current research by WKC faculty and students include national autism surveillance with the CDC (ADDM network), a national autism case-control study focused on genetic and environmental contributions to etiology (the SEED study), a national pregnancy cohort study of autism spectrum disorder (the EARLI study), multiple projects in genetic and epigenetic analyses of these samples, and projects focused on services delivery and policy, as well as methodological research. The Center offers competitive student research funding, internships, and travel awards.

**Moore Center for the Prevention of Child Sexual Abuse**  
(Primary faculty contact, Dr. Elizabeth Letourneau, email: elizabethletourneau@jhu.edu)

The Moore Center for the Prevention of Child Sexual Abuse was established in October 2012 with a 5-year private gift from the Stephen and Julia Moore family. The Center’s fundamental
mission is to move the public toward adoption of a comprehensive public health policy that focuses significant resources on the primary prevention of child sexual abuse. The Center will achieve this goal through research, education, communication, advocacy and policy activities. With respect to research, Center projects focus on the development and evaluation of primary prevention interventions that target parents/caregivers, young adolescents, and the wider community. Planned projects include an economic analysis of the impact of child sexual abuse and a survey on the collateral consequences of child sexual abuse on close relatives and romantic partners of victims. The Center focuses equally on the prevention of victimization and perpetration. Child sexual abuse is identified by the World Health Organization as one of 25 factors that contributes substantively to the global burden of disease. Current strategies that focus efforts on after-the-fact rehabilitation and retribution are insufficient to address this serious problem. Rather, a comprehensive public health approach that emphasizes the importance of effective primary prevention is needed. To our knowledge, this Center is the first to have such a focus.

Psychiatric Genetics
(Primary faculty contact, Dr. Peter Zandi, email: pzandi1@jhu.edu)

Family, twin and adoption studies show that genetic factors play an important role in the etiology of the major mental and behavioral health disturbances and responses to treatment for these disturbances. Faculty in the department are leaders in research to identify these genetic factors and explain how they interact with the physical and social environment to increase (or decrease) the risk for these disturbances. The goal of this research is to establish better predictive models of who is at risk for illness and establish the foundation for developing more rational treatment and preventative strategies. Faculty collaborate with investigators from around the school, including the Department of Epidemiology and the Department of Biostatistics in the School of Public Health; the Department of Psychiatry and Behavioral Sciences and the Institute of Genetic Medicine in the School of Medicine; and the Kennedy Krieger Institute. They are engaged in population and family based studies of a wide range of psychiatric disorders and related phenotypes including: Major Depression, Bipolar Disorder, Alzheimer’s Disease, Schizophrenia, Autism, Obsessive-Compulsive Disorder, Substance Abuse and Dependence, Suicide, and Stress-related cortisol response. The latest tools and techniques are utilized from genome-wide linkage, genome-wide association, next-generation sequencing, gene expression and epigenetic studies. There are a number of outstanding didactic and practical training opportunities for students interested in psychiatric and behavioral genetic epidemiology. Students may pursue advanced coursework in genetic epidemiology, behavioral genetics, statistical genetics, and bioinformatics. They may also gain practical research
experience by collaborating on different projects lead by the departmental and affiliated faculty around the school.

**Statistical Methods for Mental Health**  
(Primary faculty contact, Dr. Elizabeth Stuart, email: estuart@jhu.edu)

The methods program area is interested in developing and applying innovative statistical and economic methods for public mental health research. These methods are crucial for generating accurate answers to research questions. The methods, for example, help deal with complications regarding missing data and non—adherence in randomized trials, how to analyze complex data such as DNA or complex longitudinal data, how to measure and model variables that are not directly observable, and how to model the cost and benefit trade-offs of preventive interventions. There are strong links between the methods research group and other groups in the Department, such as the substance use research group, the Center for Prevention and Early Intervention, and the Center for the Prevention of Youth Violence. There are three particular research areas within this program area: statistics, economics, and latent variables and measurement. The statistics area focuses on the development of statistical methods for estimating causal effects, such as estimating the long-term consequences of adolescent drug use, as well as methods for designing and analyzing randomized experiments, such as of school-based preventive interventions. The economics area focuses on addiction economics, specifically the economics of drug and alcohol abuse and mental disorders and the evaluation of treatment programs for these disorders. A third area examines methods for measuring concepts related to mental health, such as measures of the built environment and alcohol use among drivers, and for modeling relationships between observed variables and variables that we not directly observe (latent variables), such as cognitive decline. Student involvement in the methods program area consists of research assistance opportunities, as well as advising by faculty members in statistical and economic methods. Relevant coursework includes term-long and summer institute courses in the Department of Mental Health, such as the Methods seminar, courses in the design of cluster-randomized trials, and a two-term sequence on statistics for psychosocial research. Courses in the Biostatistics department are also relevant, including a causal inference course taught by Dr. Stuart. Many doctoral students interested in this program area also pursue a concurrent MHS in Biostatistics.

**Other Collaborations**  
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 Behavioral Health Leadership Institute, the B'MORE Clubhouse, as well as with the Baltimore Substance Abuse Systems, Inc. In addition, the Department faculty has established close working relationships internationally with the WHO Department of Mental Health and Substance Abuse; the World Psychiatric Association; the National Center for Register-based Research in Denmark; and the World Federation for Mental Health.

**Department 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:

- **Faculty Development Committee, Chair – Dr. M. Daniele Fallin**
  Members: Full professors: Drs. Eaton, Leaf, Rebok, Ialongo, Stuart, Mojtabai and Gallo
  Staff: Michelle Maffett, Senior Administrative Coordinator to the Chair
  Functions:
  - Monitor current faculty careers and recommend appropriate actions.
  - Review proposed appointments and promotions and recommend action.

- **Committee on Academic Standards, Chair – Dr. Judy Bass**
  Staff: Patty Scott, Academic Program Coordinator
  The Committee on Academic Standards includes three subcommittees as follows:
  - Curriculum Committee: Dr. Judy Bass
  - Department of Mental Health Admissions: Dr. Tamar Mendelson
  - Departmental Comprehensive Exam: Dr. Brion Maher
  Functions:
  - Review and/or propose changes in Department curriculum and make recommendations.
  - Review and recommend action on specific degree waivers or related requests.
  - Discuss and propose new courses for inclusion in curriculum.
  - Maintain an updated Academic Handbook for the Department.
  - Develop student/Fellow involvement process including advising, meetings, academic planning, and entertainment.
• Review and recommend acceptance/rejection on all student/Fellow applications, and propose plan for proactive student recruitment, including advertising and affirmative action measures.
• Organize selection of incoming student(s) as Mental Health Scholars and nominate incoming students for school-wide academic training awards.
• Create, schedule, and supervise administration and grading of comprehensive examinations (led by Dr. Maher).

• Department Honors and Awards (see list below) Committee, Chair – Dr. Lisa Townsend
  Staff: Patty Scott
  Functions:
  • Solicit nominations for departmental awards
  • Select award recipients and arrange for notification of students.

Departmental Honors and Awards

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

- The Morton Kramer 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 Award – made annually for outstanding performance in doctoral studies in the field of mental health.
- The Lucy Shum Memorial Award – made annually for a student in the Department of Mental Health who will work in the arena of public health policy for mental health issues. If there are several eligible students a preference will be given to students of Chinese heritage.
- The Rose and Ali Kawi Award – made annually for a DrPH student in the Department of Mental Health.

The departmental Honors and Awards Committee is responsible for choosing the recipients of the awards each year, based on nominations from the faculty, and the awards are granted at a school-wide awards ceremony and also recognized at the department’s annual end-of-year party.
**Academic Training Programs**

Some doctoral and postdoctoral training is funded under NIH-funded institutional 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 Dr. Peter Zandi (pzandi1@jhu.edu). 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.

Pre-doctoral trainees are required to take the four term series in Epidemiologic Methods (340.751-340.754), as well as the four term series in Biostatistics (140.621-624). In addition to the other departmental requirements for the doctoral degree, pre-doctoral trainees must also take four advanced courses in one of the domains of expertise they have selected to pursue: Genetic and Environmental Etiology of Mental Disorders, Mental Health Services and Outcomes, Mental Health and Aging, and Global Mental Health. Pre-doctoral trainees should consult with their advisor and the program director to select courses consistent with their training goals.

Postdoctoral fellows take some courses, depending on background and experience, and engage in original research under the supervision of a faculty member. They are expected to have mastery in the basic principles and methods of epidemiology and biostatistics. Thus, fellows are required to take 340.721 Epidemiologic Inference in Public Health, 330.603 Psychiatric Epidemiology, and some equivalent of 140.621 Statistical Methods in Public Health I and 140.622 Statistical Methods in Public Health II. They may be waived from these requirements by the program director if they can demonstrate equivalent prior coursework.

**Children’s Mental Health Services and Service System 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 careers in
both public and academic settings. Applicants to a doctoral program in this area should have an
terest in research that would impact the mental health and positive development of children,
adolescents, and youth. Applicants for the postdoctoral program 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 led by Dr. Debra Furr-Holden (Director, drholden@jhu.edu) and Dr.
Renee M. Johnson (Deputy Director, rjohnson@jhu.edu). The DDET program is designed to
train scientists in the area of substance use and substance use disorders. Research training
within the DDET Program focuses on: (1) genetic, biological, social, and environmental factors
associated with substance use, (2) medical and social consequences of drug use, including
HIV/AIDS and violence, (3) co-morbid mental health problems, and (4) substance use disorder
treatment and services. The DDET program is funded by the National Institute on Drug Abuse.

The program supports both pre-doctoral and postdoctoral trainees. Pre-doctoral trainees have
a maximum of four years of support on the training grant. After completing required
coursework, pre-doctoral trainees are expected to complete original research under the
supervision of a faculty member affiliated with the DDET program. Postdoctoral trainees
typically have two years of support on the training grant. They are required to engage in
original research on a full-time basis, under the supervision of a DDET faculty member.
Trainees’ research projects must be relevant to the field of substance use.

All trainees are required to attend a weekly seminar series focused on career development and
substance use research. The DDET program supports trainees’ attendance at relevant academic
meetings, including the Annual Meeting of the College on Problems of Drug Dependence
(CPDD) each June. Training grant appointments are awarded annually and are renewable given
adequate progress in the academic program, successful completion of program and
departmental requirements, and approval of the training director.

Pre-doctoral trainees are required to take the required series in epidemiology and biostatistics,
as well as The Epidemiology of Substance Use and Related Problems (330.602). In addition,
they must take three advanced courses that enhance skills or content expertise in substance
use and related problems: one in epidemiology (e.g., HIV/AIDS epidemiology), one in biostatistics, and one in social and behavioral science or health policy. The most appropriate biostatistics course will provide instruction on a method the trainee will use during the thesis research (e.g., survival analysis, longitudinal analysis methods). (Course requirements for trainees from other departments will be decided on a case-by-case basis.)

Postdoctoral trainees are expected to enter the program with mastery in the basic principles and methods of epidemiology and biostatistics. They are required to take The Epidemiology of Substance Use and Related Problems in their first year (330.602), as well as required ethics courses. Postdoctoral trainees are encouraged to take courses in scientific writing and grant writing.

**Global Mental Health Training (GMH) Program**

The Global Mental Health Training (GMHT) Program is a T32 training program to provide public health research training in the field of Global Mental Health. It is housed in the Department of Mental Health, in collaboration with the Departments of International Health and Epidemiology. The GMHT Program is supported by a T32 research training grant award from the National Institute of Mental Health (NIMH). Dr. Judith Bass (jbass1@jhu.edu) is the training program director.

As part of this training program, trainees will undertake a rigorous program of coursework in epidemiology, biostatistics, public mental health and global mental health, field-based research experiences, and integrative activities that will provide trainees with a solid foundation in the core proficiencies of global mental health while giving trainees the opportunity to pursue specialized training in one of three concentration areas that are recognized as high priority: (1) Prevention Research; (2) Intervention Research; or (3) Integration of Mental Health Services Research.

Pre-doctoral trainees are required to take the required series in epidemiology and biostatistics and department of mental health required courses. In addition, they must take three courses that will enhance skills and content expertise in global mental health: 330.620 Issues in Mental Health Research in Developing Countries, 224.694 Mental Health Intervention Programming in Low and Middle Income Countries, and 330.680 Promoting Mental Health and Preventing Mental Disorder in Low and Middle Income Countries.
Administrative Information

Financial Information

Student Accounts
Students should monitor their ISIS accounts on a monthly basis to ensure that any problems can be resolved in a timely manner. Some courses will have a course materials fee. Late registration and registration changes after the add/drop period will incur a late registration fee, which is the student’s responsibility. Students who receive funding from the department or from training grants should check their accounts periodically to ensure that their accounts are correct. Students can contact the Academic Coordinator with questions about their student accounts.

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.

It is the student’s responsibility to register for courses during open registration periods that are dictated by the Office of Records and Registration. The dates are posted on the School’s academic calendar which is published on the school’s website:

http://www.jhsp.edu/academics/calendar/2015-2016.html A late registration fee is assessed if registration is late; this is NOT covered by training grants or departmental funding.
Travel Costs

Students or fellows 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 on a trip. 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 Professional Meetings or Conferences
The Department sets aside a limited amount of funds for travel and registration fees for doctoral students to attend professional meetings or conferences. The funds are available only to those not supported by training grants who already have access to travel funds. Students and fellows can apply for travel support, after they have also applied for support from the conference or meeting itself, 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.) and whether or not the student has requested scholarship funds from the conference. Once approval has been obtained and the trip is completed, receipts and proof of payment must be submitted to be reimbursed. Proof of payment can be in the form of a blinded credit card number (Example: Visa XXXX-XXXX-XXXX-1234) on the receipt, or a bank statement showing the charges and the account holder’s name (You may black out any other charges not relevant to the trip). At least 30 days or more advance notice is requested for approval.

Information Services

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.jhsphs.edu. Go to the "Help Area" section (which is found on the right in a box). Click on the "Help Area" box. When you click the box you will be transferred to the Help Forms. Choose "Information Technology – General Help Request" to open a help call. This will take you to the help form.
To purchase new software visit: https://itservices.johnshopkins.edu/catalog/ Training grant students should see the Senior Academic Program Coordinator to place orders. Approval from the Training Program Director must be confirmed in advance before the software can be ordered. Other students not funded, can place an order using 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.

Email
Students should remember to check their School of Public Health 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 School of Public Health email account may be forwarded automatically to another email address. Instructions for email forwarding may be found on the School's intranet: http://my.jhu.edu.

Printing Policy
The school printing policy can be found at: https://my.jhsph.edu/Offices/InformationTechnology/ComputerSupport/PrintScanCopy/Students/Pages/default.aspx

The school has a maximum allowance on the amount of printing that will be included with tuition and fees, and charges for all prints which exceed that amount. Each student receives 1,000 prints per year*. A print is one side of one page – a duplexed page would be two prints. Prints which exceed 1,000 per term are charged to the student’s account at $.05 per print. Unused prints will not rollover from term to term, and the first day of each subsequent term the counter will be reset. Students can monitor their total number of prints in the Student Printing Status area of their My Site page in my.jhu.edu. The print total is updated every night.

The computer labs in W3017 and W3025 each have two high speed printers. These devices have been dedicated for lab printing only. High speed multifunction devices with copy, print

* Training grant students should bring a copy of their ID badge to the Administrative Assistant in HH850 for access to make copies as approved by the Training grant PI. These copies are to be charged to the training grant after the 1,000 free school maximum is reached.
and scan capabilities dedicated for use by students with wireless access are available at the following locations:

- Wolfe Street 1st Floor Student Lounge
- Wolfe Street 2nd Floor Courtyard
- Wolfe Street 9th Floor Cafe
- Hampton House 9th Floor

To use mobile printing, click here for instructions on how to register. Once registered, students can email attachments to JHSPH.MPSMobile@jhu.edu and release the print jobs at the print stations.

**General Resources**

**Office Supply/Stationery Orders**
Doctoral students who are on a training grant will need to email their training grant director to get approval prior to requesting office supplies which will be paid for by the training grant. The student should forward the email with the training program director’s approval to the Senior Academic Program Coordinator so the item can be ordered. Students not on training grants should email the Senior Academic Program Coordinator for requests for paper and/or toner. Do not wait until the last minute to make stationery requests because not all items are kept on hand by the department and will likely need to be ordered.

MHS students who need paper or toner for the MHS student office should see Candice Davis in HH850.

**Telephones**
Telephones are not provided in student offices. If you run into a situation where you need a landline for a local call, please see Patty Scott and she can assist you with locating a phone for use.

**Office Keys**
All doctoral students are equipped with one office key, and one 8th floor common key that opens the copier room, kitchen, and 8th floor conference rooms. Students must return keys to HH850 upon their departure.

The MHS office key can be obtained on a daily basis from the front office, HH850.

**Lockers**
A limited number of lockers are located in the Bloomberg School of Public Health.
Mailboxes
The Department will communicate to students and fellows through the departmental mailboxes located in the department hallway. 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.

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

The Welch Medical Library ([http://www.welch.jhu.edu/](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.

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 Hygiene Reading Room
Copies of dissertations by graduates of the department are available in the departmental library (HH845). 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 Department Conference Rooms
The Department of Mental Health is responsible for 3 conference rooms: 188 (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. Candice Davis is available to assist you with reservations,
cdavi108@jhu.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

Reservation Guidelines for Mental Health Conference Rooms
Rooms are available on a first-come first-served basis, with priority given to the Department of Mental Health. There may be rare instances where we will have to bump outside departmental meetings. If you want to reserve one of the rooms, please come to room HH850 and review the conference room booking notebook on the front desk which has calendars for each room. When reserving a room, please provide name, contact number and email on the calendar.

At the time of the reservation, come to the main office (HH850) to get a room key, which needs to be returned to the main office directly after the meeting. For room HH188, the remote control for the projector is in the main office, for rooms HH892 and HH845, the remote controls remain in the conference rooms. There are LCD projectors in each room but no laptops. You will need to provide your own laptop or make arrangements with Multimedia to provide one. If you are using a Mac, you will need to borrow the department adapter to connect to the LCD projector which can be obtained in the main office (HH850). Please be sure that the LCD projector is turned off at the end of your meeting. If you are using a teleconference unit, please be sure that the telephone line is reconnected to the wall after you disconnect the teleconference unit. If you are having food/dinks, you are responsible for delivery, set-up and clean-up of the room. This includes removing leftover food, drinks, ice, etc. If serving lunch-type foods, after clean-up please remove trash can liner, tie the bag, and place the bag outside of the room. Other meetings may be scheduled in these rooms directly after your meeting.

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

<table>
<thead>
<tr>
<th>Bldg</th>
<th>Room</th>
<th>Dept</th>
<th>Type</th>
<th>Seats</th>
<th>Contact</th>
<th>Contact Info</th>
</tr>
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<tbody>
<tr>
<td>HH</td>
<td>144</td>
<td>Student Affairs</td>
<td>Café - Conference</td>
<td>12</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren t%20Forms/SETForm.aspx</a></td>
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<tr>
<td>Bldg</td>
<td>Room</td>
<td>Dept</td>
<td>Type</td>
<td>Seats</td>
<td>Contact</td>
<td>Contact Info</td>
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<tr>
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<td>12</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx</a></td>
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<tr>
<td>HH</td>
<td>188</td>
<td>MH</td>
<td>Conference</td>
<td>15-20</td>
<td>Candice Davis</td>
<td>410-955-3910, <a href="mailto:cdavi108@jhsph.edu">cdavi108@jhsph.edu</a></td>
</tr>
<tr>
<td>HH</td>
<td>208</td>
<td>Student Affairs</td>
<td>Classroom</td>
<td>36</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx</a></td>
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<tr>
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<td>244</td>
<td>Student Affairs</td>
<td>Classroom</td>
<td>16</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx</a></td>
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<td>Classroom</td>
<td>36</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx</a></td>
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<tr>
<td>HH</td>
<td>291</td>
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<td>Classroom</td>
<td>19</td>
<td>Melissa Horn</td>
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<tr>
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<td>Classroom</td>
<td>19</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Curren%20Forms/SETForm.aspx</a></td>
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<tr>
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<td>339</td>
<td>HPM</td>
<td>Conference</td>
<td>12</td>
<td>Sandy Freeman</td>
<td>410-955-2461, <a href="mailto:sfreeman@jhsph.edu">sfreeman@jhsph.edu</a></td>
</tr>
<tr>
<td>HH</td>
<td>461</td>
<td>HPM</td>
<td>Conference</td>
<td>12</td>
<td>Michelle Ward</td>
<td>410-955-3625, <a href="mailto:rmccray@jhsph.edu">rmccray@jhsph.edu</a></td>
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<tr>
<td>HH</td>
<td>563</td>
<td>HPM</td>
<td>Conference</td>
<td>12/15</td>
<td>Edith Jones</td>
<td>410-955-2221, <a href="mailto:ejones10@jhu.edu">ejones10@jhu.edu</a></td>
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<tr>
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<td>688</td>
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<td>Conference</td>
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<td>Kimberly Collins</td>
<td>443-287-4241</td>
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<td>Bldg</td>
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<td>HH</td>
<td>744</td>
<td>HBS</td>
<td>Conference</td>
<td>20</td>
<td></td>
<td>410-955-2312 or 410-502-4551</td>
</tr>
<tr>
<td>HH</td>
<td>845</td>
<td>MH</td>
<td>Conference</td>
<td>15/20</td>
<td>Candice Davis</td>
<td>410-955-3910, <a href="mailto:cdavi108@jhu.edu">cdavi108@jhu.edu</a></td>
</tr>
<tr>
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<td>MH</td>
<td>Conference</td>
<td>10/12</td>
<td>Candice Davis</td>
<td>410-955-3910, <a href="mailto:cdavi108@jhu.edu">cdavi108@jhu.edu</a></td>
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<tr>
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<td>Student Affairs</td>
<td>Auditorium</td>
<td>135</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx</a></td>
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<td>Computer lab</td>
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<td>Support Services</td>
<td>Café</td>
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<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/CompLab_Sched_Request.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/CompLab_Sched_Request.aspx</a></td>
</tr>
</tbody>
</table>

All 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. It is your responsibility to locate another room if you are “bumped” out of a room that you have previously reserved.

**Student Support, Health, and Services**

Students and Fellows are encouraged to bring their department specific questions and problems to the Senior Academic Program Coordinator (Patty Scott), who will be available to counsel and to coordinate all student/fellow matters.

**Office of Student Affairs**

The Office of Student Affairs is a comprehensive unit in the Johns Hopkins Bloomberg School of Public Health that provides advising to students, faculty, and staff on academic policies,
financial support, and information management, and helps to create linkages between the academic mission of the School and public health careers. Student Affairs brings together the functions of several offices to serve a student from the time of initial inquiry through graduation and beyond. Student resources that this office provides can be found at: http://www.jhsph.edu/offices-and-services/student-affairs/.

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.

University Health Service

The University Health Service (U.H.S.), located at 933 N. Wolfe Street (between Ashland and Eager Streets, adjacent to the new Graduate Housing), 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. Students should consult directly with their insurance company for proper procedures regarding referrals.

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 (410) 955-3034.

For more information regarding University Health Services, or to make an appointment, call (410) 955-3250. Billing problems should be referred to the University Health Service Benefits Office at (410) 955-3872.

University Student Assistance Program (SAP)

The Johns Hopkins Student Assistance Program (JHSAP) is a life management resource that can help you identify and manage challenging issues in healthy ways. Getting help is free,
convenient, and confidential. Services include: Short term counseling, crisis response, healthy relationship support, school-life coaching and adjustment, educational workshops, and collaborative consultation for problem solving with faculty and staff. More information is available at: http://jhsap.org/

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 1st 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.

Travel Abroad

Students at the Johns Hopkins Bloomberg School of Public Health may have an opportunity to supplement their education or conduct research in another country. These opportunities often enrich the academic curriculum, contribute to dissertation research, and allow application of knowledge obtained in the classroom to the world’s communities. While the School encourages participation in these kinds of experiences, international tensions can be high. Therefore, students should seek information on conditions abroad before traveling.

The International Travel Resources portal site (https://my.jhsph.edu/sites/itr/default.aspx) is designed to provide tools and information to JHSPH students who travel internationally in order to allow them to make informed personal decisions; to protect reasonably themselves from foreseeable harm; to increase their own level of health, safety, and security awareness; and to prepare for emergencies abroad. The site offers a wealth of useful links, travel resources, and insurance information in addition to State Department and Center for Disease Control travel advisories.

Students traveling to a less developed part of the world should be certain to contact their health care provider or the Johns Hopkins International Travel clinic to learn about recommended immunizations and other matters to guard your health. The International Travel Clinic is located on the East Baltimore campus and can be reached by telephone at 410-955-
Further information about recommended immunizations and prophylaxis is available at the CDC Website, [http://wwwn.cdc.gov/travel/contentVaccinations.aspx](http://wwwn.cdc.gov/travel/contentVaccinations.aspx).

International students must contact the Office of International Services (OIS) well in advance of any travel to avoid compliance issues with their visa status. OIS may be contacted at 410-955-3371, or at [http://www.hopkinsmedicine.org/intlsvcs](http://www.hopkinsmedicine.org/intlsvcs).

**Students who travel abroad as part of a practicum experience or as part of a research team must complete a Graduate Student Study Release and International Travel Checklist and leave the forms with Patty Scott, Senior Academic Program Coordinator for the Department of Mental Health.** Copies of the forms can be accessed at: [https://my.jhsph.edu/sites/itr/default.aspx](https://my.jhsph.edu/sites/itr/default.aspx).

**Transportation Services**

**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, (410) 338-8060 or the Office of Student Services, Room 1512, (410) 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 at: [http://intranet.insidehopkinsmedicine.org/security_parking/transportation/shuttles/index.html](http://intranet.insidehopkinsmedicine.org/security_parking/transportation/shuttles/index.html)
Charm City Circulator

There is a “free” bus that circulates around the Baltimore metropolitan area. The Green line has a stop right in front of the Hampton House building. Schedules can be found at: http://www.charmcitycirculator.com/content/route-maps

Communications

Website
All information contained in this document, as well as a calendar of events, details on Centers and programs, and featured stories are available on the department website. Please use this as your first source of information: http://www.jhsph.edu/departments/mental-health

Weekly Email Communications
The Department prepares a weekly email communication that summarizes all department events, and other campus events likely relevant to faculty, staff, or students in our department for the upcoming week. This email also includes announcements as well as congratulations for any accolades or new accomplishments of faculty, staff and students. Please send Michelle Maffett information as soon as you know of an award, new paper, etc. that we should recognize!

Bulletin Boards
The Assistant to the Chair of the Department will post general information about meetings 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.

Facebook
The department has a Facebook page which posts photos and happenings pertaining to the Department of Mental Health. https://www.facebook.com/JHSPH Mental Health Please like us!

Weather Emergencies
The Johns Hopkins University Weather Emergency Line can be reached at: 410-516-7781 or 1-800-548-9004. This weather line provides information on class cancellations and campus closings due to inclement weather. A weather emergency is declared when weather occurs such as snow, hurricane, tornado, tropical storm, etc. which is serious enough to disrupt the routine academic and administrative functions of the university. Weather emergency
information is also posted on the school’s website:
http://webapps.jhu.edu/jhuniverse/administration/Emergency_weather_security_information/

Academic Programs

General Policies

Admission Standards
The Department has a committee to review applications for admissions to degree programs and fellowships. Each application is reviewed by multiple faculty members, and scored on a scale from 1 (best rating) to 5 (worst rating). 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 65th percentile. Test of English as a Foreign Language (TOEFL) score is required of foreign students, and most successful applicants have scores above 100 on the internet exam. 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. These rating sheets are confidential and do not become part of a student's file.

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. All Master of Health Science (MHS) students are assigned the Director of the MHS program as their primary advisor, and encouraged to designate a secondary advisor who will serve as a mentor for their thesis project. 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. Required courses outside the Department of Mental Health may have different waiving requirements than courses within the Department. If a student wishes to receive a waiver for a required course, they should first meet with their advisor and confirm that the requirements have been met. Together with the advisor, a student should draft a detailed request in writing for submission to the Chair of the Departmental Committee on Academic Standards. The request should have signatures of the lead faculty teaching the course, the training program director (if appropriate), and the student's advisor prior to submission to the Committee Chair.

**Academic Standards**

To maintain satisfactory academic performance and good academic standing:

- Masters and certificate students must maintain a minimum grade point average of 2.75 and are required to have a C or greater in core courses for the specific program.
- Doctoral students must maintain a minimum grade point average of 3.00 and are required to have a B or greater in core courses for the specific program.

**Academic Ethics**

Students in the Bloomberg School of Public Health are expected to abide by the highest levels of academic and research integrity. Information on the Academics Policy of the Johns Hopkins Bloomberg School of Public Health can be found at:

http://www.jhsph.edu/offices-and-services/office-of-academic-affairs/academic-integrity/academic-ethics.html

The Department of Mental Health adheres to the School’s Academic Ethics. 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.

For a Mental Health student, abiding by the Academic Ethics code includes:

- Completing work on one's own when an individual assignment or examination is given in a course.
- Providing proper attribution to others' work by providing citations with quotations and giving proper references for all course assignments, data analysis projects, research proposals, dissertations and theses.

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.

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.

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 take course 550.860.82 Academic and Research Ethics at JHSPH (0 credit – pass/fail) in first term of registration.**

**Academic Progress**
The performance and progress of each student is reviewed by the student’s advisor and the Coordinator for their degree. For MHS students, this is the MHS Program Director (Dr. Jeanine Parisi). For doctoral students and postdoctoral fellows, this is the Director of Doctoral Education (Dr. Judy Bass). These directors, together with the Academic Program Coordinator, review each student's transcripts every quarter. When the academic achievement of any student comes into question, the appropriate director will bring this to the advisor's attention (typically this involves a grade of “C” or lower). The advisor may consult with faculty and/or the Chair about the student’s progress. Satisfactory academic progress is outlined in the Bloomberg School of Public Health Catalog. Unsatisfactory or incomplete grades may constitute grounds for removal of a student from a degree program (see Dismissal Policy on page 40).

A student’s overall academic standing and progress will be judged not only on grades received, but also successful completion of other degree-specific milestones.

**Academic Plans**
The department recognizes that students and fellows come from different disciplines and are at varying developmental stages with respect to their careers. 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 master’s student, doctoral student and postdoctoral fellow will complete a plan describing how academic and career goals will be achieved through their learning experience in the department. 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. A copy of the academic plan template is available from the advisors and the Academic Program Coordinator.

The plan is prepared in collaboration with the advisor, and signed by the student or fellow and the advisor. The MHS Program Director will review all the MHS academic plans and the Director
of Doctoral Education will review all the doctoral student and postdoctoral fellow plans. Feedback on the plans will be provided to the advisors who will then relay any adjustments or further information back to the students. The Academic Program Coordinator will keep a file of all plans.

After the student has passed the School Preliminary Oral Examination, work begins on the dissertation. At this time the Academic Plan is supplemented with written documentation of meetings of the thesis advisory committee, which must take place at least annually.

**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 (330.840), with the advisor as the instructor of record.

All other students and fellows are expected to attend the Seminar Series throughout the course of their program to gain exposure to a wide range of mental health issues and research.

At the beginning of each term a schedule of speakers and presentation topics is shared with all of the students and faculty and is posted on the departmental bulletin board. Once per month, there will be a student-only session during this seminar time that coincides with faculty meetings. Topics for these sessions include grant writing, job search tips, reviews of recent seminars, etc. Students are welcome to suggest topics and formats. This is intended to provide students with an informal forum for peer communication and advice.

**Course Evaluation Summaries**

Most courses offered for academic credit in the Johns Hopkins Bloomberg School of Public Health, whether onsite or offsite, 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 online at: [http://www.jhsph.edu/Crsevals](http://www.jhsph.edu/Crsevals).

**Course Materials**

Course materials will usually be posted in CoursePlus. In some courses, materials will be reproduced and put together in a book. The student will be charged for course fees which is the amount it cost to photocopy.
Certificate Programs in the Department of Mental Health

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.

The Director of the Certificate Program in Public Mental Health Research is Dr. Bill Eaton (weaton1@jhu.edu).

Course of Study

Required courses:
- 330.617 Psychopathology for Public Health or
- 330.601.81 Perspectives of Psychiatry – The Public Health Framework (online only)
(This requirement 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 18, not 21).
- 330.603 Psychiatric Epidemiology
- 330.661 Social, Psychological and Developmental Processes in the Etiology of Mental Disorders
- 330.607 Prevention and Control of Mental Disorders: Public Health Interventions or 330.664 Introduction to Mental Health Services

Courses from the Department of Mental Health totaling 9 credits)

Requirements for Successful Completion
This certificate consists of 21 credits in the Department of Mental Health. All classes must be taken for a grade (unless the course is only offered pass/fail), and student must achieve a combined GPA of 2.75 for the certificate courses for certification. The certificate must be completed in three years. This certificate is not open to Department of Mental Health degree seeking students.

Certificate in Mental Health Policy, Economics and Services
The Department of Mental Health offers a Certificate in Mental Health Policy, Economics and Services to help prepare students for a wide range of policy, advocacy and research careers
within the field of mental health. The program is designed to introduce students to current issues in mental health policy including economic evaluation of mental and substance disorders and their treatments; access to mental health care treatments and utilization patterns; and mental health care financing, insurance, and delivery system issues in the U.S. The program also strives to orient mental health policy, economics, and services training within the broader context of ongoing national health care debates.

The Director of the Certificate Program in Mental Health Policy, Economics, and Services is Dr. Ramin Mojtabai (rmojtab1@jhu.edu)

**Academic/Curriculum Requirements for Successful Completion**

The Certificate in Mental Health Policy, Economics and Services requires a minimum of 21 term credits. All classes must be taken for a grade (unless the course is only offered pass/fail) and the student achieves a combined GPA of 2.75 for the certificate courses. The required and elective courses are listed below:

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**Required courses: Students must complete all four required courses.**

- 330.664 Introduction to Mental Health Services (3 credits, first term on-campus)
- 313.790 Economic Evaluation-I (3 credits, second term online)
- 330.667 Mental Health and the Law (3 credits, second term on-campus)
- 308.602 Role of Government in Health Policy (3 credits, fourth term on-campus)

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**Elective courses: Students must complete at least three courses from the following list.**

- 300.651 Introduction to the US Healthcare System (4 credits, second term on-campus, fourth term online or summer term on-campus)
- 300.711 Health Policy I: Social and Economic Determinants of Health (3 credits, first term on-campus)
- 300.712 Health Policy II: Public Health Policy Formulation (3 credits, second term on-campus)
- 309.716 Advanced Methods in Health Services Research: Analysis (3 credits, first term on-campus)
- 313.641 Health Economics I (3 credits, second term or summer term on-campus)
- 313.644 Health Economics II (3 credits, third term on-campus)
- 330.603 Psychiatric Epidemiology (3 credits, second term on-campus or third term online)
- 330.607 Prevention and Control of Mental Disorders: Public Health Interventions (3 credits, fourth term on-campus or third term online)
- 330.628 Gaps and Opportunities in Public Mental Health: A Systems Approach (3 credits, second term on campus)

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1 One term credit is equivalent to two-thirds of a semester credit; 21 term credits are equivalent to 14 semester credits.
The Master of Health Science (MHS) 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 MHS 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 another department within 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, and 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. Courses taken during Winter or Summer sessions will require additional payments. A joint BA/MHS program has also been established in conjunction with the School of Arts and Sciences program in Public Health Studies. Students must be enrolled in the Bachelor of Arts program at JHU to apply to the BA/MHS program.

The Director of the MHS Program is Dr. Jeanine Parisi. The MHS Program Director is the advisor of record for all MHS students. The Director of the MHS Program serves as a resource for MHS students, advising on the choice of courses, career planning, guiding students in selecting a topic for their MHS paper, and connecting them with an appropriate faculty co-advisor in relation to this paper.

**Course Requirements for the MHS degree**

**First term**

140.621 Statistical Methods in Public Health – 4 credits or 140.611 Statistical Reasoning in Public Health I – 3 credits

330.617 Psychopathology for Public Health – 3 credits

340.721.60 Epidemiologic Inference in Public Health I – 5 credits

330.662 Public Mental Health – 2 credits

330.840 Special Studies and Research Mental Health (for the DMH Seminar and bi-weekly meetings with the MHS director) with student advisor’s name listed - 2 credits

550.860 Research Ethics - 0 credit

**Second term**

140.622 Statistical Methods in Public Health II – 4 credits or 140.612 Statistical Reasoning in Public Health II – 3 credits
Psychiatric Epidemiology – 3 credits or 330.602 The Epidemiology of Substance Use and Related Problems (330.602) – 3 credits
340.722 Epidemiologic Inference in Public Health II – 4 credits
330.811 MHS Thesis in Mental Health: From Proposal to Publication I – 1 credit
550.865 Public Health Perspectives on Research (online course) – 2 credits
330.840 Special Studies and Research Mental Health (DMH Seminar) with student advisor’s name listed– 1 credit

Third Term
330.661 Social, Psychological and Developmental Processes in the Etiology of Mental Disorders – 3 credits or 330.612 Introduction to Behavioral and Psychiatric Genetics – 3 credits
330.812 MHS Thesis in Mental Health: From Proposal to Publication II – 1 credit
330.840 Special Studies and Research Mental Health (DMH Seminar) with student advisor’s name listed– 1 credit

Fourth Term
330.607 Prevention and Control of Mental Disorders (or can be taken third term via distance education*)
*This has not yet been finalized as of the handbook printing. Please confirm with the instructor.
330.840 Special Studies and Research Mental Health (DMH Seminar) with student advisor’s name listed– 1 credit

A minimum of 64 credits (16 credits per term) is required to complete the degree. Students in the MHS program must take six credits of electives (i.e. additional courses beyond those required and described above) 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. Alternate formats may also be possible (e.g., policy brief, program evaluation) with faculty approval. This paper should be of sufficient quality to be considered by the Department faculty as worthy of publication in a recognized journal or be used to inform policy or practice. A brief proposal of the final research paper should be submitted to the academic advisor during second term and should be approved by the academic advisor and faculty co-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 completed and approved by the student’s academic advisor and faculty co-advisor 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).
Doctoral Program in the Department of Mental Health

The Department Director of Doctoral Education is Dr. Judy Bass (jbass1@jhu.edu). The Director of Doctoral Education works with new doctoral students, together with their advisors, to: formulate their academic plans; oversee their completion of ethics training; assist with connections to faculty who may serve as advisors or sources for data or special guidance; provide guidance to students in their roles as teaching assistants; and act as a general resource for all departmental doctoral students. The Director of Doctoral Education chairs the Department Committee on Academic Standards and works with faculty on student recruitment as well as the doctoral curriculum. Students can contact Dr. Bass directly if they have questions or concerns.

Doctoral Scholarships and Funding

The Department will select one or more incoming students as Mental Health Scholars, who will receive 100% tuition coverage for years 1-2 and 50% tuition coverage for years 3-4 of their academic program, assuming good academic standing and progress (see below). The Department may also identify incoming students who will receive a departmental scholarship of 50% tuition coverage for years 1-4, again assuming good academic standing and progress. The department will pay for the funded students’ health insurance and health clinic fees for the first 2 years of their doctoral program after which the students will be required to cover these costs themselves. They can make an “application” to request from the department to fund their health insurance for the second two years. These scholarships are tuition only, no additional stipend will be provided.

Residence Requirements

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 and a maximum of 22 credits per term.

Full-time residence means more than registration. It means active participation in department seminars and 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 the full academic year except on official University holidays and vacation leave.

Course Requirements outside the Department of Mental Health

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.

**PhD Program Description**

The PhD program is designed to provide key knowledge and skill-based competencies in the field of public mental health. To gain the knowledge and skills, all PhD students will be expected to complete required coursework, including specialized courses in public health perspectives and research ethics; successfully pass the departmental comprehensive exam; select and meet regularly with a Thesis Advisory Committee (TAC) as part of advancing to doctoral candidacy; successfully pass the departmental and school wide Preliminary Oral Exams; complete a doctoral thesis followed by a formal school wide Final Oral Defense; participate as a Teaching Assistant (TA); attend Grand Rounds in the Department of Psychiatry; and provide a formal public seminar on their own area of research. Each of these components is described in more detail below.

**Course Requirements**

Not all courses are required to be taken in the first year alone; students typically take 2 years to complete all course requirements. Please note that PhD students are required to take either 550.600 or 306.665 as part of their ethics requirement (see research ethics section below).

Students must obtain an A or B in all required courses. If a grade of C or below is received, the student will be required to repeat the course. An exception is given if a student receives a C (but not a D) in either of the first two terms of the required biostatistics series but then receives a B or better in both of the final two terms of the series; then a student will not be required to re-take the earlier biostatistics course. However, the student cannot have a cumulative GPA lower than 3.0 to remain in good academic standing. Any other exceptions to this grade requirement must be reviewed and approved by the departmental CAS and academic advisor.

The following are the course requirements for the PhD program in the Department of Mental Health. **All courses identified with a * must be completed to be eligible to sit for the departmental written comprehensive exams.**
**Biostatistics:**

140.621   Statistical Methods in Public Health (4 credits – first term)*
140.622   Statistical Methods in Public Health II (4 credits – second term)*
140.623   Statistical Methods in Public Health III (4 credits – third term)*
140.624   Statistical Methods in Public Health IV (4 credits – fourth term)*

*Students can substitute the Biostatistics series 140.651-654 for the 140.621-624 series.*

**Epidemiology:**

330.751   Epidemiologic Methods I (5 credits – first term) *
340.752   Epidemiologic Methods 2 (5 credits – second term)*
340.753   Epidemiologic Methods 3 (5 credits – third term)*

**Department of Mental Health Courses:**

Courses usually taken first year:

330.840   Special Studies and Research Mental Health (DMH Seminar) with student advisor’s name listed (1 credit - all terms)
330.617   Psychopathology for Public Health (3 credits – first term)*

Students who have taken and passed the course 330.601 Perspectives of Psychiatry course are not required to take The Public Health Approach to Psychopathology.

330.662   Public Mental Health (2 credits – first term)
330.603   Psychiatric Epidemiology (3 credits – second term)*

For Department of Mental Health doctoral students a research paper is required entailing one additional course credit. 330.840 listing Dr. Eaton as the mentor

330.661   Social, Psychological and Developmental Processes in the Etiology of Mental and Behavioral Disorders (3 credits – third term)*
330.612   Introduction to Psychiatric and Behavioral Genetics (3 credits – third term)*
330.607   Prevention and Control of Mental Disorders: Public Health Interventions (3 credits – fourth term) *
330.623   Brain and Behavior (3 credits – fourth term)*

Courses usually taken second year:

330.657   Statistics for Psychosocial Research: Measurement (4 credits – first term)*
330.660   Seminar on Methods in Public Mental Health Research (3 credits – second term)
330.611   Manuscript Writing for Mental Health Research (second year and beyond only – second term)
Courses to be taken either first or second year:
330.664 Introduction to Mental Health Services (3 credits – first term)*
330.602 The Epidemiology of Substance Use and Related-Problems (3 credits – second term)*

School-wide Courses:
550.865 Public Health Perspectives (2 credits) (usually taken first year)

Doctoral students are all required to take the online course, Introduction to Online Learning. http://distance.jhsph.edu/core/index.cfm/go/course.home/cid/90/

Ethics Training
550.860.82 Academic and Research Ethics at JHSPH (0 credit – pass/fail) required of ALL students in first term of registration.

Responsible Conduct of Research (RCR) connotes a broad range of career development topics that goes beyond the more narrowly focused “research ethics” and includes issues such as conflict of interest, authorship responsibilities, research misconduct, animal use and care, and human subjects research. RCR training requirements for JHPSH students are based on two circumstances: their degree program and their source of funding, which may overlap.

1. All PhD students are required to take one of two courses in Responsible Conduct of Research, detailed below one time, in any year, during their doctoral studies.
2. All students, regardless of degree program, who receive funding from one of the federal grant mechanisms outlined in the NIH notice below, must take one of the two courses listed below to satisfy the 8 in-person hours of training in specific topic areas specified by NIH (e.g., conflict of interest, authorship, research misconduct, human and animal subject ethics, etc.).

The two courses that satisfy either requirement are:
1. 550.600 Responsible Conduct of Research [1 credit, Evans]. Once per week, 1st term.

Registration in either course is recorded on the student’s transcript and serves as documentation of completion of the requirement.

- If a non-PhD or postdoctoral student is unsure whether or not their source of funding requires in person RCR training, they or the PI should contact the project officer for the award.
• Students who have conflicts that make it impossible for them to take either course can attend a similar course offered by Sharon Krag at Homewood during several intensive sessions (sequential full days or half days) that meet either on weekends in October or April, a week in June, or intersessions in January. Permission is required. Elizabeth Peterson (epeterso@jhsph.edu) can provide details on dates and times.
• Students who may have taken the REWards course (Research Ethics Workshops About Responsibilities and Duties of Scientists) in the SOM can request that this serve as a replacement, as long as they can provide documentation of at least 8 in person contact hours.
• Postdoctoral students are permitted to enroll in either course but JHSPH does not require them to take RCR training. However, terms of their funding might require RCR training and it is their obligation to fulfill the requirement.
• The required Academic Ethics module is independent of the RCR training requirement. It is a standalone module which must be completed by all students at the Bloomberg School of Public Health. This module covers topics associated with maintaining academic integrity, including: plagiarism, proper citations, and cheating.

**Comprehensive Examination**
The Comprehensive Examination provides the faculty with an assessment of the doctoral student's level of competence, integration of knowledge across the core curriculum, and fulfills 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 the Comprehensive Examination upon completion of all the courses required for the exam and approval of his/her advisor. This will normally take place after 6 consecutive terms of full-time study. Students must pass the Comprehensive Examination prior to scheduling the Departmental Oral Examination and the School's Preliminary Oral Examination.

Exams will be offered by the Department **one time each year in January** at a date announced via memo to all students from the Academic Program Coordinator, typically to occur on a Thursday during winter recess in January. There will be a teaching faculty member present in the Department during the examination. All students starting their 2nd year will be assumed to be sitting for the January exam. Any student who will not be taking the exam at that time must make the decision in conjunction with their advisor and notify the Academic Program Coordinator before the 2nd year begins.
Format of Exam

The Department's Comprehensive Examination will be a 1-day exam consisting of a total of 4 substantive knowledge essays (each one 1000-1500 words in length). In writing the essays, candidates are expected to demonstrate their knowledge of a particular area in the field of public mental health.

The four substantive knowledge essay questions will be derived from a list of 30 questions provided to the students at the start of the academic year (late August). The questions will be designed to cut across the required course curriculum, forcing students to integrate across material and topics covered in at least two courses. The Comprehensive Exam coordinator will solicit questions in March of each year from all department faculty and will select from contributed questions plus the existing bank of questions to generate the 30 questions to be provided to each new cohort of students.

Essays are expected to draw on the existing literature as well as the student's own critiques of and insights into current research. All assertions of fact must be documented with references to published research. Formal references will be required for major works that provide fundamental support for the conclusions presented. Unresolved issues in each area should also be discussed with references made to existing and ongoing research.

Preparation for Examination

Students are expected to prepare for the examination over the course of two terms by drafting comprehensive answers for each of the 30 questions. Students may work with other students who will take the exam at the same time to prepare and review one another’s essays. On exam day, we expect see essays that represent each student’s own work. Students will sign an honor code document when they receive the essay questions in August noting that they will not share the questions with anyone not taking the exam with them at the same time and date.

Readers

The Comprehensive Exam Coordinator shall be responsible for assignment of reviewers for the different essays and will supervise the grading process. Where possible, assignment of reviewers will take into account the research 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 essay will be read by at least two independent faculty reviewers who will assign a pass or fail grade (note: high and low pass will not be options, only pass/fail). Students must score a "pass" on 3 of 4 essays in order to pass the entire exam. If there is disagreement among the faculty, the Comprehensive Exam Coordinator will bring the reviews to the Department Chair for a final decision.

The decision of the reviewers will be communicated to the Department Chair who will send a letter to each student and his/her advisor advising them of their Comprehensive Exam results. Written notification of the decision to pass will be communicated to the Office of Records and Registration by the Academic Program Coordinator.

Non-Passing Determination

If a student receives a ‘fail’ on 2 or more of the essays, the student will be required to retake the number of essays they failed (e.g., if they failed 2 essays, they will retake 2 essays). The re-take essays will be selected from among the 26 essay topics that were not selected for the original exam; the student WILL NOT be asked to re-write the specific essay that they failed. The decision on when to hold the re-take will be made on an individual basis after discussions with the student’s advisor, to ensure the student is adequately prepared for their re-take. The re-take must be taken within 6 months of the initial exam.

Debriefing

Debriefing sessions for each student who failed to pass the Comprehensive Exam will be scheduled as soon as possible after the decision of pass/fail has been made for all candidates. This meeting will include the student’s advisor and the coordinator of the comprehensive exams. 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 a second failure, the Department Chair will meet with the student and advisor to discuss whether the student should be allowed to continue his/her studies.

Requirements for Advancement to Doctoral Candidacy

Students must advance to doctoral candidacy prior to scheduling the Departmental and School-Wide Preliminary Oral Examinations (i.e., completing and presenting their dissertation proposal). To advance to doctoral candidacy, students must pass all sections of the Comprehensive Examination, and take and pass the proposal writing course offered by the
Department of Mental Health (330.660). This course is offered in the second quarter and is typically taken in the second year of doctoral study. In addition, students must select and meet with their Thesis Advisory Committee (TAC), which consists 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 TAC at this stage is to provide assistance in the planning stages of the student’s thesis proposal and after the oral exam, to provide continuity in the evaluation of each student’s progress as they work to complete their thesis. **Students must have at least one meeting with their TAC to discuss their thesis ideas and shape their proposal prior to scheduling their Departmental and School-Wide Oral Exams.**

**Departmental Preliminary Oral Examination**

The purpose of this examination, as stated in the Policy and Procedure Memorandum (PPM-Academic 01), 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 which faculty 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. Please let the Academic Program Coordinator (Patty Scott) know in advance of any AV needs.

**Conduct of Examination and Report of Results**

A folder containing an up-to-date transcript and doctoral application will be made available to the faculty of the oral examination on the day of the exam by the Academic Program Coordinator. Immediately following the examination, the departmental oral exam committee will evaluate student’s readiness to move on to the school-wide oral exam. If the exam committee determines the student is ready, they will inform the student and the student may proceed with the school-wide exam as scheduled. If the exam committee determines the student is not yet prepared, a list of items to review and materials to prepare will be provided.
to the student by the committee (through the advisor) and advice will be given as to postponing the school-wide exam until the student is more fully prepared.

The results of the examination will be reported by the student’s advisor to the Academic Program Coordinator (Patty Scott). Any further conditions will be dictated to the Academic Program Coordinator for preparation of the appropriate memorandum.

**School-Wide 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 at least three departments, with no more than three from the student's own department. One of the faculty members 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 from outside the student’s department. 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 will be directed to the Office of Records and Registration. Forms are available on-line through the JHSPH portal:

[https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx](https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx)

The School-wide preliminary oral exam should be taken no later than the end of the student's third year in residence and before significant engagement in research. If a student has not taken their school-wide preliminary oral exam by the end of their third year, they are no longer considered in ‘good standing’. (Note: the summer before the beginning of the fourth year is still considered the third year and the student may complete this exam during that time)

**Doctoral Thesis**

All doctoral 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. As part of the thesis process, each student must develop a thesis proposal that will be reviewed and found acceptable by the student’s advisor while the student is enrolled as a doctoral student.

**Monitoring of Progress**

After passing the school-wide preliminary oral examination, each student’s thesis progress will be monitored by their TAC on an at least a bi-annual basis.
Doctoral advisors must officially approve the final draft of a student’s thesis prior to dissemination to the other members of the Thesis Oral Examination Committee. A signed Dissertation Approval form must accompany each hard copy of the thesis 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. Students should provide a complete and final copy of their dissertation to the committee members at least four weeks prior to the Final Oral Examination. All forms related to the final thesis defense can be found on the JHU portal at:
https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx.

After the student completes the Thesis Defense and the final version of dissertation is approved by the committee and the student’s advisor, 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. One additional copy is to be provided to the Eisenhower Library. Information on formatting requirements is posted on the Registrar’s Office website (see above).

**Institutional Review Board (IRB: Committee on Human Subjects)**

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. More details can be viewed at the IRB website: www.jhsph.edu/irb. Students should discuss any questions about the use of human subjects in their research activities with their advisor.

**Thesis Format**

The dissertation can take one of two forms: the traditional dissertation monograph model; or the three manuscript dissertation model.

*The traditional dissertation monograph model*

In this model the dissertation typically consists of an abstract, 5-7 chapters, references, and any appendices. The outline of chapters below is merely a guide, reflecting the academic discipline or orientation of the student’s research. All dissertations must include a Table of Contents at the beginning.
Abstract: The abstract is a short overall summary of the work. It lays out the purpose(s) and aims of the study, the methods, and the key results and implications. The abstract generally is 2-3 double spaced pages.

Chapter 1: Introduction: Statement of the Problem and Specific Aims. This chapter, which tends to be relatively short (5-6 double spaced pages), provides an introduction to the dissertation. It describes briefly why this work was undertaken, what background conditions or data suggested it was an important problem, and what, then, this project was intended to accomplish.

Chapter 2: Literature Review. The literature review summarizes existing literature that informed the dissertation research. It generally is organized topically. The literature review tends to be a fairly detailed review, particularly for those topics most directly related to the content and methods of the dissertation.

Chapter 3: Methods. The content of the methods chapter varies tremendously with the methodological approach taken by the student for the dissertation research. With traditional empirical studies, it will generally include the specific aims, research questions, and/or hypothesis; a description of the source of study data, a description of the study instrument and its development, if relevant; a description of secondary data obtained, if relevant; analytic methods, including data cleaning, creation of a data set, creation of variables and/or qualitative codes, types of analyses done, and human subjects issues.

Chapters 4-6: Results. The results chapter(s) report the main findings of the dissertation. They are often organized by research question or specific aim or hypothesis, but need not necessarily follow this format.

Chapter 7: Discussion of Results and Policy Implications. The discussion chapter both summarizes key findings and discusses findings in light of existing literature and in light of their policy implications. Also included generally are a description of the study’s limitations and implications for future research.

References: A listing of all citations used for the dissertation must be provided. The Department allows any standard format for references.
Appendices: Appendices can be used for many purposes. They can include study instruments, if relevant; they can include additional tables not included in the main body of the dissertation; also to be included must be a copy of the student’s CV. The traditional dissertation should be able to “stand alone” without appendices, however, so results should never be put in appendices that are key to the study’s main findings.

All components of the traditional dissertation will be judged by the committee to be one of the following: Acceptable, Acceptable with Revisions, or Unacceptable. Students, with guidance from their advisor, will rework their dissertation until all components are judged acceptable.

The three manuscript thesis model
In this model the thesis typically consists of a minimum of three papers in publishable form, linked to the student’s thesis topic, with accompanying introductory and conclusion chapters. One of these papers may be the literature review, providing a comprehensive critical review, suitable for publication. The format of the manuscript dissertation generally consists of an abstract, 5-6 chapters, references, and any appendices. The outline of chapters below is merely a guide. The pages numbers are rough estimates, and the form of the chapters will vary, reflecting the academic discipline or orientation of the student’s research. All dissertations must include a Table of Contents at the beginning.

Abstract: The abstract is a short overall summary of the work as a whole, providing a rationale for the inclusion of the different manuscripts being brought together. It lays out the overall dissertation purpose(s) and aims of each manuscript, a brief description of the methodological approach, and the key results and implications. The abstract generally is 2-3 double spaced pages.

Chapter 1: Introduction: Statement of the Problem and Specific Aims. This chapter provides an introduction to the topics covered in the manuscripts and the conceptual model or guiding theory that links the different manuscripts together. It describes briefly why the work was undertaken, what background conditions or data suggested it was an important problem, and what, in terms of public health significance, this project was intended to accomplish.

Chapter 2: Literature Review. A general literature review summarizes existing literature that informed the overall project. It generally is organized topically. This can be
relatively brief (4-7 pages) as a review for the individual papers or it can be one of the manuscripts, providing a comprehensive critical review of the literature.

**Chapter 3-5: Individual Dissertation Manuscripts.** In these chapters, the student presents the complete manuscripts, each containing their own abstract, background, methods, results and discussions, as well as references and accompanying tables/figures.

**Chapter 6: Discussion of Results and Policy Implications.**
A chapter which integrates and discusses the findings reported in the manuscripts. It should include a discussion of the conclusions of the research, and it should make recommendations for further studies.

**References:** A listing of any citations not already included in the individual manuscripts (i.e. from Chapters 1, 2, 6) must be provided. The Department allows any standard format for references.

**Appendices:** An appendix outlining in detail the study methods and any accompanying data tables necessary to fully understand the data. They can also include study instruments. A copy of the student’s CV must also be included in the Appendices.

A manuscript oriented thesis must also meet the following criteria:

- The doctoral student must be the first author on the three manuscripts used to satisfy this requirement.
- No manuscript will be accepted as part of the dissertation if it was submitted for publication before the student passes the School-wide preliminary oral exam.

As is true for the traditional doctoral dissertation, all components of the manuscript-oriented dissertation, will be judged to be one of the following: Acceptable, Acceptable with Revisions, or Unacceptable. Students, with guidance from their advisor, will rework their dissertation until all components are judged acceptable.

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.
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. All doctoral students are required to present their completed thesis to a Thesis Oral Examination Committee, and gain approval. To establish this Thesis Oral Examination Committee, the student and his/her advisor identify four faculty members to serve as thesis readers. The composition of this committee includes the student’s advisor, and faculty from at least two other departments of the University, two of the faculty must be from the Bloomberg School of Public Health; at least one committee member must have neither a primary nor joint appointment in the student’s department. The committee may be increased to five members provided the conditions stated above are satisfied for four readers. The faculty included in the committee should be at least the rank of assistant professor, with at least one faculty at the level of associate or full professor from outside the Department of Mental Health to serve as committee chair. One faculty at the scientist level or one adjunct faculty is allowed. The committee can contain faculty members who are part of the Thesis Advisory Committee (TAC), but should also contain at least one non-TAC member.

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 before the scheduled defense date. 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.

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.
Policy Regarding Publishing Thesis Papers before the Final Defense
Doctoral Students are encouraged to submit papers for publication in a range of areas prior to the final defense. Students who submit papers before the defense that become part of the dissertation must document in the appendix of the thesis what stage of publishing the papers are in (e.g., submitted, in press, or published), as well as document the contributions of the co-authors to the papers.

Teaching Assistantships
(The following is the policy specific to the students matriculating in the 2014-15 academic year and beyond.)

Teaching Assistant (TA) positions provide students with an opportunity to develop their teaching and interpersonal skills, to work professionally with faculty and fellow students, and to contribute service to the Department. All full-time doctoral students are required to serve as a TA for at least one Department of Mental Health course during each of the third and fourth years of their academic Program. Prior to TAing, all students are required to take the Online Module: Essential Elements for Teaching Assistantships http://distance.jhsph.edu/core/index.cfm/go/enr:enr.start/cID/296/.

Because this is an educational requirement, students will register for Special Studies (330.840) the term they are TAing with the faculty they are assisting (number of credits corresponding to number of credits for that course). Prior to start of the course, the teaching faculty and TAs should meet to review the checklist of expectations and responsibilities for both the primary faculty and TAs, which will serve as guidelines for the TA commitments (See Appendix). During this meeting, the TA and faculty will discuss expectations of both the TA and faculty members. The checklist can be used as a template for the discussion, with particular expectations circled or initialed to show they have been discussed. We recommend that a similar meeting occur at the course midpoint to evaluate the TA relationship and performance from both perspectives. This is separate from the normal, much more frequent, interactions related to the actual course management or other work products. Students who choose to serve as a TA beyond the two required terms may receive compensation for their time. This should be discussed with the primary instructor, Academic Program Coordinator and the Department Administrator.

Length of commitment:
The TA commitment is for 8-12 weeks for an 8-week (quarter-based) course, to include 2 weeks before the course begins and 2 weeks after. TA responsibilities should take an average of 8-10 hours per week, including time in class and office hours. Emphasis on “average”, as this timing may be >10 hours during heavy weeks for the course and less in light weeks of the quarter. TAs
are expected to attend all class sessions unless specifically arranged otherwise with the primary instructor.

During each summer, the Academic Program Coordinator will send an email to the students entering their 3rd and 4th years to solicit preferences for which class they want to TA. All students should discuss with their advisor which courses would best fit their interests and schedule before sending in their requests.

**Psychiatry Department Grand Rounds**

To gain a deeper understanding of mental disorders from a clinical perspective, doctoral students are required to attend Grand Rounds in the Department of Psychiatry and Behavioral Sciences for at least two terms. This is usually during the second or later year of study. Credit is obtained for attendance by registering for one credit of special studies (330.840) with the advisor of record, and providing a final document per term with approximately one-paragraph summaries of each grand rounds to be reviewed and discussed with the advisor (typically via an hour in-person session near the end of the term). The student should also email the Senior Academic Program Coordinator with this information so it can be documented in the file. The schedule for Grand Rounds can be found at:

http://www.hopkinsmedicine.org/Psychiatry/for_faculty/calendars.html

**Public Didactic Lecture or Seminar**

As part of building student’s competency to public present their research, each doctoral student is required to present a formal, public seminar of their research during their academic program. For most students, this will occur in their fourth year in preparation for their thesis defense, but other formal lectures can meet this requirement. Conference presentations will NOT meet this requirement. The purpose of this requirement is to give students an opportunity to plan for and present a 30-45 minute presentation of their own research for feedback from peers, faculty and when appropriate, community members.

**Expectations for Good Standing**

“Good standing” is defined as maintaining an overall 3.0 GPA or higher, standing for the comprehensive examination at or before the end of the second year of study, and standing for the preliminary oral examination at or before the end of the third year of study. If a student does not meet these criteria, approval by the Department Chair will be needed to continue to receive any departmental scholarship funds.
Monitoring of Progress
Each quarter a review of all students’ academic grades is done by the Director of Doctoral Programs and the Senior Academic Coordinator. This review should help anticipate potential problems that might move a student out of ‘good standing’. The faculty advisor, Director of Doctoral Programs, and the Academic Coordinator will work with any student at risk for falling out of ‘good standing’ to proactively prevent this situation. If a student is not in good standing, this could trigger dismissal from the PhD program (see below).

Dismissal Policy
Any of the following criteria are considered grounds for dismissal from the PhD program in the Department of Mental Health:

1. Failure of any or all sections of the Department’s comprehensive examination on two occasions
2. Overall GPA below 3.0 for two consecutive terms
3. Earning a C or less in a course required by the department after 2 attempts at taking the course
4. Failure of school-wide orals on two occasions
5. Failure to complete a successful dissertation defense within 7 years of matriculation

Postdoctoral Fellowships
Postdoctoral fellows (PDFs) 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. PDFs 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. The School’s website has additional critical information for PDFs: http://www.jhsph.edu/GER/Postdocs.html.

The NIH requires that Postdoctoral fellows supported by an NIH training grant receive training in the responsible conduct of research. Courses that fulfill this requirement are 550.600 Responsible Conduct of Research and 306.665 Research Ethics and Integrity: U.S. and International Issues. These courses must be taken for pass/fail. Postdoctoral Research fellowships are generally for two years. The postdoctoral programs differ from program to program. Most postdoctoral fellowships are tailored to the needs and abilities of the individual fellow.
## Appendix A: 2015-16 Departmental Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Instructor</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>330.617</td>
<td>Psychopathology for Public Health, Dr. Adam Spira</td>
<td>First term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.601</td>
<td>Perspectives of Psychiatry: The Public Health Framework, Dr. McHugh (distance ed only)</td>
<td>First term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.662</td>
<td>Public Mental Health, Dr. Dani Fallin</td>
<td>First term</td>
<td>2 credits</td>
</tr>
<tr>
<td>330.657.01 and .81</td>
<td>Statistics for Psychosocial Research: Measurement, Drs. Jeannie Leoutsakos and Qian-Li Xue (jointly offered with the Department of Biostatistics, offered both online and in person)-Continued second term</td>
<td>First term</td>
<td>4 credits</td>
</tr>
<tr>
<td></td>
<td>140.658 Statistics for Psychosocial Research: Structural Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>330.664</td>
<td>Introduction to Mental Health Services, Dr. Ramin Mojtabai</td>
<td>First term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.602</td>
<td>Epidemiology of Substance Use and Related Problems, Dr. Renee Johnson</td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.603</td>
<td>Psychiatric Epidemiology, Dr. William Eaton <em>(For Department of Mental Health doctoral students, a research paper is required for an additional 1 credit of Special Studies)</em></td>
<td>Second term (onsite) or third term (not offered 2015-16)</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.611</td>
<td>Manuscript Writing for Mental Health Research, Dr. Tamar Mendelson <em>(for second year and beyond doctoral students)</em></td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.660</td>
<td>Seminar on Methods in Public Mental Health Research, Dr. Phillip Leaf <em>(for second year doctoral students)</em></td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Credits</td>
</tr>
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<tr>
<td>330.620</td>
<td>Issues in Mental Health Research in Developing Countries, Dr. Judy Bass</td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.628</td>
<td>Gaps and Opportunities in Public Mental Health: A Systems Approach, Ms. Deborah Agus</td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.612</td>
<td>Introduction to Behavioral and Psychiatric Genetics, Dr. Peter Zandi</td>
<td>Third term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.661</td>
<td>Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders, Dr. Lisa Townsend</td>
<td>Third term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.667</td>
<td>Mental Health and the Law, Ms. Deb Agus</td>
<td>Third term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.607</td>
<td>Prevention and Control of Mental Disorders: Public Health Interventions, Dr. Nicholas Ialongo</td>
<td>Fourth term (distance ed)</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.674</td>
<td>Suicide as a Public Health Problem, Dr. Holly Wilcox</td>
<td>Third term (onsite) Fourth term (distance ed)</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.618</td>
<td>Mental Health in Later Life, Dr. George Rebok (offered every other year, next offered 2016-17)</td>
<td>Fourth term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.639</td>
<td>The intersection of Mental and Physical Health, Dr. Joe Gallo</td>
<td>Fourth term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.619</td>
<td>Analytic Strategies in the Genetics of Psychiatric, Behavioral, and Other Complex Diseases, Dr. Brion Maher</td>
<td>Fourth term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.623</td>
<td>Brain and Behavior in Mental Disorders, Dr. Michelle Carlson</td>
<td>Fourth term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.640</td>
<td>Childhood Victimization: A Public Health</td>
<td>Fourth term</td>
<td>3 credits</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Credits</td>
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<tr>
<td>330.680</td>
<td>Promoting Mental Health and Preventing Mental Disorders in Low and Middle Income Countries, Dr. Wietse Tol</td>
<td>Fourth term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.802</td>
<td>Seminar on Aging, Cognition and Neurodegenerative Disorders, Drs. Rebok, Carlson, Eaton and Zandi (offered every other year) (Next offering 2015-16)</td>
<td>First – fourth terms</td>
<td>2 credits</td>
</tr>
<tr>
<td>330.805</td>
<td>Seminar on Statistical Methods for Mental Health, Elizabeth Stuart</td>
<td>First – fourth terms</td>
<td>1 credit</td>
</tr>
<tr>
<td>330.820</td>
<td>Thesis Research Mental Health</td>
<td></td>
<td>Variable</td>
</tr>
<tr>
<td>330.830</td>
<td>Post doctoral Research Mental Health</td>
<td></td>
<td>Variable</td>
</tr>
<tr>
<td>330.840</td>
<td>Special Studies and Research Mental Health</td>
<td></td>
<td>Variable</td>
</tr>
</tbody>
</table>
Appendix B: Department of Mental Health Administration

Linda M. Neighoff – Departmental Administrator
Phone: (410) 955-3910
Email: lneigho1@jhu.edu
Location: Hampton House room 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.

Michelle Maffett – Senior Administrative Coordinator
Phone: (410) 955-3908
Email: mmaffet1@jhu.edu
Location: Hampton House room 850
Manage daily administrative routine for Department Chair. Acts as liaison for departmental/school faculty, staff, students, visitors and outside consultants, etc. Maintains daily calendar for Department Chair, sets appointments, schedules and advises Departmental faculty and staff of meetings. Manages and coordinates special events and departmental functions. Assistant Coordinator Mental Health Summer Institute. Processes new faculty appointments and re-appointments. Maintains and updates Mental Health website.

Candice Davis – Budget Assistant/Departmental Secretary
Phone: (410) 955-3910
Email: cdavi108@jhu.edu
Location: Hampton House room 850
Provides support to Mental Health Administration. Provides administrative support to Mental Health faculty. Distributes weekly/semi-monthly payroll. Orders supplies for administrative office. Coordinates the servicing of office equipment (i.e., copiers, fax). Maintains schedule for departmental conference rooms. Handles keys requests/distribution/return. Processes JHU ID requests for signature. Accounts Payable support including coding, reconciling, transfers, etc., including researching and resolving issues and problems.

Patricia (Patty) Scott – Senior Academic Program Coordinator
Phone: (410) 955-1906
Email: patty.scott@jhu.edu
Location: Hampton House room 855
Coordinates all fellow and student activities for the department including recruitment, admissions, registration, financial aid, international 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, new course submissions, and related activities. Coordinates student related special events. Serves as Administrative support for the Department’s Committee on Academic Standards. Administrative Coordinator for the Summer institute in Mental Health Research, held annually.
Sherrie Morris - Payroll/Human Resources Coordinator
Phone: (410) 955-2550
E-mail: smorris3@jhu.edu
Location: Hampton House 843
Prepares and processes all Payroll forms for department for both students and staff. Assists in preparation and management of position requisitions, students’ statement of appointments and term notices. Updates the Johns Hopkins Enterprise Directory (JHED) as needed and monitors E210 timesheets. Serves as a liaison between department and Payroll and Human Resources on payroll issues.

Carlina M. Carter - Sr. Research Service Analyst
Phone: (410) 955-0602
E-mail: ccarter6@jhu.edu
Location: Hampton House 851
Prepare grant and contract proposals for submission. Accounts Payable support for assigned faculty including coding, reconciling, transfers, etc. Account reporting for assigned faculty. Implement policies and procedures for grant and account payable work within the department. Performs Pcard reconciliation for assigned faculty. Petty cash administrator for assigned faculty petty cash accounts in MH. Serves as back-up to the Payroll/Human Resources Coordinator.

Scott Hubbard – Research Associate
Phone: (443) 287-3446
Email: ehubbar1@jhu.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.

Ryan Rinker – Sr. Research Service Analyst
Phone: (410) 614-1454
Email: rrinker@jhu.edu
Location: Hampton House 859
Prepare grant and contract proposals for submission. Accounts Payable support for assigned faculty including coding, reconciling, transfers, etc. Account reporting for assigned faculty. Implement policies and procedures for grant and account payable work within the department. Performs Pcard reconciliation for assigned faculty. Petty cash administrator for assigned faculty petty cash accounts in MH.
Sam Hubbard – Budget Assistant
Email:  dhubbar3@jhu.edu
Location: Hampton House 898
Accounts Payable support including coding, reconciling, transfers, etc., including researching and resolving issues and problems. Identify budget issues and problems, see resolution through to completion. Process non-payroll cost transfers. Deposit cash/check receipts as necessary.
## Appendix C: Department of Mental Health TA & Faculty Expectations Checklist

<table>
<thead>
<tr>
<th>TA/Faculty Expectations</th>
<th>TA</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with faculty at beginning of course and mid-way about expectations and learning goals</td>
<td>Meet with TA at beginning of course and mid-way about expectations and goals</td>
<td>Prepare feedback on lecture during planning and after execution</td>
</tr>
<tr>
<td>Prepare and give lecture</td>
<td>Provide feedback on lecture during planning and after execution</td>
<td>Inform current students of the goals of this “apprentice lecturer” model to set appropriate expectations among them</td>
</tr>
<tr>
<td>Allow time to share the lecture design and delivery preparation experience itself with the students</td>
<td>Provide feedback on interactive experience before and after</td>
<td></td>
</tr>
<tr>
<td>Make and lead interactive experience (i.e., lab)</td>
<td>Provide feedback on exam questions</td>
<td></td>
</tr>
<tr>
<td>Develop exam questions</td>
<td>Provide feedback on exam questions</td>
<td></td>
</tr>
<tr>
<td>Grade assignments/exams</td>
<td>Provide key and oversee grading</td>
<td></td>
</tr>
<tr>
<td>Prepare for and hold office hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consult on course content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve or modify slide content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage/update CoursePlus site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage assignments/syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote or lead peer discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist in content upgrades (new readings, new examples, modification of slides)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share your sr. student experience perspective with current students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss advisor’s perspective on student TAing this course (to ensure the advisor has at least been notified)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare notes and provide appropriate transition communication for following TA in next year</td>
<td>Communicate needs and timing of expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss authority and credit issues with TA: Instructor is the authority for decisions, but may allow some decision independence by the TA, so this should be discussed in concrete terms for each course and TA relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide links to Professional Development Office for help with lecture prep if possible/relevant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide relevant information from past course evaluations to the TA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Share current course evaluations with TA when received</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td>Others:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Department of Mental Health – Academic Plan Template

Student Name

Advisor Name

SECTION I: STUDENT INFORMATION

Degree/Program (MHS, PhD, DrPH or PDF):
Matriculation Year:
Year in Program (first year, second year, etc.):
Anticipated Year of Program Completion:

SECTION II: COURSEWORK AND TRAINING EXPERIENCES OUTSIDE THE CLASSROOM

List the courses you plan to complete this year (include course number and title) and the experiences you plan to have outside of the classroom to support your overall training.

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses and Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
</tr>
</tbody>
</table>

SECTION III: PROFESSIONAL ACCOMPLISHMENTS

List all awards, grants, presentations, and/or publications since you started as a student/fellow that you have received or currently have under review/consideration.

Briefly describe any plans to submit an award/grant application, paper for review, and/or abstract/paper for presentation during this academic year.

SECTION IV: TRAINING GOALS FOR DEGREE PLAN

Please state your original goals for this program and reflect on how your goals and professional trajectory may have changed, or not changed, since then. State whether, and how, the School of Public Health and the Department of Mental Health are helping you to meet those goals.

State what progress toward these long-term goals you intend to make this year, and how we as faculty might recognize such progress at the conclusion of this year.

Please feel free to provide any additional information or greater detail regarding your academic plan and professional activities (past, present, or future).
SECTION V: REQUIREMENTS/MILESTONES (FOR PHD AND DRPH STUDENTS ONLY)

Please list term and year of completion/anticipated completion:

Completion of required courses:
Departmental Comps:
Designation and first meeting of Thesis Advisory Committee (TAC):
Departmental Prelim Oral:
School-Wide Prelim Oral:
Submission of Final Defense Form:
School research ethics requirement (which term/year):
School public health perspective requirement (which term/year):
Departmental teaching assistant requirement (list course number/title):
   3rd year course:
   4th year* course:
Didactic lecture:
Grand Rounds requirement:

SECTION VI: THESIS (FOR PHD AND DRPH STUDENTS ONLY)

Briefly describe your thesis topic (possible topics) and status to date (300 words or less).

List the dates of past thesis advisory committee (TAC) meetings:
List planned meeting dates thesis advisory committee (TAC) in the next year:

_________________________________________
Student signature/date

_________________________________________
Advisor signature/date

*Academic Plans are to be submitted to Patty Scott, Senior Academic Program Coordinator in room 855HH.

All Students should submit by the end of First term (October 23, 2015).
Appendix E: Timetable for Completion of Doctoral Degree Requirements

The Johns Hopkins University
Bloomberg School of Public Health

All Doctoral Candidates

If Graduation is planned for AY 2015-2016

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Dates for Summer Conferral</th>
<th>Due Dates for Fall Conferral</th>
<th>Due Dates for Spring Conferral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has:</td>
<td>August 22, 2015</td>
<td>December 30, 2015</td>
<td>May 21, 2016</td>
</tr>
<tr>
<td>° verified with their Academic Coordinator that all academic requirements for the degree (except for submission of the thesis) have been fulfilled.</td>
<td>Friday June 12, 2015</td>
<td>Friday September 4, 2015</td>
<td>Friday February 5, 2016</td>
</tr>
<tr>
<td>° Submitted the Appointment of Thesis Readers and Final Oral Exam Form to the Office of Records &amp; Registration. Thesis has already been distributed to readers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Oral Exam has been held and passed.</td>
<td>Friday July 10, 2015</td>
<td>Friday October 9, 2015</td>
<td>Friday March 11, 2016</td>
</tr>
<tr>
<td>Student has:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° submitted Thesis Acceptance Letters from Committee Chair and Thesis Advisor to the Office of Records &amp; Registration.</td>
<td>Friday July 31, 2015</td>
<td>Option 1 Friday November 6, 2015 2nd term Registration NOT Required</td>
<td>Option 1 Friday April 1, 2016 4th term Registration NOT Required</td>
</tr>
<tr>
<td>° submitted Doctor of Philosophy Board copy of the dissertation to the</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Milton S. Eisenhower Library (A Level, Commercial Binding Office, 410-516-8397) Homewood. *(PhD only)*

- Submitted Departmental copy (ies) of the dissertation to the Office of Records & Registration.

<table>
<thead>
<tr>
<th>Option 2</th>
<th></th>
<th>Option 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td></td>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>November 13, 2015</td>
<td>2nd term</td>
<td>April 8, 2016</td>
<td>4th term</td>
</tr>
<tr>
<td>2015</td>
<td>Registration</td>
<td>Registration Required</td>
<td>Required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday, May 17, 2016</th>
<th>School Convocation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, May 19, 2016</td>
<td>University Commencement (Homewood)*</td>
</tr>
</tbody>
</table>

The student is considered complete when copies of his/her dissertation and acceptance letters are on file in the Office of Records & Registration.

*Diplomas for August and December graduates will be ordered at the time of conferral and must be picked up in E1002 (or mailed). August and December graduates are welcome to participate in the May Convocation/Commencement ceremony (ies) **but diplomas ****will not be held for the May convocation or commencement.**

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, ebudlow@jhsph.edu
Appendix F: Timetable for Completion of MHS Degree Requirements

The Johns Hopkins University
Bloomberg School of Public Health

If Graduation is planned for AY 2015-2016

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Dates for Summer Conferral August 21, 2015</th>
<th>Due Dates for Fall Conferral December 30, 2015</th>
<th>Due Dates for Spring Conferral May 18, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Project, OR Scholarly Report, OR paper, OR thesis has been submitted to the department chair or advisor.</td>
<td>Friday June 26, 2015</td>
<td>Friday October 16, 2015</td>
<td>Friday April 1, 2016</td>
</tr>
<tr>
<td>Department Chair has:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° indicated in writing to the Office of Records &amp; Registration that all degree requirements have been fulfilled</td>
<td>Friday August 21, 2015</td>
<td>Friday December 18, 2015</td>
<td>Friday April 29, 2016</td>
</tr>
<tr>
<td>° certified the student’s eligibility for award of degree.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tuesday, May 17, 2016 School Convocation*

Thursday, May 19, 2016 University Commencement (Homewood)*

*Diplomas for August and December graduates will be ordered at the time of conferral and must be picked up in E1002 (or mailed). August and December graduates are welcome to participate in the May Convocation/Commencement ceremony (ies), but diplomas will not be held for the May convocation or commencement.

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, ebudlow@jhsph.edu
# THE JOHNS HOPKINS UNIVERSITY
## BLOOMBERG SCHOOL OF PUBLIC HEALTH
### 2015-16 ACADEMIC YEAR CALENDAR

<table>
<thead>
<tr>
<th>SUMMER INSTITUTES</th>
<th>Begin: T May 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMORIAL DAY HOLIDAY</td>
<td>M May 25</td>
</tr>
<tr>
<td>REGULAR SUMMER TERM</td>
<td>W July 1 – F Aug 21 (37 class days)</td>
</tr>
</tbody>
</table>

| Registration Begins for Summer Institute Terms | F Feb 13 |
| Registration Begins for Regular Summer Term | T April 7 |
| Interim Break/Pure Time MPH New Student Orientation | Sun May 31 |
| Summer Institutes Begin | Begin T May 26 |
| Regular Summer Term Registration Ends | W June 24 |
| NEW STUDENT ORIENTATION REGISTRATION | M June 29 – T June 30 |
| Instruction Begins for Summer Term | W July 1 |
| INDEPENDENCE DAY HOLIDAY | F July 3 |
| Regular Summer Add/Drop Period | W July 1 – F July 14 (full term courses only) |
| Last Class Day of Summer Term | F Aug 21 |

| 1ST TERM | M Aug 31 - F Oct 3 (39 class days, M-F) |

| 1st Term Registration Begins for Continuing and Special Students | M June 1 |
| 1st Term Registration Ends for Continuing and Special Students | F Aug 21 |
| NEW STUDENT ORIENTATION REGISTRATION | W Aug 26 – F Aug 28 |
| Instruction Begins for 1st Term | M Aug 31 |
| Add/Drop Period | M Aug 31 – F Sept 11 |
| LABOR DAY RECESS | M Sept 7 |
| Last Class Day of 1st Term | F Oct 23 |

| 2ND TERM | M Oct 26 - F Dec 18 (38 class days, M-F) |

| 2nd Term Registration Begins | F July 24 |
| 2nd Term Registration Ends | F Oct 26 |
| Instruction Begins for 2nd Term | M Oct 26 |
| Add/Drop Period | M Oct 26 – F Nov 6 |
| THANKSGIVING RECESS | Th Nov 26 – Su Nov 29 |
| Last Class Day of 2nd Term | F Dec 18 |

| Interest-Based Part-Time MPH New Student Orientation | Su Jan 3 |
| WINTER INTERSESSION | M Jan 4 – F Jan 15 |

| Winter Intercession Registration Begins | Th Oct 8 |
| Winter Intercession Registration Ends | F Dec 9 |
| MARTIN LUTHER KING, JR. HOLIDAY RECESS | M Jan 18 |

| 3RD TERM | T Jan 19 - F Mar 11 (39 class days, M-F) |

| Registration Begins for 3rd Term | W Nov 18 |
| 3rd Term Registration Ends | F Jan 12 |
| Instruction Begins for 3rd Term | T Jan 19 |
| Add/Drop Period | M Jan 18 – F Jan 29 |
| Last Class Day of 3rd Term | F Mar 11 |
| SPRING RECESS | M Mar 14 - F Mar 18 |

| 4TH TERM | M Mar 21– F May 13 (40 class days, M-F) |

| Registration Begins for 4th Term | M Feb 1 |
| 4th Term Registration Ends | F Feb 11 |
| Instruction Begins for 4th Term | M Feb 21 |
| Add/Drop Period | M Feb 21 – F Apr 1 |
| Last Class Day of 4th Term | F May 13 |
| PUBLIC HEALTH CONVOCATION | T May 17 |
| UNIVERSITY COMMENCEMENT | Th May 19 |
| RESIDENCY PROGRAM ENDS | Th June 30 |

As of July 2014