Message from the Department Chair

August, 2013

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 2013/2014. 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.
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Academic Ethics

Students in the Bloomberg School of Public Health are expected to abide by the highest levels of academic and research integrity. The Johns Hopkins Academic Ethics Code can be found at:

https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Students_01_Academic_Ethics.pdf

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 data analysis projects, research proposals and 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.
The Department of Mental Health

Mission
The mission of the Department of Mental Health is to advance 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 Department 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: nialongo@jhsph.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: weaton@jhsph.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: pleaf@jhsph.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 Dependence and Related Hazards**

(Primary faculty contact: Dr. Debra Holden, email: dholden@jhsph.edu)

A major focus of the Department is the epidemiology of drug use and related disorders, encompassing tobacco, alcohol and illegal drugs. Our faculty’s research uses a developmental
perspective to understand potential determinants of transitions through stages of drug use, including opportunities to use drugs, initiation, drug abuse and dependence, as well as remission from drug use disorders. These suspected determinants include genetic, cognitive, behavioral, and social influences. A major goal of this research is the identification of potential targets for intervention leading to the development and testing of preventive intervention approaches. Another major body of research focuses on the consequences of drug involvement, including comorbid psychiatric disorders and health consequences such as HIV/AIDS. The Department’s research also encompasses issues related to cost and access of drug treatments services. The Department is the site of several National Institute on Drug Abuse (NIDA) funded studies, as well as a NIDA-funded research training program.

**Cognitive Health and Aging**

(Primary faculty contact: Dr. George Rebok, email: grebok@jhsph.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 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 weekly 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: jbass@jhsph.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 epidemiologic research to understand cross-cultural variations in the manifestation of disorders and to investigate the impact of interventions on populations living in areas with few resources.

**Wendy Klag Center for Autism and Developmental Disabilities**

(Primary faculty contact: Dr. Dani Fallin, email: dfallin@jhsph.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.

**Moore Center for the Prevention of Child Sexual Abuse**

(Primary faculty contact, Dr. Elizabeth Letourneau, email: eletourn@jhsph.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: pzandi@jhsph.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@jhsph.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 students interested in this program area also pursue a concurrent MHS in Biostatistics.

**Other Resources**

The Department faculty work in close association with city, state, and federal public mental health agencies, and enjoy working relationships with the Maryland State Department of Health and Mental Hygiene and the Baltimore City Health Department. Department faculty and staff also work with local non-profit agencies working in mental health including Baltimore Mental
Health Systems and the 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.
Teaching Faculty

Deborah Agus, J.D.

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

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

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

Judith Bass, Ph.D., M.P.H.

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

William W. Eaton, Ph.D.

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

Dani Fallin, Ph.D.

Genetic and environmental epidemiology of mental disorders: autism, developmental disabilities, schizophrenia, Alzheimer’s disease; epidemiologic methods; epigenetic epidemiology.

Joseph Gallo, M.D., M.P.H.

Primary health care and mental health focusing on the mental health problems of older people, and intervention trials for depression in primary care.

C. Debra Holden, Ph.D.

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

Jerome Jaffee, M.D., M.A.

Policy regarding drug use and abuse; history of drug policy in the United States.
Nicholas Ialongo, Ph.D.

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

Renee M. Johnson, Ph.D., MPH

Risk behaviors among adolescents and emerging adults; violence, suicide, and unintentional injury; drug and alcohol epidemiology; violence among low-income, urban youth

Philip J. Leaf, Ph.D.

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

Elizabeth Letourneau, Ph.D.

Assessment, treatment, and public policy outcomes targeting sexual offending; effectiveness of mental health interventions targeting adolescent sexual risk behaviors.

Brion Maher, Ph.D.

Psychiatric and behavioral genetics; substance use disorders; disruptive behavior disorders; statistical genetics and genetic epidemiology.

Tamar Mendelson, Ph.D.

Etiology and prevention of depression; perinatal depression; mindfulness-based preventive interventions; underserved populations; interaction of biological and social factors in the etiology of mental disorders.

Ramin Mojtabai, M.D., Ph.D, M.P.H.

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

Adam P. Spira, Ph.D.

Late-life sleep disturbances and their association with psychopathology, cognitive changes, and functional decline in older adults; interventions to maximize late-life functioning and quality of life.
Elizabeth A. Stuart, Ph.D.

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

Wietse A. Tol, Ph.D., M.Sc.

Global Mental Health, especially in low-resource settings and populations vulnerable to mental and behavioral disorders through war, genocide, flight, and natural disaster.

Lisa Townsend, Ph.D.

Youth and parent adherence to interventions for mental health disorders, parent-youth-provider interactions in the context of clinical decision-making, and the role of technology in optimizing diagnosis, treatment, and coordination of care for mental health disorders.

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

Suicide; anxiety; depression, adolescence; childhood; etiology; high-risk; psychopathology.

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

Genetic epidemiology of mental disorders, pharmacoepidemiology of Alzheimer’s disease; research methods.
General Policies

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. 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 should be submitted to the Chair of the Departmental Committee on Academic Standards. The letter of intent should have endorsement 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

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 post-doctoral fellows, this is the Director of Doctoral Education (Dr. Judy Bass). These Directors, together with the Academic Program Coordinator, reviews 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 Chair. 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).

Academic Plans

The Department recognizes the fact that students and fellows come from different disciplines and are at varying developmental stages with respect to their 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, doctoral student and postdoctoral fellow will write a plan, not longer than two pages, describing how career goals will be achieved through their learning experience in the Department. 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 in the Appendix.

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 and post-doctoral plans. 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 dissertation 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 encouraged to attend the Seminar Series throughout the course of their program to gain exposure to a wide range of mental health issues and research.

The first quarter of every year includes faculty presentations to provide information and update on current faculty research. The second and third quarters are coordinated by different faculty and usually revolve around a specific theme. The fourth quarter is coordinated by the Mental Health Student Group and is an opportunity for students and fellows to present their ongoing work.

**Administrative 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.

**Registration**

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.jhsph.edu/academics/calendar/2013-2014.html and included in the appendix of this handbook.

Weather Emergencies
The Johns Hopkins University Weather Emergency Line can be reached at: 410-516-7781 or 1-800-548-9004. This weatherline 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/

Student Resources
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:

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 410-955-8931. Further information about recommended immunizations and prophylaxis is available at the CDC Website, 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.

Students who travel abroad 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.

**Master’s Degree Programs**

**Master of Health Science Degree Program (MHS)**

The Master of Health Science degree is organized around a core set of four terms of graduate courses, and a final research paper that demonstrates mastery of what has been learned in the course work experience. The Master of Health Science degree is completed in one academic year. The MHS degree in the Department of Mental Health may be combined with a certificate program offered in the Bloomberg School of Public Health, e.g., Health Education, Health Finance & Management, Health Policy, Health and Human Rights, Health Communication, Health Disparities & Health Inequality, Injury Control, Maternal and Child Health. These certificate programs are at no extra cost to full-time students and are available to enhance the mental health research educational experience. A joint BA/MHS program has also been established in conjunction with the School of Arts and Sciences program in Public Health Studies. 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, and guiding students in selecting a topic for their MHS paper, and connecting them with an appropriate faculty member in relation to the 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 The Public Health Approach to Psychopathology – 3 credits
- 340.601 Principles of Epidemiology (or 340.751 Epidemiologic Methods I) – 5 credits
- 330.840 Special Studies and Research Mental Health (DMH Seminar) with student advisor’s name listed - 1 credit
- 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)
- 330.603 Psychiatric Epidemiology (or 330.602 Epidemiology of Drug Dependence – first term course) – 3 credits
- 340.608 Observational Epidemiology – 4 credits (note: this can also be taken during third term via distance education) (or 340.752 Epidemiologic Methods 2 – 5 credits)
- 550.865 Public Health Perspectives on Research (distance education) – 2 credits
- 330.840 Special Studies and Research Mental Health (DMH Seminar) with student advisor’s name listed

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

**Fourth Term**
- 330.607 Prevention and Control of Mental Disorders (or can be taken third term via distance education)
- 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
A minimum of 64 credits (16 credits per term) is required to complete the degree. Biostatistics 140.651-652 may be substituted for the 140.611-612. Students in the MHS must choose six additional units (credits) of electives in the Department of Mental Health which must be taken for a letter grade.

**Final Research Paper**

All MHS students must complete a final research paper in their area of interest. The paper may either be a critical and comprehensive review of the literature pertaining to a specific area of interest or an original analysis of existing data. The final paper must be approved by two members of the Department’s faculty in addition to the advisor. This paper should be of sufficient quality to be considered by the Department faculty as worthy of publication in a recognized journal. A brief proposal of the final research paper should be submitted to the academic advisor during second term and should be approved by the academic advisor before work on the project is started. Special studies credits with a faculty member may be taken to allocate time and mentoring to working on this research paper. In order to graduate in May, all degree requirements are due in April. The final draft of the paper must be approved by the student’s advisor and given to two additional faculty readers by the first week of April.

Requirements for the MHS degree will not be fulfilled until the Department receives a copy of the research paper and a letter confirming completion of the degree requirements is filed in the Office of Records & Registrar (BSPH E1002).

**Master of Public Health (MPH)**

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

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

Certificate 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 M. Daniele Fallin.

Course of Study

Required courses:

- 330.617 The Public Health Approach to Psychopathology 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 15, not 18).

- 330.603 Psychiatric Epidemiology (available in person and online, every other year)
- 330.607 Prevention and Control of Mental Disorders: Public Health Interventions (available in person and online)
- 340.601 Principles of Epidemiology, or 340.751 Epidemiologic Methods

One of the following Biostatistics series:

- 140.611 and 140.612 Statistical Reasoning in Public Health I & II or
- 140.621 and 140.622 Statistical Methods in Public Health I & II or
140.651 and 140.652 Methods in Biostatistics I & II

Three courses from the following list:
330.602 Epidemiology of Drug Dependence
330.612 Introduction to Behavioral and Psychiatric Genetics
330.618 Mental Health in Later Life
330.620 Issues in Mental Health Research in Developing Countries (available in person and online)
330.623 Brain and Behavior in Mental Disorders
330.628 Principles of Public Mental Health Delivery in the Community Context
330.661 Social, Psychological and Developmental Processes in the Etiology of Mental Disorders
330.664 Introduction to Mental Health Services
330.667 Mental Health and the Law
330.674 Suicide as a Public Health Problem (available in person and online)

Requirements for Successful Completion
This certificate consists of a minimum of 18 credits in the Department of Mental Health, with an additional requirement of 5 credits in the Department of Epidemiology and 6 credits in the Department of Biostatistics. All classes must be taken for a grade, and a B average in these courses is required for certification. The certificate must be completed in three years.

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.

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 must earn a grade of B or better (or pass) in each certificate course. The required and elective courses are listed below:

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

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

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**Elective courses: Students must complete at least two 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 Principles of Public Mental Health Delivery in the Community Context (3 credits, third 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.
Doctoral Programs in the Department of Mental Health

The Director of Doctoral Education in the Department is Dr. Judy Bass. The Director of Doctoral Education works with new doctoral students, together with the advisors, to formulate their academic plans, oversees their completion of ethics training, help students connect with faculty who may serve as advisors or sources for data or special guidance, guides students into their roles as teaching assistants, and is a general resource for 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 (jbass@jhsph.edu) if they have questions or concerns.

Doctor of Philosophy (PhD)

Residence Requirement

All doctoral students must complete and register for four full-time terms of a regular academic year, in succession, starting with Term 1 registration in August-September of the academic year and continuing through Term 4 ending in May of that same academic year. Full-time registration entails a minimum of 16 credits of registration each term 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.

PhD 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 and DrPH students who receive NIH funding are required to take either 550.600 or 306.665 as part of their ethics requirement.

Students must obtain an A or B in 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. 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.
**Biostatistics (usually taken in first year):**

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 (usually taken in first year):**

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)

*Students whose focus will not be on Epidemiology, can request to take 330.601 Principles of Epidemiology first term and 340.608 Observational Epidemiology second term plus one additional Epidemiology class with permission from their advisor.*

**Department of Mental Heath:**

**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   The Public Health Approach to Psychopathology (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.

330.603   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)
330.607   Prevention and Control of Mental Disorders: Public Health Interventions (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:**
- 330.602 Epidemiology of Drug Dependence (3 credits – first term)
- 330.612 Introduction to Psychiatric and Behavioral Genetics (3 credits – third term)
- 330.664 Introduction to Mental Health Services (3 credits) *(recommended, not required – fourth term)*
- 330.623 Brain and Behavior (3 credits – fourth term)

*School-wide:*
- 550.865 Public Health Perspectives (2 credits)

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/](http://distance.jhsph.edu/core/index.cfm/go/course.home/cid/90/)

Attendance for two terms of Grand Rounds in the Department of Psychiatry and Behavioral Sciences is required. 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. 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](http://www.hopkinsmedicine.org/Psychiatry/for_faculty/calendars.html).

**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 JHSPSH 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, Krag]. Once per week, 1st term.
2. 306.665 Research Ethics and Integrity [3 credits, Kass]. Twice per week, 3rd 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.
- Students who are in the final year or two of a doctoral program and who cannot comply with the requirement because they are not on campus can request a waiver of the requirement. Waivers will not be permitted after the 2012-2013 academic year. The request should be submitted to Elizabeth Peterson (epeterso@jhsph.edu) who will evaluate the request and supply completion information to the registrar.
- 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.
**Doctor of Public Health**

The Director of the DrPH Program is Dr. Pierre Alexandre.

This following section describes the DrPH requirements at the Johns Hopkins Bloomberg School of Public Health (JHSPH) and the Department of Mental Health. DrPH students are also responsible for meeting the MPH core requirements in environmental health, public health biology, management sciences, and the social and behavioral sciences.

**Ethics requirement:**

DrPH students must take at least 1 credit of research ethics and at least 2 credits of practice management/policy ethics from the following courses. Please note: DrPH students who receive NIH funding are required to take either 330.665 Research Ethics and Integrity or 550.600 as part of their ethics requirement.

**School-wide DrPH Curriculum Checklist**

The section below describes the school-wide course requirements, and is followed by the requirements of the Department of Mental Health. DrPH students are also responsible for meeting the MPH core requirements in environmental health, public health biology, management sciences, and the social and behavioral sciences.

Other courses may be substituted to meet the requirements below with approval from the DrPH Executive Committee. Students are highly encouraged to identify existing courses or design doctoral-level special studies courses that provide them with the opportunity to develop DrPH competencies. These courses may involve experiential learning and can be designed independently or in conjunction with other students.

**I A. Ethics**—DrPH students must take at least 1 credit of research ethics and at least 2 credits of practice management/policy ethics from the following courses. Please note: DrPH students who receive NIH funding are required to take either 550.600 or 306.665 as part of their ethics requirement.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>550.860.82*</td>
<td>0</td>
<td>Academic and Research Ethics at JHSPH</td>
</tr>
<tr>
<td>221.616</td>
<td>2</td>
<td>Ethics of Public Health Practice in Developing Countries</td>
</tr>
<tr>
<td>306.655</td>
<td>3</td>
<td>Ethical Issues in Public Health</td>
</tr>
<tr>
<td>306.663</td>
<td>3</td>
<td>Legal and Ethical Issues in Health Services Management</td>
</tr>
<tr>
<td>306.665</td>
<td>3</td>
<td>Research Ethics and Integrity: US and International Issues</td>
</tr>
<tr>
<td>306.625</td>
<td>3</td>
<td>Ethical Issues in Health Policy: Public Health and Health Care</td>
</tr>
</tbody>
</table>

* required of all DrPH students in first term of registration.
I B. Human Rights – The following human rights course options are highly recommended (but not required) as a complement to ethics courses.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.636</td>
<td>3</td>
<td>Human Rights and Health Seminar</td>
</tr>
<tr>
<td>340.639</td>
<td>2</td>
<td>Assessing Epidemiologic Impact of Human Rights Violations</td>
</tr>
<tr>
<td>301.655</td>
<td>2</td>
<td>Human Rights for Public Health Practitioners</td>
</tr>
<tr>
<td>180.600</td>
<td>2</td>
<td>Special Topics in Health and Human Rights: Public Health Implications of Health as a Human right</td>
</tr>
</tbody>
</table>

II A. Epidemiology-- DrPH students must take all courses listed under Option IIA or Option IIB or Option IIC below:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.601</td>
<td>5</td>
<td>Principles of Epidemiology</td>
</tr>
<tr>
<td>550.694.81</td>
<td>3</td>
<td>Fundamentals of Epidemiology I (on-line only)</td>
</tr>
<tr>
<td>550.695.81</td>
<td>3</td>
<td>Fundamentals of Epidemiology II (on-line only)</td>
</tr>
</tbody>
</table>

OR both of the following courses:

II B. Epidemiology continued- students must take all three of the following courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.751</td>
<td>5</td>
<td>Epidemiologic Methods 1</td>
</tr>
<tr>
<td>340.752</td>
<td>5</td>
<td>Epidemiologic Methods 2</td>
</tr>
<tr>
<td>340.753</td>
<td>5</td>
<td>Epidemiologic Methods 3</td>
</tr>
</tbody>
</table>

II C. Epidemiology continued-students must take all four of the following courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>340.601</td>
<td>5</td>
<td>Principles of Epidemiology</td>
</tr>
<tr>
<td>340.608</td>
<td>4</td>
<td>Observational Epidemiology</td>
</tr>
<tr>
<td>340.763</td>
<td>4</td>
<td>Professional Epidemiology Methods I</td>
</tr>
<tr>
<td>340.764</td>
<td>4</td>
<td>Professional Epidemiology Methods II</td>
</tr>
</tbody>
</table>

III A. Biostatistics--DrPH students must take all four of the following courses OR all listed in III B.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.621**</td>
<td>4</td>
<td>Statistical Methods in Public Health I</td>
</tr>
<tr>
<td>140.622**</td>
<td>4</td>
<td>Statistical Methods in Public Health II</td>
</tr>
<tr>
<td>140.623**</td>
<td>4</td>
<td>Statistical Methods in Public Health III</td>
</tr>
<tr>
<td>140.624</td>
<td>4</td>
<td>Statistical Methods in Public Health IV</td>
</tr>
</tbody>
</table>

**The Biostatistics series 140.651 – 654 may be used as a substitute.**
III B. Biostatistics continued - students must take all six of the following courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.611</td>
<td>3</td>
<td>Statistical Reasoning in Public Health I</td>
</tr>
<tr>
<td>140.612</td>
<td>3</td>
<td>Statistical Reasoning in Public Health II</td>
</tr>
<tr>
<td>140.613</td>
<td>2</td>
<td>Data Analysis Workshops I</td>
</tr>
<tr>
<td>140.614</td>
<td>2</td>
<td>Data Analysis Workshops II</td>
</tr>
<tr>
<td>140.620</td>
<td>2</td>
<td>Advanced Data Analysis Workshop</td>
</tr>
<tr>
<td>140.624</td>
<td>4</td>
<td>Statistical Methods in Public Health IV</td>
</tr>
</tbody>
</table>

IV. School-Wide DrPH Seminar: DrPH Students are required to attend eight sessions of the School-wide DrPH Seminar and are encouraged to attend all sessions. (although the seminar is not taken for credit, attendance is documented at each seminar)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>No course number</td>
<td>0</td>
<td>DrPH School-wide Seminar</td>
</tr>
</tbody>
</table>

V. Leadership: DrPH Students must take one of the following courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>551.610.01</td>
<td>3</td>
<td>Foundations of Leadership – A Leadership Survey Course</td>
</tr>
<tr>
<td>380.681.01</td>
<td>4</td>
<td>Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries</td>
</tr>
</tbody>
</table>

VI. Health Policy--DrPH students must take at least one policy course from the following:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>180.628.81</td>
<td>4</td>
<td>Introduction to Environmental and Occupational Health Law</td>
</tr>
<tr>
<td>180.629</td>
<td>4</td>
<td>Environmental and Occupational Health Law and Policy</td>
</tr>
<tr>
<td>221.650</td>
<td>3</td>
<td>Health Policy Analysis in Low and Middle Income Countries</td>
</tr>
<tr>
<td>300.600.81</td>
<td>4</td>
<td>Introduction to Health Policy (internet)</td>
</tr>
<tr>
<td>300.652</td>
<td>4</td>
<td>Politics of Health Policy</td>
</tr>
<tr>
<td>300.712</td>
<td>3</td>
<td>Health Policy II: Public Health Policy Formulation</td>
</tr>
<tr>
<td>306.650</td>
<td>3</td>
<td>Public Health and the Law</td>
</tr>
<tr>
<td>308.602</td>
<td>3</td>
<td>Role of Government in Health Policy</td>
</tr>
<tr>
<td>380.624</td>
<td>4</td>
<td>Maternal and Child Health Legislation and Programs</td>
</tr>
<tr>
<td>380.665</td>
<td>4</td>
<td>Family Planning Policies and Programs</td>
</tr>
</tbody>
</table>

VII. Management Sciences; DrPH students must take three credits from the following courses in addition to the MPH Management requirement:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>221.706</td>
<td>2</td>
<td>Management of Health Systems in Developing Countries I &amp; II</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>221.707</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>221.722</td>
<td>4</td>
<td>Quality Assurance Management Methods for Developing Countries</td>
</tr>
<tr>
<td>OR 221.722.81</td>
<td>4</td>
<td>Managing Health Services Organizations</td>
</tr>
<tr>
<td>551.601</td>
<td>4</td>
<td>Fundamentals of Budgeting and Financial Management</td>
</tr>
<tr>
<td>551.603</td>
<td>3</td>
<td>Case Studies in Management Decision Making</td>
</tr>
<tr>
<td>551.608</td>
<td>3</td>
<td>Managing Non-Governmental Organizations in the Health Sector</td>
</tr>
</tbody>
</table>

**Additional MPH Core Curriculum Requirements:** Students must document that they have fulfilled these requirements either as part of their previous master’s program or by completing one of the course options approved by the JHSPH MPH program. Please see the MPH student handbook at: [http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/FT-MPH-Student-Manual-2013-14.pdf](http://www.jhsph.edu/academics/degree-programs/master-of-public-health/current-students/FT-MPH-Student-Manual-2013-14.pdf)

**Department of Mental Health Required coursework:**

- 330.617 The Public Health Approach to Psychopathology* (3 credits)
- 330.603 Psychiatric Epidemiology (3 credits)
  - 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
- 330.606 Economics of Mental Health and Substance use Disorders (3 credits)

2 of the following courses:

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

2 of the following courses:

- 330.664 Introduction to Mental Health Services (3 credits)
- 330.620 Issues in Mental Health Research in Developing Countries (3 credits)
- 330.638 Principles of Public Mental Health Delivery in the Community Context (3 credits)
- 330.667 Mental Health and the Law (3 credits)
- 330.674 Suicide as a Public Health Problem (3 credits)
IV. Residency & Registration Requirements

A. Full time

- A minimum of four consecutive terms of registration as a full-time student (16 or more credits per term).

- For students who complete a full-time MPH at the School and continue into the DrPH program within three years, the subsequent four-term full-time residency requirement may be partially or totally waived by the Department of Mental Health.

- All DrPH students enrolled in a full-time DrPH program must remain continuously registered in an acceptable registration status during their programs of study. Active registration status requires a minimum registration of three credits per term; other acceptable statuses include non-residency (as approved by the Committee on Academic Standards) and approved leaves of absence. If the final defense occurs any time after the last day of fourth term and before the last day of summer term, summer term registration is required. If the final defense occurs during fourth term, the student must complete all of the requirements, including meeting any conditions, and submitting the dissertation to the Office of Records and Registration prior to the first day of summer term. Summer term typically starts on or around July 1. If the requirements are not met by this date, summer registration is required.

- Not more than 7 years may elapse between the date of matriculation and fulfillment of all requirements for each doctoral candidate. The matriculation date is the first day of the term in which the accepted doctoral degree candidate begins his/her course work. The matriculation date is not changed when a student transfers to another degree program. During this 7-year period of time, the student must remain continuously registered in an acceptable registration status. Active registration status requires a minimum registration of three credits per term; other acceptable statuses include non-residency and approved leaves of absence. Registration is not mandatory for the summer and intersession terms. (However, registration is required for students taking final defenses or fulfilling requirements following their final defenses during summer term.) Students registered either in residence or non-residence must conform to the 7 year limit. Requests for non-residence must be reviewed and approved by the Committee on Academic Standards. Only students who have been approved for formal leaves of absence may extend beyond this time limit.

- The DrPH Executive Committee may, upon request from the student, with support from the Department of Mental Health (DMH), waive the full-time residency requirement and/or approve registration for part-time study. To do so, the Committee must find acceptable a written academic plan of study submitted by the student after approval by his/her advisor, DMH DrPH Committee, and the School-wide DrPH Executive Committee.
B. Part-time

The DrPH program may be designated as part-time. DrPH students participating in the part-time program must develop a sound academic plan for completion of the degree and maintain the same high standard of academic performance as any full-time doctoral candidate.

- The time limits to completion are longer for part-time DrPH students: The preliminary oral examination must be completed within 4 years, and the final defense of the dissertation within 9 years of matriculation.
- Continuous registration is required (at least three credits per term)
- Other acceptable statuses are non-residency (as approved by the Committee on Academic Standards) and approved leaves of absence
- Registration is not mandatory for summer and intersession terms

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.

Doctoral Scholarships

Students will be eligible for a 75% tuition scholarship from the Department of Mental Health after six academic quarters of full-time registration and study assuming the student is making good progress. “Good progress” 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 scholarship funds. The scholarship will continue through the end of the fourth year of study as long as there is good progress toward the dissertation.

A condition of receiving the scholarship is that, while the scholarship is in effect, the student will contribute one quarter per year of teaching assistance in their third and fourth years of
registration, and one day per week of work as research assistant during other quarters, under the supervision of his or her advisor, or another faculty agreeable to the student and approved by the advisor. This policy applies to all students including those receiving training grants (who also receive scholarship support from the department).

**Teaching Assistants**

Students who serve as a TA will be able to access the department copier (on the 8th floor) during the term in which they are TA’ing in order to prepare copies of materials for their class. Access to the printer will be granted through their student ID badge ONLY during the term of the TA activity.

The school has developed a new on-line course for TA’s to assist them with expectations and responsibilities of being a TA. Teaching tools (CoursePlus), teaching techniques, and school and department policies are included (e.g. FERPA). All TA’s should take this course prior to the start of the TA’ship. The course can be accessed via [http://distance.jhsph.edu/core/index.cfm/go/enr:enr.start/cID/296/](http://distance.jhsph.edu/core/index.cfm/go/enr:enr.start/cID/296/).

**Dismissal Policy**

Any of the following criteria are considered grounds for dismissal from the PhD or DrPH 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 at or below 2.75 at the end of the second year of registration
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.

**Comprehensive Examination**

The Comprehensive Examination provides the faculty with an assessment of the doctoral student's level of competence, 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 approval of his/her advisor. This will normally take place sometime after the end of his/her academic residency period (i.e., 4-8 consecutive terms of full-time study). The Comprehensive Examination must take place prior to the Departmental Oral Examination and the School's Preliminary Oral Examination.

Exams will be offered by the Department each year in January and June 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, or the second or third Thursday in June. There will be a teaching faculty member present in the Department during the examination. The Academic Program Coordinator must be notified of the student's intention to sit for the exam at least 14 days before the scheduled exam date.

The Academic Program Coordinator and faculty coordinator will arrange for a room for the examination, and administer the exams.

Format of Exam

The Department's Comprehensive Examination consists of two three-hour segments.

Section 1: Morning, Parts A & B; Multiple Choice & Short Answer

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

Section 2: Afternoon, Substantive Knowledge Essay Questions

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

Preparation for Examination

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

Readers

The Comprehensive Exam Coordinator (Dr. Brion Maher) shall be responsible for assignment of readers and reviews for the different exam sections and will supervise the grading process. Where possible, assignment of readers 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 section of the examination will be read by at least one faculty member who will assign a low pass, pass, high pass, or fail grade. Students must score a “low pass”, "pass" or “high pass” on each section in order to pass the entire exam. If the faculty member reviewing a section indicates a “non-pass”, then a second faculty member will read the section and give their grade. If there is agreement among the two readers that the section is “non-pass” then the student will receive a “non-pass” for that section. 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 readers will be communicated to the Department Chair who will send a letter to each student and their 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.

If there is a section or sections of the exam that do not receive a passing grade, a debrief session will be held with the student which includes 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 grade of fail on one or more sections of the exam, the candidate must make arrangements to retake those sections consistent with the regular administration of the exam (i.e., January or
June). In the event of a second failure, the Department will meet to discuss whether the student should be allowed to continue his/her studies.

Debriefing

Debriefing sessions for students who failed to pass a section or sections of the Comprehensive Exam will be scheduled as soon as possible after decision of pass/fail has been made for all candidates.

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 one course offered by the Department of Mental Health and one on proposal writing (330.660). These courses will typically be taken in the second quarter of the second year of doctoral study.

Departmental Preliminary Oral Examination

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

Each doctoral student will present his or her proposed thesis research at a Departmental Oral Examination which is intended to review the student's proposed research and to determine the student's readiness to proceed to the School Preliminary Oral. The student and advisor will propose to the department Chair 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. 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 three departments, with no more than three from the student’s own department. One of these must be the student’s thesis advisor. All of the committee members must be at the level of assistant professor or higher. The chair of the examining committee is appointed by the Graduate Board Office and must be a full or associate professor 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 should 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

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' and may lose any departmental scholarship funds. Not more than seven years may elapse between the date of matriculation and fulfillment of all requirements for the degree.

**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 which 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 dissertation progress will be monitored by a Thesis Advisory Committee (TAC) consisting of the thesis advisor and two to four other faculty. The composition of this Committee is decided on by the student and his/her advisor, with the consent of the Department Chair. Members of this TAC will generally also serve on the Thesis Oral Examination Committee. The objective of the TAC is to provide continuity in the evaluation of each student’s progress as they work to complete their thesis. Students will submit yearly written progress reports, which will be read and evaluated by the Thesis Advisory Committee. A written evaluation of the student’s progress and development will be prepared by the committee, discussed with the student, and a copy placed in the student’s file.

Doctoral advisors must officially approve the final draft of a student’s dissertation 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 dissertation distributed. A copy of this form is available on the Office of Records and Registration website. An advisor may provide the approval in the form of an email message if traveling makes a signature impractical. 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).

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 dissertation model
In this model the dissertation typically consists of a minimum of three papers in publishable form, linked to the student’s dissertation 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 dissertation 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

**Public Seminar**

As a culminating experience for the doctoral student, a doctoral student will present a formal, public seminar. This will provide the faculty and Department with an opportunity to share in the student’s accomplishments, and will give a sense of finality to the doctoral experience on behalf of the student. This public seminar occurs at the beginning of the final oral defense of the thesis and should last a maximum of 20 minutes in length.

**Final Oral Defense of Thesis**

Oral defense of the thesis by the candidate before the committee of faculty is the final step for the doctoral degree. 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 which 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.

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. The committee ordinarily is comprised of the same faculty members who are part of the Thesis Advisory Committee (TAC).

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 Dissertation 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.
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.

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.

Training Programs

Some doctoral and postdoctoral training is funded under NIMH-funded Institutional Training Programs in Psychiatric Epidemiology, Children’s Mental Health Services and Service Systems, and Prevention; and a NIDA-funded Drug Dependence Epidemiology Training Programs.
Psychiatric Epidemiology Training (PET) Program

This interdisciplinary doctoral and postdoctoral program is affiliated with the Department of Epidemiology and with the Department of Psychiatry and Behavioral Sciences at the School of Medicine. The Program is directed by Dr. Peter Zandi (pzandi@jhsph.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.

Predoctoral trainees are required to take the four quarter series in Epidemiologic Methods (340.751-140.754), as well as the four-quarter series in Biostatistics (140.621-624). In addition to the other departmental requirements for the doctoral degree, predoctoral 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. Predoctoral 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 340.601 Principles of Epidemiology, 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 interest in research that would impact the mental health and positive development of children, adolescents, and youth. Applicants for the post-doctoral 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 supported primarily by research training grant awards from the National Institutes on Drug Abuse. Professor Debra Holden is the training program director.

Doctoral trainees in the Drug Dependence Epidemiology Training Program should plan on a minimum of four years in the doctoral program. Training grant appointments are awarded annually and are renewable given successful completion of training program and departmental requirements and prior approval of the training director. Doctoral trainees have a maximum of four years of support on the training grant. The program typically will begin in June or July, prior to the start of coursework in Term 1 of the new academic year. Students without prior background in the biomedical sciences should enroll in the two-week August course on introduction to biomedical sciences.

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

The required coursework for the second year of study includes the departmental requirements for the doctoral degree and, in addition, the following:
1. An additional course in the subject matter of epidemiology (e.g., cancer epidemiology, HIV/AIDS epidemiology) in order to broaden each trainee's fund of knowledge in epidemiology.

2. An additional course on biostatistical approaches, most suitably a course on an approach the trainee will use during the thesis research (e.g., survival analysis, longitudinal analysis methods).

3. Sufficient coursework or learning experiences to develop the trainee's fund of knowledge and competencies in relation to psychopathology and the 'care and management' aspects of psychiatric practice, pharmacology, neuroscience, molecular biology and genetics, and toxicology, as well as the social and behavioral sciences. For example, courses such as Anthropological Perspectives on Health and Disease, and Sociological Perspectives on Health and Disease, will be required for students who have not already completed coursework on these topics during prior training. This breadth of coverage is required for trainees to become competitive in the NIDA protocol review process and for trainees to understand the breadth of public health research on drug dependence and related hazards.

4. Other coursework or learning requirements may be stipulated by the training program director or advisor in order to individualize the program of study. For example, most trainees require some additional tutoring and practice in science writing. All trainees must complete readings in relation to the 'classics' of drug dependence epidemiology (e.g., Terry and Pellens, The Opium Problem; I. Chein et al., The Road to H). For most trainees the bulk of the coursework will be completed by the end of the second year of training. The departmental comprehensive exam should be taken no later than June of the second academic year, and the preliminary oral exam should be taken no later than the end of Term 1 of the third academic year. A target goal is completion of the comprehensive exam in January of the second academic year, with completion of the preliminary oral exam by June of the second academic year.

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

Current and potential DDET trainees should consult with the advisor and training program director about these requirements if there are questions. The training program director and advisors may change the program requirements from time to time, and the learning experiences of trainees will be changed to adapt to these circumstances.
The Hubert H. Humphrey Fellows Training Program
(no trainees in the 2013-2014 academic year)

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

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

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

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

School Committees

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

Advisory Board: M. Daniele Fallin

Appointments and Promotions Committee: Philip Leaf

Committee of the Whole: M. Daniele Fallin

Committee on Academic Standards: Peter Zandi

Committee on Honors and Awards: Lisa Townsend

Faculty Senate: Joe Gallo and Brion Maher

MPH Executive Board: George W. Rebok

Advisory Committee for the Public Health Practice Program: Philip J. Leaf

DrPH Executive Committee: Pierre Alexandre

Departmental Committees

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

The major standing committees and their functions are as follows:

Steering Committee, Chair – Dr. M. Daniele Fallin

Members: Drs. Eaton, Leaf, Rebok, Ialongo, and Gallo

Staff: Michelle Maffett, Senior Administrative Coordinator to the Chair

Functions:

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

Committee on Academic Standards, Chair – Dr. Judy Bass

Staff: Patty Scott, Academic Program Coordinator

The Committee on Academic Standards includes two subcommittees as follows:

Curriculum Review Committee: Dr. Judy Bass

Department of Mental Health Admissions: Dr. Tamar Mendelson

Departmental Comprehensive Exam: Dr. Brion Maher

Functions:

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

**Departmental Honors and Awards**

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

- The Morton Kramer Fund Annual Award – made annually to a doctoral student who has demonstrated excellence in the application of biostatistical and epidemiologic methods to the solution of problems in research dedicated to advancing our knowledge of the epidemiology of mental disorders, and to the application of such knowledge in programs designed to prevent and control mental disorders and associated disabling conditions.
- The Paul V. Lemkau Scholarship Award – made annually for outstanding performance in doctoral studies in the field of mental health.
The Lucy Shum Memorial Scholarship Fund - provides a small amount of tuition support 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 Scholarship for DrPH students. - the fund will support outstanding students pursuing a DrPH program in the Department of Mental Health.

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

General Information/Services

Information Systems - Services Offered

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

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

All software orders will be requested through spars.jhu.edu. 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.
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.

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.

General Issues
Report any issues with the restrooms, departmental copier, fax machine, etc. to the staff in HH850 for resolution.

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

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 either Sharon Williams or Candice Davis in HH850.
**Telephones**

Each student and postdoctoral fellow will be responsible for payment of any long distance calls placed. Each call should be logged and payment made when the Department receives a bill. All telephone requests need to be made through the main office (HH850). Students should not go into the system and enter TSR’s.

**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.

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

**Library Services**

There are several libraries available to students, both 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. You must have a library card to use the services at Welch. A card can be obtained at the main desk.

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

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

**Mental Hygiene Reading Room**

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

**Mental Health Conference Rooms**

The Department of Mental Health is responsible for 3 conference rooms: 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. Sharon Williams or Candice Davis are available to assist you with reservations, shwillia@jhsph.edu or candavis@jhsph.edu, 5-3910, or a reservation book is kept in the department’s main office (HH 850) for your convenience.

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

- All departmental and school-wide orals
- Any VIP event
- The Office of the Chair
Listed below is a chart listing all of the conference rooms in the Hampton House building.

<table>
<thead>
<tr>
<th>Bldg</th>
<th>Room</th>
<th>Dept</th>
<th>Type</th>
<th>Seats</th>
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<td><a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a></td>
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<td>Café - Conference</td>
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<td>15-20</td>
<td>Sharon Williams</td>
<td>410-955-3910, <a href="mailto:shwillia@jhsph.edu">shwillia@jhsph.edu</a></td>
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<td>Conference</td>
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<td>Sandy Freeman</td>
<td>410-955-2461, <a href="mailto:sfreeman@jhsph.edu">sfreeman@jhsph.edu</a></td>
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<td>HPM</td>
<td>Conference</td>
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<td>Rhonda McCray</td>
<td>410-955-3625, <a href="mailto:rmccray@jhsph.edu">rmccray@jhsph.edu</a></td>
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<td>Conference</td>
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<td>Edith Jones</td>
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<td>Sharon Williams or Candice Davis</td>
<td>410-955-3910, <a href="mailto:shwillia@jhsph.edu">shwillia@jhsph.edu</a> or <a href="mailto:candavis@jhsph.edu">candavis@jhsph.edu</a></td>
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<tr>
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<td>MH</td>
<td>Conference</td>
<td>10/12</td>
<td>Sharon Williams or Candice Davis</td>
<td>410-955-3910, <a href="mailto:shwillia@jhsph.edu">shwillia@jhsph.edu</a> or <a href="mailto:candavis@jhsph.edu">candavis@jhsph.edu</a></td>
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</tbody>
</table>

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

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

**Reservation Guidelines for Mental Health Conference Rooms (HH188, HH845 and HH892)**

1) Call 410.955.3910 or come to HH850 to inquire about availability of conference rooms.

2) Provide name, contact number and email when reserving a room.
3) HH188 -- stop by the main office (HH850) to get the room key and the remote control. Return the key and remote control to the main office directly after the meeting.

4) HH892 and HH845 – a remote control is in these rooms. If the door is locked, please come to the main office (HH850) to have the room unlocked.

5) An LCD projector is set up in each room. There is no laptop in the conference rooms. 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 bring your own adapter to connect to the LCD projector.

6) Please be sure that the LCD projector is turned **off** at the end of your meeting.

7) 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.

8) If you are having food/drinks, 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.

9) 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.

**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.

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

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 term.* 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 $.04 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.jhsph.edu. The print total is updated every night.

High speed printers have been installed in each of the three JHSPH computer labs. Each computer lab now has two high speed printers configured to share the load during times of peak usage. These printers have been dedicated for lab printing only. High speed printers have been distributed throughout JHSPH buildings that are dedicated for use by students with wireless access.

*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.

The location of these printers is:

Wolfe Street

- 1st Floor Gallery
- 2nd Floor Coffee Bar
- 2nd Floor Mezzanine
- 4th Floor North Reading Court (coming soon)
- 4th Floor South Reading Court
- 9th Floor Café

Hampton House

- 9th Floor Reading Room

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 on the Support Services website, http://www.jhsph.edu/SupportServices/ParkingandTransportation/shuttle.html.

**Student Assembly**

The Student Assembly is the governing body of the entire student population of the school. It is comprised of elected students from each department as well as an executive board. Officers for the Assembly are elected at the beginning and end of the academic year. The Student Assembly is responsible for supporting educational and political seminars, social activities, and other events as proposed by students or faculty. Its budget is derived from an allocation by the Office of Student Affairs; these funds are used to pay honorariums for speakers, food, beverages, and music for social events, and other activities as requested and approved by recognized student organizations. Every Tuesday at noon is reserved for student sponsored activities. This group has enjoyed a constructive relationship with the School's administration and is an excellent forum for interacting with a diverse group of students.

**Departmental Student Services**

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

Students on a training grant will need to get prior approval and follow the procedures for ordering office supplies set by their Training Grant Director. Students not on training grants should contact Sharon Williams shwillia@jhsph.edu in room 850.

**Mental Health Student Group**

The department has a student group open to all students and fellows within and outside the Department. The group is designed to provide a forum for students and fellows to share ideas, voice concerns and offer suggestions; and to facilitate interaction among them, as well as between the student body and faculty. Voting for new student group chairs will occur at the 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.

**Telephones**

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

**Travel**

Students, fellows, colleagues traveling on a research or training grant budget must secure approval from the Principal Investigator (P.I.) for their intended travel prior to making any arrangements or embarking 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 Students and Fellows**

The Department sets aside a limited amount of funds for travel and registration fees for students and fellows to attend professional meetings or conferences. **The funds are available only to those not supported by training grants.** Students and Fellows can apply for travel support, 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 must be submitted to be reimbursed. At least 30 days or more advance notice is requested for approval.

University Health Service

The University Health Service (U.H.S.), located at 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.

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

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

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.jhsph.edu.

**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.
## Appendix A: 2013-14 Departmental Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>330.617.01</td>
<td>The Public Health Approach to Psychopathology, Dr. Adam Spira</td>
<td>First term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.601.81</td>
<td>Perspectives of Psychiatry: The Public Health Framework, Dr. McHugh (distance ed only)</td>
<td>First term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.602</td>
<td>Epidemiology of Drug Dependence, Dr. Debra Furr-Holden</td>
<td>First term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.657</td>
<td>Statistics for Psychosocial Research: Measurement, Drs. Jeannie Leoutsakos and Qian-Li Xue (jointly offered with the Department of Biostatistics) - Continued second term 140.658 Statistics for Psychosocial Research: Structural Models</td>
<td>First term</td>
<td>4 credits</td>
<td></td>
</tr>
<tr>
<td>330.655</td>
<td>Field Visits in Drug Abuse and Health Program Planning (for Humphrey fellows, cancelled for 2013-2014)</td>
<td>First term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.656</td>
<td>Field Visits in Drug Abuse and Health Program Planning (for Humphrey fellows, cancelled for 2013-2014)</td>
<td>Second term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.603</td>
<td>Psychiatric Epidemiology, Dr. William Eaton (For Department of Mental Health doctoral students, a research paper is required for an additional 1 credit of Special Studies)</td>
<td>Second term (onsite) or third term (distance ed, next offering 2014-15)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.611</td>
<td>Manuscript Writing for Mental Health Research, Dr. Tamar Mendelson (for second year and beyond doctoral students)</td>
<td>Second term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.660</td>
<td>Seminar on Methods in Public Mental Health Research, Dr. Phillip Leaf (for second year doctoral students)</td>
<td>Second term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.620</td>
<td>Issues in Mental Health Research in Developing</td>
<td>Second term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Instructor</td>
<td>Term</td>
<td>Credits</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>330.628</td>
<td>Principles of Public Mental Health Delivery in The Community Context</td>
<td>Ms. Deborah Agus</td>
<td>Third term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.612</td>
<td>Introduction to Behavioral and Psychiatric Genetics</td>
<td>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</td>
<td>Dr. Lisa Townsend</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</td>
<td>Dr. Nicholas Ialongo</td>
<td>Third term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.674</td>
<td>Suicide as a Public Health Problem</td>
<td>Dr. Holly Wilcox</td>
<td>Third term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.615</td>
<td>Drugs, Society and Policy</td>
<td>Dr. Jerome Jaffe</td>
<td>Fourth term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.618</td>
<td>Mental Health in Later Life</td>
<td>Dr. George Rebok</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</td>
<td>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</td>
<td>Dr. Michelle Carlson</td>
<td>Fourth term</td>
<td>3 credits</td>
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<tr>
<td>330.667</td>
<td>Mental Health and the Law</td>
<td>Ms. Deb Agus</td>
<td>Fourth term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.651-4</td>
<td>Seminar on Program Planning in Developing Countries on Drug Abuse and Other Health Problems I-IV</td>
<td>Dr. Pierre Alexandre (for Humphrey)</td>
<td>First-fourth terms</td>
<td>3 credits</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Terms</td>
<td>Credits</td>
<td></td>
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<td></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)</td>
<td>First – fourth terms</td>
<td>2 credits</td>
<td></td>
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<tr>
<td>330.805</td>
<td>Seminar on Statistical Methods for Mental Health</td>
<td>First – fourth terms</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>330.820</td>
<td>Thesis Research Mental Health</td>
<td></td>
<td>Variable</td>
<td></td>
</tr>
<tr>
<td>330.830</td>
<td>Post doctoral Research Mental Health</td>
<td></td>
<td>Variable</td>
<td></td>
</tr>
<tr>
<td>330.840</td>
<td>Special Studies and Research Mental Health</td>
<td></td>
<td>Variable</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Department of Mental Health Administration

Linda M. Neighoff – Departmental Administrator
Phone: (410) 955-3910
Email: lneighof@jhsph.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: mmaffett@jhsph.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.

Sharon Williams – Administrative Assistant/Departmental Secretary (on Tuesdays and Wednesdays)
Phone: (410) 955-3910
Email: swillia@jhsph.edu
Location: Hampton House room 850
Provides support to Mental Health Administration. Provides secretarial 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.

Candice Davis – Administrative Assistant/Departmental Secretary (on Mondays, Thursdays and Fridays)
Phone: (410) 955-3910
Email: candavis@jhsph.edu
Location: Hampton House room 850
Provides support to Mental Health Administration. Provides secretarial 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.
Patricia (Patty) Scott – Senior Academic Program Coordinator
Phone: (410) 955-1906
Email: pscott@jhsph.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: smorris@jhsph.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: cacarter@jhsph.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: shubbard@jhsph.edu
Location: Hampton House 835
Implement policies and procedures for grant and account payable work within the department. Prepare grant and contract proposals for submission reviewing all related documents. Accounts Payable support for assigned faculty including coding, reconciling, transfers, etc.
Will provide programming, statistical and analytical support with regards to the data within the department, particularly the prevention research data that is being utilized by several research studies.

**Ryan Rinker – Sr. Research Service Analyst**  
Phone: (410) 614-1454  
Email: rrinker@jhsph.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 Analyst**  
Email: Dahubbar@jhsph.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: 2013-14 Academic Calendar

### THE JOHNS HOPKINS UNIVERSITY
BLOOMBERG SCHOOL OF PUBLIC HEALTH
2012-2013 ACADEMIC YEAR CALENDAR

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUMMER INSTITUTES</strong></td>
<td>Begin week of June 4</td>
<td></td>
</tr>
<tr>
<td>Internet-Based/Part-Time MPH New Student Orientation</td>
<td>Sun June 3</td>
<td></td>
</tr>
<tr>
<td>REGULAR SUMMER TERM</td>
<td>Th July 5 – F Aug 24 (37 class days)</td>
<td></td>
</tr>
</tbody>
</table>

### 1ST TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>M June 4</td>
<td>1st Term Registration Begins for Continuing and Special Students</td>
</tr>
<tr>
<td>F Aug 22</td>
<td>Regular Summer Term Registration Ends</td>
</tr>
<tr>
<td>M July 2 – T July 3</td>
<td>NEW STUDENT ORIENTATION/REGISTRATION</td>
</tr>
<tr>
<td>Th July 5</td>
<td>Instruction Begins for Summer Term</td>
</tr>
<tr>
<td>W July 4</td>
<td>INDEPENDENCE DAY HOLIDAY RECESS</td>
</tr>
<tr>
<td>Varies per course</td>
<td>Regular Summer Add/Drop Period</td>
</tr>
<tr>
<td>F July 27</td>
<td>2nd Term Registration Begins</td>
</tr>
<tr>
<td>F Aug 24</td>
<td>1st Term Registration Ends for Continuing and Special Students</td>
</tr>
<tr>
<td>F Aug 24</td>
<td>Last Class Day of Summer Term</td>
</tr>
</tbody>
</table>

### 2ND TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Oct 29</td>
<td>Instruction Begins for 2nd Term</td>
</tr>
<tr>
<td>M Oct 29 – F Nov 9</td>
<td>Add/Drop Period</td>
</tr>
<tr>
<td>Th Nov 22 – Su Nov</td>
<td>THANKSGIVING RECESS</td>
</tr>
<tr>
<td>T Nov 20</td>
<td>Registration Begins for 3rd Term</td>
</tr>
<tr>
<td>F Dec 7</td>
<td>Winter Intersession Registration Ends</td>
</tr>
<tr>
<td>F Dec 21</td>
<td>Last Class Day of 2nd Term</td>
</tr>
<tr>
<td>F Jan 11</td>
<td>3rd Term Registration Ends</td>
</tr>
<tr>
<td>M Jan 21</td>
<td>MARTIN LUTHER KING, JR. HOLIDAY RECESS</td>
</tr>
</tbody>
</table>

### 3RD TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Jan 22</td>
<td>Instruction Begins for 3rd Term</td>
</tr>
<tr>
<td>T Jan 22 – M Feb 4</td>
<td>Add/Drop Period</td>
</tr>
<tr>
<td>M Feb 4</td>
<td>Registration Begins for 4th Term</td>
</tr>
<tr>
<td>F Mar 15</td>
<td>Last Class Day of 3rd Term</td>
</tr>
<tr>
<td>F Mar 15</td>
<td>4th Term Registration Ends</td>
</tr>
<tr>
<td>M Mar 18 – F Mar 22</td>
<td>SPRING RECESS</td>
</tr>
</tbody>
</table>

### 4TH TERM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Mar 25</td>
<td>Instruction Begins for 4th Term</td>
</tr>
<tr>
<td>M Mar 25 – F Apr 5</td>
<td>Add/Drop Period</td>
</tr>
</tbody>
</table>
Last Class Day of 4th Term ................................................................. F May 17
PUBLIC HEALTH CONVOCATION ..................................................... W May 22
UNIVERSITY COMMENCEMENT ..................................................... Th May 23
RESIDENCY PROGRAM ENDS ......................................................... F June 28

As of 10/18/2011

Notes:
Homewood starting fall semester M 9/4/2012;
Rosh Hashanah Su - T 9/16-18/2012
Yom Kippur, W & Th 9/25-9/26/2012
APHA October 27-31, 2012, San Francisco, CA
Appendix D: Timelines for Completion of Degree
The Johns Hopkins University
Bloomberg School of Public Health

Timetable for Completion of Degree Requirements
All Doctoral Candidates

If Graduation is planned for AY 2013-2014

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Dates for Summer Conferral August 30, 2013</th>
<th>Due Dates for Fall Conferral December 30, 2013</th>
<th>Due Dates for Spring Conferral May 22, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student has:</strong></td>
<td></td>
<td></td>
<td></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 14, 2013</td>
<td>Friday September 6, 2013</td>
<td>Friday February 7, 2014</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><strong>Final Oral Exam has been held and passed.</strong></td>
<td>Friday July 12, 2013</td>
<td>Friday October 11, 2013</td>
<td>Friday March 14, 2014</td>
</tr>
<tr>
<td><strong>Student has:</strong></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 August 2, 2013</td>
<td>Option 1 Friday November 8, 2013 2nd term Registration NOT Required</td>
<td>Option 1 Friday April 4, 2014 4th term Registration NOT Required</td>
</tr>
<tr>
<td>° submitted Doctor of Philosophy Board copy of the dissertation to the Milton S. Eisenhower Library (A Level, Commercial Binding Office, 410-516-8397) Homewood. (PhD only)</td>
<td></td>
<td>Option 2 Friday November 15, 2013 2nd term Registration Required</td>
<td>Option 2 Friday April 11, 2014 4th term Registration Required</td>
</tr>
<tr>
<td>° Submitted Departmental copy (ies) of the dissertation to the Office of Records &amp; Registration.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Week of May 19, 2014    School Convocation*
Thursday, May 22, 2014    University Commencement (Homewood)*
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
## Timetable for Completion of Degree Requirements

**Master of Health Science (MHS), Master of Health Administration (MHA), Master of Science in Public Health (MSPH) and Master of Public Policy (MPP)**

If **Graduation** is planned for **AY 2013-2014**

<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><strong>Special Project, OR Scholarly Report, OR paper, OR thesis</strong> has been submitted to the department chair or advisor.</td>
<td>Friday June 28, 2013</td>
<td>Friday October 18, 2013</td>
<td>Friday April 4, 2014</td>
</tr>
<tr>
<td><strong>Department Chair has:</strong></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 23, 2013</td>
<td>Friday December 20, 2013</td>
<td>Friday May 2, 2014</td>
</tr>
<tr>
<td>◦ certified the student’s eligibility for award of degree.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week of May 19, 2014**  School Convocation*

**Thursday, May 22, 2014**  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