Message from the Department Chair

August, 2014

Dear Students and Fellows:

It is with great pleasure that I welcome those of you who are new, and those who are returnng, to our department for this new Academic Year 2014/2015. 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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The Department of Mental Health

Mission

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

About the 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: nialong1@jhu.edu)

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

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

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

The Center for Prevention and Early Intervention builds on the foundation laid by the Johns Hopkins Prevention Intervention Research Center (1985-2001), which provided the basis for two generations of school-based, preventive intervention field trials in Baltimore and their ongoing follow-ups.

**Epidemiologic Catchment Area-East Baltimore (ECA)**
(Primary faculty contact: Dr. William Eaton, email: weaton1@jhu.edu)

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

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

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

Alcohol and Drug Use and Substance Disorders
(Primary Faculty Contact: Dr. Debra Furr-Holden, drholden@jhu.edu)

A major focus of the Department is the epidemiology of substance use and related disorders, encompassing tobacco, alcohol, and illegal drugs. Our faculty’s research uses a life course framework and social-ecological perspective to understand the determinants of substance use, including
opportunities to use drugs, initiation, use disorders, services, and treatment. A major goal of this research is the identification of potential targets for intervention leading to the development and testing of preventive intervention approaches. Another major body of research focuses on the consequences of drug use, including comorbid psychiatric disorders and health consequences such as HIV/AIDS. The Department is the site of several National Institute on Drug Abuse (NIDA) funded studies, as well as a NIDA-funded research training program.


**Cognitive Health and Aging**  
(Primary faculty contact: Dr. George Rebok, email: grebok1@jhu.edu)

The Department offers advanced training in epidemiologic study of the determinants of cognitive health and cognitive decline in the elderly. The dementias of aging are among the most pressing public health concerns in the developed world, where more than 30% of those over age 85 are impaired. In the U.S.A., at least 20% of adults now living are expected to develop severe memory loss and other clinical features of dementia. With the rapid growth in life expectancy, many countries in the developing world are also seeing dramatic increases in the prevalence of dementing disorders. Department faculty have affiliations with the Johns Hopkins Center on Aging and Health, the Johns Hopkins Center for Innovative Care in Aging, and direct several NIA-funded projects as well as the Memory and Aging Training Fellowship, all of which seek to find the role of genes and the environment in the cause of Alzheimer’s disease, to identify specific environmental factors that may modify genetic influences, and to test interventions aimed at delaying or preventing the occurrence of cognitive decline and dementia. The training includes course offerings in the Departments of Mental Health, Epidemiology, Biostatistics, Health Policy and Management, and the Department of Psychiatry and Behavioral Sciences of the School of Medicine. Graduate and post-doctoral students have the opportunity to work with several large observational and intervention datasets related to mental health in aging, including the observational Cache County Study, the Epidemiologic Catchment Area (ECA) follow-up, the Women’s Health and Aging II studies, and the trial-based Advanced Cognitive Training for Independent and Vital Elderly (ACTIVE) Study, Ginkgo Evaluation of Memory Study (GEMS), and Baltimore Experience Corps Trial (BECT). Students are invited to attend monthly Work-in-Progress (WiP) meetings as a forum for informal discussion and development of research papers, dissertation ideas, and grant proposals.

**Global Mental Health**  
(Primary faculty contact: Dr. Judy Bass, email: jbash1@jhu.edu)
Countries trying to develop in the face of adversity, such as conflict, the HIV epidemic, and natural disasters, face impediments not just in infrastructure development but also in human development. Establishing a physically and mentally healthy populace is a necessary component for promoting development in low-resource countries. Health problems that chronically impair functioning are likely to cause significant social and economic problems by both reduced social and economic contribution by the individual and the increased resources required to care for them. As publicized in the WHO and Harvard University ‘Global Burden of Disease’ reports, common mental illnesses constitute the major cause of dysfunction both globally and specifically in poor countries. Faculty in the Department of Mental Health and throughout the School of Public Health are pioneers in conducting applied research to understand cross-cultural variations in the manifestation of disorders and to investigate the impact of prevention and intervention programming on populations living in areas with few resources.

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

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

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

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

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

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

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

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

**Other Collaborations**
The Department faculty work in close association with city, state, and federal public mental health agencies, and enjoy working relationships with the Maryland State Department of Health and Mental Hygiene and the Baltimore City Health Department. Department faculty and staff
also work with local non-profit agencies working in mental health including Baltimore Mental Health Systems and the Behavioral Health Leadership Institute, the B’MORE Clubhouse, as well as with the Baltimore Substance Abuse Systems, Inc. In addition, the Department faculty has established close working relationships internationally with the WHO Department of Mental Health and Substance Abuse; the World Psychiatric Association; the National Center for Register-based Research in Denmark; and the World Federation for Mental Health.

**Department Committees**

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

The major standing committees and their functions are as follows:

- **Faculty Development Committee, Chair – Dr. M. Daniele Fallin**
  
  Members: Full professors: Drs. Eaton, Leaf, Rebok, Ialongo, 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.

- **Committee on Academic Standards, Chair – Dr. Judy Bass**
  
  Staff: Patty Scott, Academic Program Coordinator

  The Committee on Academic Standards includes three subcommittees as follows:
  
  - **Curriculum 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).

- Department Honors and Awards Committee, Chair – Dr. Lisa Townsend
Staff: Michelle Maffett, Patty Scott

Functions:
1. Solicit nominations for departmental awards (except Mental Health Scholars, who are decided upon by the Admissions committee)
2. Deliberate on award recipients.

**Departmental Honors and Awards**

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

- The Morton Kramer Award – made annually to a doctoral student who has demonstrated excellence in the application of biostatistical and epidemiologic methods to the solution of problems in research dedicated to advancing our knowledge of the epidemiology of mental disorders, and to the application of such knowledge in programs designed to prevent and control mental disorders and associated disabling conditions.

- The Paul V. Lemkau Award – made annually for outstanding performance in doctoral studies in the field of mental health.

- The Lucy Shum Memorial Award – made annually for a student in the Department of Mental Health who will work in the arena of public health policy for mental health issues. If there are several eligible students a preference will be given to students of Chinese heritage.

- The Rose and Ali Kawi Award – made annually for a DrPH student in the Department of Mental Health.

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

Some doctoral and postdoctoral training is funded under NIH-funded Institutional Training Programs:

Psychiatric Epidemiology Training (PET) Program
This interdisciplinary doctoral and postdoctoral program is affiliated with the Department of Epidemiology and with the Department of Psychiatry and Behavioral Sciences at the School of Medicine. The Program is directed by Dr. Peter Zandi (pzandi@jhsphs.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 led by Dr. Debra Furr-Holden (Director, drholden@jhu.edu) and Dr. Renee M. Johnson (Deputy Director, rjohnson@jhu.edu). The DDET program is designed to train scientists in the area of substance use and substance use disorders. Research training within the DDET Program focuses on: (1) genetic, biological, social, and environmental factors associated with substance use, (2) medical and social consequences of drug use, including HIV/AIDS and violence, (3) co-morbid mental health problems, and (4) substance use disorder treatment and services. The DDET program is funded by the National Institute on Drug Abuse.

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

All trainees are required to attend a weekly seminar series focused on career development and substance use research. The DDET program supports trainees’ attendance at relevant academic meetings, including the Annual Meeting of the College on Problems of Drug Dependence (CPDD) each June. Training grant appointments are awarded annually and are renewable given adequate progress in the academic program, successful completion of program and departmental requirements, and approval of the training director.
Predoctoral trainees are required to take the required series in epidemiology and biostatistics, as well as The Epidemiology of Substance Use and Related Problems (330.602). In addition, they must take three advanced courses that enhance skills or content expertise in substance use and related problems: one in epidemiology (e.g., HIV/AIDS epidemiology), one in biostatistics, and one in social and behavioral science or health policy. The most appropriate biostatistics course will provide instruction on a method the trainee will use during the thesis research (e.g., survival analysis, longitudinal analysis methods). (Course requirements for trainees from other departments will be decided on a case-by-case basis.)

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

Financial Information

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

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

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

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

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


A late registration fee is assessed if registration is late; this is NOT covered by training grants or departmental funding.
Travel Costs

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

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

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

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

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

**Travel Funds For Professional Meetings or Conferences**
The Department sets aside a limited amount of funds for travel and registration fees for doctoral students to attend professional meetings or conferences. **The funds are available only to those not supported by training grants who already have access to travel funds.** Students and Fellows can apply for travel support, after they have also applied for support from the conference or meeting itself, to the Academic Coordinator who will obtain the approval of the Department Chair for each request. To be eligible, the student or fellow must have an accepted communication (i.e., poster or oral presentation) at the meeting or conference. **The maximum amount for any one trip is $1,000 and students and fellows can only be supported once per year.**

The request should be sent to the Academic Coordinator via email listing the following information: Student/Fellow name, date of request, name of conference, location of conference, dates of conference, breakdown of estimated expenses, type of presentation (poster, paper, etc.) and whether or not the student has requested scholarship funds from the conference. Once approval has been obtained and the trip is completed, receipts must be submitted to be reimbursed. At least 30 days or more advance notice is requested for approval.

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

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

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.

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:
General Resources

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

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

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

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

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

Lockers
A limited number of lockers are located in the Bloomberg School of Public Health.
Mailboxes
The Department will communicate to students and fellows through the departmental mailboxes located in the department hallway. It is important that students and fellows check Department mailboxes on a regular basis. Communication with faculty is also facilitated by this system, since most faculty also check their mailboxes frequently.

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.).

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/) 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 Department Conference Rooms**
The Department of Mental Health is responsible for 3 conference rooms: 188 (15-20 seats), 845 (15-20 seats), and 892 (12 seats). The conference rooms are available for use by faculty, staff and students within the School of Public Health, and are under the primary control of the DMH Administration Office. Candice Davis is available to assist you with reservations, cdavi108@jhu.edu, 5-3910, or a reservation book is kept in the department’s main office (HH 850) for your convenience.

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

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

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

At the time of the reservation, come to the main office (HH850) to get a room key, which needs to be returned to the main office directly after the meeting. For room HH188, the remote control for the projector is in the main office, for rooms HH892 and HH845, the remote controls remain in the conference rooms. There are LCD projectors in each room but no laptops. You will need to provide your own laptop or make arrangements with Multimedia to provide one. If you are using a MAC, you will need to bring your own adapter to connect to the LCD projector. Please be sure that the LCD projector is turned **off** at the end of your meeting. If you are using a teleconference unit, please be sure that the telephone line is reconnected to the wall after you disconnect the teleconference unit. If you are having food/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.
Hampton House Conference Rooms
Listed below is a chart listing all of the conference rooms in the Hampton House building.

<table>
<thead>
<tr>
<th>Bldg</th>
<th>Room</th>
<th>Dept</th>
<th>Type</th>
<th>Seats</th>
<th>Contact</th>
<th>Contact Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>HH</td>
<td>144</td>
<td>Student Affairs</td>
<td>Café - Conference</td>
<td>12</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx</a></td>
</tr>
<tr>
<td>HH</td>
<td>145</td>
<td>Student Affairs</td>
<td>Café - Conference</td>
<td>12</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx</a></td>
</tr>
<tr>
<td>HH</td>
<td>188</td>
<td>MH</td>
<td>Conference</td>
<td>15-20</td>
<td>Candice Davis</td>
<td>410-955-3910, <a href="mailto:cdavi108@jhsph.edu">cdavi108@jhsph.edu</a></td>
</tr>
<tr>
<td>HH</td>
<td>208</td>
<td>Student Affairs</td>
<td>Classroom</td>
<td>36</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx</a></td>
</tr>
<tr>
<td>HH</td>
<td>244</td>
<td>Student Affairs</td>
<td>Classroom</td>
<td>16</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx</a></td>
</tr>
<tr>
<td>HH</td>
<td>250</td>
<td>Student Affairs</td>
<td>Classroom</td>
<td>36</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx</a></td>
</tr>
<tr>
<td>HH</td>
<td>291</td>
<td>Student Affairs</td>
<td>Classroom</td>
<td>19</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx</a></td>
</tr>
<tr>
<td>HH</td>
<td>297</td>
<td>Student Affairs</td>
<td>Classroom</td>
<td>19</td>
<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx</a></td>
</tr>
<tr>
<td>HH</td>
<td>339</td>
<td>HPM</td>
<td>Conference</td>
<td>12</td>
<td>Sandy Freeman</td>
<td>410-955-2461, <a href="mailto:sfreeman@jhsph.edu">sfreeman@jhsph.edu</a></td>
</tr>
<tr>
<td>HH</td>
<td>461</td>
<td>HPM</td>
<td>Conference</td>
<td>12</td>
<td>Michelle Ward</td>
<td>410-955-3625</td>
</tr>
<tr>
<td>Bldg</td>
<td>Room</td>
<td>Dept</td>
<td>Type</td>
<td>Seats</td>
<td>Contact</td>
<td>Contact Info</td>
</tr>
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<td><strong><a href="mailto:rmccray@jhsph.edu">rmccray@jhsph.edu</a></strong></td>
</tr>
<tr>
<td>HH</td>
<td>563</td>
<td>HPM</td>
<td>Conference</td>
<td>12/15</td>
<td>Edith Jones</td>
<td>410-955-2221, <strong><a href="mailto:ejones10@jhu.edu">ejones10@jhu.edu</a></strong></td>
</tr>
<tr>
<td>HH</td>
<td>688</td>
<td>HPM</td>
<td>Conference</td>
<td>20</td>
<td>Kimberly Collins</td>
<td>443-287-4241</td>
</tr>
<tr>
<td>HH</td>
<td>744</td>
<td>HBS</td>
<td>Conference</td>
<td>20</td>
<td></td>
<td>410-955-2312 or 410-502-4551</td>
</tr>
<tr>
<td>HH</td>
<td>845</td>
<td>MH</td>
<td>Conference</td>
<td>15/20</td>
<td>Candice Davis</td>
<td>410-955-3910, <strong><a href="mailto:cdavi108@jhu.edu">cdavi108@jhu.edu</a></strong></td>
</tr>
<tr>
<td>HH</td>
<td>892</td>
<td>MH</td>
<td>Conference</td>
<td>10/12</td>
<td>Candice Davis</td>
<td>410-955-3910, <strong><a href="mailto:cdavi108@jhu.edu">cdavi108@jhu.edu</a></strong></td>
</tr>
<tr>
<td>HH</td>
<td>B14</td>
<td></td>
<td>Auditorium</td>
<td>135</td>
<td>Melissa Horn</td>
<td><strong><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/SETForm.aspx</a></strong></td>
</tr>
<tr>
<td>HH</td>
<td>B41</td>
<td>IS</td>
<td>Computer lab</td>
<td>30</td>
<td></td>
<td><strong><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/CompLab_Sched_Request.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/CompLab_Sched_Request.aspx</a></strong></td>
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<tr>
<td>HH</td>
<td>Café</td>
<td></td>
<td>Café</td>
<td></td>
<td></td>
<td><strong><a href="https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/CompLab_Sched_Request.aspx">https://my.jhsph.edu/Offices/InformationSystems/Forms/Current%20Forms/CompLab_Sched_Request.aspx</a></strong></td>
</tr>
</tbody>
</table>

All reservations are scheduled on a first come first serve basis with attendance of five or more. Small study groups and small group meetings are usually held in the conference rooms next to the café. Those rooms can be reserved through the School’s scheduling coordinator – **schedule@jhsph.edu**. It is your responsibility to locate another room if you are “bumped” out of a room that you have previously reserved.
Student Support, Health, and Services

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

Office of Student Affairs

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

Student Assembly

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

University Health Service

The University Health Service (U.H.S.), located at 933 N. Wolfe Street (between Ashland and Eager Streets, adjacent to the new Graduate Housing), is open from 8:30 a.m. to 5:00 p.m. to care for the health needs of the students at the Bloomberg School of Public Health and the School of Medicine, who have health insurance through the student health plan. Appointments are preferred, but walk-ins are always seen by one of the available physicians.

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.

**University Student Assistance Program (SAP)**

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

**Mental Health Student Group**

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

**Travel Abroad**

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

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

Students traveling to a less developed part of the world should be certain to contact their health care provider or the Johns Hopkins International Travel clinic to learn about recommended immunizations and other matters to guard your health. The International Travel Clinic is located on the East Baltimore campus and can be reached by telephone at 410-955-8931. 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 as part of a practicum experience or as part of a research team must complete a Graduate Student Study Release and International Travel Checklist and leave the forms with Patty Scott, Senior Academic Program Coordinator for the Department of Mental Health. Copies of the forms can be accessed at: https://my.jhsph.edu/sites/itr/default.aspx.

Transportation Services

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

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

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

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

Communications

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

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

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

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

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

Academic Programs

General Policies

Admission Standards
The Department has a committee to review applications for admissions to degree programs and fellowships. Each application is reviewed by multiple faculty members, and scored on a scale from 1 (best rating) to 5 (worst rating). Many factors are taken into consideration before the faculty member assigns a score including the student’s past experiences and commitment to research or professional practice and educational excellence in this field. Scores on the Graduate Record Examination (GRE) are considered and most successful applicants have scores above the 65th percentile. Test of English as a Foreign Language (TOEFL) score is required of foreign students, and most successful applicants have scores above 100 on the internet exam. The Statement of Purpose of each applicant is carefully considered also as part of the admission process. There must be a fit between an applicant’s career commitment and the interests of a faculty advisor for admission for research-oriented doctoral students and postdoctoral fellows in the Department. These rating sheets are confidential and do not become part of a student’s file.
Advisors
Each student/fellow is assigned a faculty advisor prior to the time of enrollment in a course of study. Every attempt is made to assign advisors appropriate to the student's/fellow’s area of interest. All Master of Health Science (MHS) students are assigned the Director of the MHS program as their primary advisor, and encouraged to designate a secondary advisor who will serve as a mentor for their thesis project. Advisors play an important role in the student's/fellow's life. They are the initial point of contact regarding academic program, registration for courses, and subsequent changes in status or program. Registration, add/drop, pass/fail agreements and many other School forms require the advisor's signature.

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

Course Waivers
It sometimes is possible to waive a required course based on previous course work and/or experience. Required courses outside the Department of Mental Health may have different waiving requirements than courses within the Department. If a student wishes to receive a waiver for a required course, they should first meet with their advisor and confirm that the requirements have been met. Together with the advisor, a student should draft a detailed request in writing for submission to the Chair of the Departmental Committee on Academic Standards. The request should have signatures of the lead faculty teaching the course, the training program director (if appropriate), and the student's advisor prior to submission to the Committee Chair.

Academic Standards
To maintain satisfactory academic performance and good academic standing:

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

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

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

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

Students enrolled in the Bloomberg School of Public Health assume an obligation to conduct themselves in a manner appropriate to The Johns Hopkins University’s mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic records; falsification, forgery, alteration, destruction, or misuse of official University documents or seal; violation of the rights and welfare of human subjects in research; violation of the welfare of animal subjects in research; falsification of research results; and misconduct as a member of either School or University committees or recognized groups or organizations.

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

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

All members of the academic community are responsible for the academic integrity of the University. Students and faculty alike must work together to minimize the possibility of violations of academic integrity.
The faculty is responsible for the conduct of examinations, for announcing the ground rules for all work in a course at the beginning of the term in which the course is offered, and for the security of examination papers and teaching laboratories. Proctoring is at the discretion of the instructor.

A student with knowledge of any violation of academic integrity governed by the Bloomberg School of Public Health Constitution has an obligation to report such violations, including the identity of the alleged violator(s) to the appropriate faculty member, the Dean or to the Academic Ethics Board.

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

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

All students are required to take course 550.860.82 Academic and Research Ethics at JHSPH (0 credit – pass/fail) in first term of registration.

**Academic Progress**

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

A student’s overall academic standing and progress will be judged not only on grades received, but also successful completion of other degree-specific milestones.
**Academic Plans**
The Department recognizes that students and fellows come from different disciplines and are at varying developmental stages with respect to their careers. Explicit plans developed by students and fellows and approved by advisors foster investigation of the various training opportunities available within a flexible and developing career path, and help to monitor achievement of goals.

During the first quarter of each academic year, each master’s student, doctoral student and postdoctoral fellow will complete a plan describing how academic and career goals will be achieved through their learning experience in the Department. The plan will contain broad, general goals to be attained during the entire experience at the Department of Mental Health; concrete objectives including specific products, so that it can be readily determined if the objectives are met; and methods and strategies for reaching the objectives. The plans will include a schedule for the year with projected dates for completion of objectives. If course waivers are to be requested, they should be included in the academic plans. A copy of the academic plan template is available from the advisors and the Academic Program Coordinator.

The plan is prepared in collaboration with the advisor, and signed by the student or fellow and the advisor. The MHS Program Director will review all the MHS academic plans and the Director of Doctoral Education will review all the doctoral student and post-doctoral fellow plans. Feedback on the plans will be provided to the advisors who will then relay any adjustments or further information back to the students. The Academic Program Coordinator will keep a file of all plans. MHS students will then update their plans frequently during the year using additional forms required for the MHS program as guided by Dr. Parisi.

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

**Mental Health Seminar Series**
Attendance at the Mental Health Seminar Series is required for all MHS students and first year doctoral students. Credit is obtained for attendance via a one-course credit per term of Special Studies and Research (330.840), with the advisor as the instructor of record.

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

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

**Course Evaluation Summaries**
Most courses offered for academic credit in the Johns Hopkins Bloomberg School of Public Health, whether onsite or offsite, are evaluated by students. The mechanics of course evaluations are handled by the Office of the Associate Dean for Graduate Education and Research. This information is intended as a general guide only. To select the best courses to meet your needs, you should seek additional information from other students, the academic program coordinator, your academic advisor and teaching faculty. The Course Evaluation Summaries are available online at: [http://www.jhsph.edu/Crsevals](http://www.jhsph.edu/Crsevals).

**Course Materials**
Course materials will usually be posted in Courseplus in some courses, materials will be reproduced and put together in a book. The student will be charged for course fees which is the amount it cost to photocopy.

**Certificate Programs in the Department of Mental Health**

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

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

**Course of Study**

**Required courses:**
[330.617](#) Psychopathology for Public Health or
330.601.81 Perspectives of Psychiatry – The Public Health Framework (online only)
(This requirement may be waived by psychiatrists and clinical psychologists upon permission of the faculty sponsor - in which case the minimum number of credits in the Department of Mental Health is 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
330.662 Public Mental Health
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.

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**Academic/Curriculum Requirements for Successful Completion**

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

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**Required courses: Students must complete all 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)

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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.
330.628  Gaps and Opportunities in Public Mental Health: A Systems Approach (3 credits, second term on campus)

**Master of Health Science (MHS)**

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

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

**Course Requirements for the MHS degree**

**First term**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>140.621</td>
<td>Statistical Methods in Public Health – 4 credits (or 140.611 Statistical Reasoning in Public Health I – 3 credits)</td>
</tr>
<tr>
<td>330.617</td>
<td>Psychopathology for Public Health – 3 credits</td>
</tr>
<tr>
<td>340.601</td>
<td>Principles of Epidemiology (or 340.751 Epidemiologic Methods I) – 5 credits</td>
</tr>
<tr>
<td>330.662</td>
<td>Public Mental Health – 2 credits</td>
</tr>
<tr>
<td>330.840</td>
<td>Special Studies and Research Mental Health (for the DMH Seminar and bi-weekly meetings with the MHS director) with student advisor’s name listed - 2 credits</td>
</tr>
<tr>
<td>550.860</td>
<td>Research Ethics - 0 credit</td>
</tr>
</tbody>
</table>

**Second term**

40
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 – 3 credits

or

330.602  The Epidemiology of Substance Use and Related Problems – 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)
330.811  MHS Thesis in Mental Health: From Proposal to Publication I – 1 credit
550.865  Public Health Perspectives on Research (online course) – 2 credits
330.840  Special Studies and Research Mental Health (DMH Seminar) with student advisor’s name listed

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
330.812  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

Fourth Term
330.607  Prevention and Control of Mental Disorders (or can be taken third term via distance education)
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. Students in the MHS program must take six credits of electives (i.e. additional courses beyond those required and described above) in the Department of Mental Health which must be taken for a letter grade.

Final Research Paper
All MHS students must complete a final research paper in their area of interest. The paper may either be a critical and comprehensive review of the literature pertaining to a specific area of interest or an original analysis of existing data. 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 and faculty co-advisor before work on the project is started. Special studies credits with a faculty member may be taken to allocate time and mentoring to working on this research paper. In order to graduate in May, all degree requirements are due in April. The final draft of the paper must be completed and approved by the student’s academic advisor and faculty co-advisor by the first week of April. Requirements for the MHS degree will not be fulfilled until the Department receives a copy of the research paper and a letter confirming completion of the degree requirements is filed in the Office of Records & Registrar (BSPH E1002).
Doctoral Program in the Department of Mental Health

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

Doctoral Scholarships and Funding

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

Residence Requirements

All doctoral students must complete and register for four full-time terms of a regular academic year, in succession, starting with Term 1 registration in August-September of the academic year and continuing through Term 4 ending in May of that same academic year. Full-time registration entails a minimum of 16 credits of registration each term and a maximum of 22 credits per term.

Full-time residence means more than registration. It means active participation in department seminars and lectures, research work group meetings, and other socializing experiences within our academic community. As such, doctoral trainees are expected to be in attendance on campus for the full academic year except on official University holidays and vacation leave.

Course Requirements Outside the Department of Mental Health

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

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

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

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

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

The following are the course requirements for the PhD program in the Department of Mental
Health. All courses identified with a * must be completed to be eligible to sit for the
departmental written comprehensive exams.
**Biostatistics (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 the following track with permission from their advisor and the Director of Doctoral Education.
330.601 Principles of Epidemiology (5 credits, first term (blended) or third term (online))*
340.608 Observational Epidemiology (4 credits, second term (blended), fourth (online))*

And one of the following:
340.769 Professional Epidemiology Methods (4 credits, third term)
340.770 Public Health Surveillance (3 credits, fourth term)

**Department of Mental Health Courses:**

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

*Students who have taken and passed the course 330.601 Perspectives of Psychiatry course are not required to take The Public Health Approach to Psychopathology.
330.662   Public Mental Health (2 credits – first term)
330.603   Psychiatric Epidemiology (3 credits – second term)*

*For Department of Mental Health doctoral students a research paper is required entailing one additional course credit. 330.840 listing Dr. Eaton as the mentor
330.661   Social, Psychological and Developmental Processes in the Etiology of Mental and Behavioral Disorders (3 credits – third term)*
330.607   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 The Epidemiology of Substance Use and Related-Problems (3 credits – second term)*
330.612 Introduction to Psychiatric and Behavioral Genetics (3 credits – third term)*
330.664 Introduction to Mental Health Services (3 credits – third term)*
330.623 Brain and Behavior (3 credits – fourth term)*

*School-wide Courses:*
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/)

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

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

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

The two courses that satisfy either requirement are:
1. 550.600 Responsible Conduct of Research [1 credit, 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.
- Postdoctoral students are permitted to enroll in either course but JHSPH does not require them to take RCR training. However, terms of their funding might require RCR training and it is their obligation to fulfill the requirement.
- The required Academic Ethics module is independent of the RCR training requirement. It is a standalone module which must be completed by all students at the Bloomberg School of Public Health. This module covers topics associated with maintaining academic integrity, including: plagiarism, proper citations, and cheating.

**Comprehensive Examination**

The Comprehensive Examination provides the faculty with an assessment of the doctoral student’s level of competence, 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."

In summer 2014, the Department convened an *ad hoc* committee to review our current comprehensive exam format and timing. This will result in a new format likely to begin in academic year 2015-2016, and will be relevant to students beginning in fall 2014. We have included a description of the current format for your information, but this is likely to change as a result of the committee’s deliberations. Students will be notified of any changes far ahead of any new formats.

*Current policy*: A student will become eligible for the Comprehensive Examination upon completion of all the courses required for the exam and approval of his/her advisor. This
will normally take place sometime after the end of his/her academic residency period (i.e., 6-8 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 and a Thursday in mid-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 comprehensive exam 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 the proposal writing course offered by the Department of Mental Health (330.660). This course is offered in the second quarter and is typically taken in the second year of doctoral study. In addition, students must select and meet with their Thesis Advisory Committee (TAC), which consists of the thesis advisor and two to four other faculty. The composition of this Committee is decided on by the student and his/her advisor with the consent of the Department Chair. The objective of the TAC at this stage is to provide assistance in the planning stages of the student’s thesis proposal and after the oral exam, to provide continuity in the evaluation of each student’s progress as they work to complete their thesis. **Students must have at least one meeting with their TAC to discuss their thesis ideas and shape their proposal prior to scheduling their Departmental and School-Wide Oral Exams.**

**Departmental Preliminary Oral Examination**

The purpose of this examination, as stated in the Policy and Procedure Memorandum (PPM-Academic 01), is to “determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest.” Specifically, the examiners will be concerned with the student’s capacity of logical thinking; breadth of knowledge in relevant areas; and ability to develop and conduct research leading to a completed thesis. Discussion of a specific research proposal will serve as a vehicle for determining the student’s general knowledge and research capacity. However, this examination is not intended to be a defense of a specific research proposal.

Each doctoral student will present his or her proposed thesis research at a Departmental Oral Examination which is intended to review the student's proposed research and to determine the student's readiness to proceed to the School Preliminary Oral. The student and advisor will propose to the department Chair which faculty will sit for this exam. There must be at least
three teaching faculty, including the advisor on the committee. The faculty member of highest seniority, other than the advisor, will chair the committee. Please let the Academic Program Coordinator (Patty Scott) know in advance of any AV needs.

**Conduct of Examination and Report of Results**

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

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

**School-Wide Preliminary Oral Examination**

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

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

**Doctoral Thesis**

All doctoral students must complete an original investigation presented in the form of a thesis. The thesis must be based on original research, worthy of publication, and acceptable to the Department of Mental Health and to a committee of thesis readers. As part of the thesis process, each student must develop a thesis proposal that will be reviewed and found acceptable by the student’s advisor while the student is enrolled as a doctoral student.

**Monitoring of Progress**

After passing the school-wide preliminary oral examination, each student’s thesis progress will be monitored by their TAC on an at least a bi-annual basis.

Doctoral advisors must officially approve the final draft of a student’s thesis prior to dissemination to the other members of the Thesis Oral Examination Committee. A signed Dissertation Approval form must accompany each hard copy of the thesis distributed. A copy of this form is available on the Office of Records and Registration website. An advisor may provide the approval in the form of an email message if traveling makes a signature impractical. Students should provide a complete and final copy of their dissertation to the committee members at least four weeks prior to the Final Oral Examination. All forms related to the final thesis defense can be found on the JHU portal at: [https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx](https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx).

After the student completes the Thesis Defense and the final version of dissertation is approved by the committee and the student’s advisor, each doctoral student is required to submit one copy for binding to the Office of Records and Registration for the departmental library. The copy should be on acid-free paper. One additional copy is to be provided to the Eisenhower Library. Information on formatting requirements is posted on the Registrar’s Office website (see above).

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

IRB Approval should be sought as soon the student has a final proposal for their dissertation research project. In order to graduate, certification that the student is on an IRB approved protocol (either on a new application or as an amendment to an existing protocol) that is the basis for the dissertation must be on file with the Office of Graduate Education and Research, which is provided to that office by the IRB. More details can be viewed at the IRB
website: www.jhsph.edu/irb. Students should discuss any questions about the use of human subjects in their research activities with their advisor.

**Thesis Format**

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

*The traditional dissertation monograph model*

In this model the dissertation typically consists of an abstract, 5-7 chapters, references, and any appendices. The outline of chapters below is merely a guide, reflecting the academic discipline or orientation of the student’s research. All dissertations must include a Table of Contents at the beginning.

**Abstract:** The abstract is a short overall summary of the work. It lays out the purpose(s) and aims of the study, the methods, and the key results and implications. The abstract generally is 2-3 double spaced pages.

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

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

**Chapter 3: Methods.** The content of the methods chapter varies tremendously with the methodological approach taken by the student for the dissertation research. With traditional empirical studies, it will generally include the specific aims, research questions, and/or hypothesis; a description of the source of study data, a description of the study instrument and its development, if relevant; a description of secondary data obtained, if relevant; analytic methods, including data cleaning, creation of a data set, creation of variables and/or qualitative codes, types of analyses done, and human subjects issues.
Chapters 4-6: Results. The results chapter(s) report the main findings of the dissertation. They are often organized by research question or specific aim or hypothesis, but need not necessarily follow this format.

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

References: A listing of all citations used for the dissertation must be provided. The Department allows any standard format for references.

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

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

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

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

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

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

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

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

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

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

A manuscript oriented thesis must also meet the following criteria:

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

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

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

**Final Oral Defense of Thesis**

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

Forms to establish this committee are available through the Office of Records and Registration. The Appointment of Thesis Reader and Final Oral Exam form (combined form) must be submitted at least one month before the scheduled defense date. This form must be submitted to the Academic Program Coordinator for review and to be signed by the Chair of the Department. Upon approval by the Chair of the Department the form should be directed to the Office of Records and Registration. The form is available online through the JHSPH portal under the Office of Records and Registration/Doctoral Students page.

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

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

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

**Policy Regarding Publishing Thesis Papers before the Final Defense**

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

**Teaching Assistantships**

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

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

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

**Length of commitment:**

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

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

**Psychiatry Department Grand Rounds**

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

**Public Didactic Lecture or Seminar**

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

“Good standing” is defined as maintaining an overall 3.0 GPA or higher, standing for the comprehensive examination at or before the end of the second year of study, and standing for the preliminary oral examination at or before the end of the third year of study. If a student does not meet these criteria, approval by the Department Chair will be needed to continue to receive any departmental scholarship funds.

**Monitoring of Progress**

Each quarter a review of all students’ academic grades is done by the Director of Doctoral Programs and the Senior Academic Coordinator. This review should help anticipate potential problems that might move a student out of ‘good standing’. The faculty advisor, Director of Doctoral Programs, and the Academic Coordinator will work with any student at risk for falling out of ‘good standing’ to proactively prevent this situation. If a student is not in good standing, this could trigger dismissal from the PhD program (see below).

**Dismissal Policy**

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

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

**Postdoctoral Fellowships**

Postdoctoral fellows (PDFs) are considered non-degree seeking students, but must maintain registration for each term: 16 credits for 330.830 Postdoctoral Research, with a minimum of 12 credits per term if additional courses of interest are taken. PDFs are not permitted to earn more than 16 credits of didactic course work for academic credit during their tenure as a postdoctoral fellow. However, this 16 credit limit may be extended for some special PDF training programs if prior approval is obtained from the School’s Committee on Academic Standards. There is no limit on the number of courses a fellow may audit. The PDF’s advisor approves the registration
request. Upon successful completion of the program, the Department will notify the Office of Records and Registration which will issue a PDF Certificate. The School’s website has additional critical information for PDFs: [http://www.jhsph.edu/GER/Postdocs.html](http://www.jhsph.edu/GER/Postdocs.html).

The NIH requires that Postdoctoral fellows supported by an NIH training grant receive training in the responsible conduct of research. Courses that fulfill this requirement are 550.600 Responsible Conduct of Research and 306.665 Research Ethics and Integrity: U.S. and International Issues. These courses must be taken for pass/fail. Postdoctoral Research fellowships are generally for two years. The postdoctoral programs differ from program to program. Most postdoctoral fellowships are tailored to the needs and abilities of the individual fellow.
### Appendix A: 2014-15 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</td>
<td>Psychopathology for Public Health, Dr. Adam Spira</td>
<td></td>
<td>First term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.601</td>
<td>Perspectives of Psychiatry: The Public Health Framework, Dr. McHugh (distance ed only)</td>
<td></td>
<td>First term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.662</td>
<td>Public Mental Health, Dr. Dani Fallin</td>
<td></td>
<td>First term</td>
<td>2 credits</td>
</tr>
<tr>
<td>330.657.01 and 0.81</td>
<td>Statistics for Psychosocial Research: Measurement, Drs. Jeannie Leoutsakos and Qian-Li Xue (jointly offered with the Department of Biostatistics, offered both online and in person)-Continued second term 140.658</td>
<td>Statistics for Psychosocial Research: Structural Models</td>
<td>First term</td>
<td>4 credits</td>
</tr>
<tr>
<td>330.602</td>
<td>Epidemiology of Substance Use and Related Problems, Dr. Renee Johnson</td>
<td></td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.603</td>
<td>Psychiatric Epidemiology, Dr. William Eaton (<em>For Department of Mental Health doctoral students, a research paper is required for an additional 1 credit of Special Studies</em>)</td>
<td></td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.611</td>
<td>Manuscript Writing for Mental Health Research, Dr. Tamar Mendelson <em>(for second year and beyond doctoral students)</em></td>
<td></td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.660</td>
<td>Seminar on Methods in Public Mental Health Research, Dr. Phillip Leaf <em>(for second year doctoral students)</em></td>
<td></td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.620</td>
<td>Issues in Mental Health Research in Developing Countries, Dr. Judy Bass</td>
<td></td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.628</td>
<td>Gaps and Opportunities in Public Mental Health: A Systems Approach, Ms. Deborah Agus</td>
<td></td>
<td>Second term</td>
<td>3 credits</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Credits</td>
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</tr>
<tr>
<td>330.612</td>
<td>Introduction to Behavioral and Psychiatric Genetics, Dr. Peter Zandi</td>
<td>Third term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.661</td>
<td>Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders, Dr. Lisa Townsend</td>
<td>Third term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.667</td>
<td>Mental Health and the Law, Ms. Deb Agus</td>
<td>Third term</td>
<td>3 credits</td>
<td></td>
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<tr>
<td>330.664</td>
<td>Introduction of Mental Health Services, Dr. Ramin Mojtabai</td>
<td>Third term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.607</td>
<td>Prevention and Control of Mental Disorders: Public Health Interventions, Dr. Nicholas Ialongo</td>
<td>Fourth term (distance ed)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.674</td>
<td>Suicide as a Public Health Problem, Dr. Holly Wilcox</td>
<td>Third term (onsite) Fourth term (distance ed)</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.618</td>
<td>Mental Health in Later Life, Dr. George Rebok (offered every other year, next offered 2014-15)</td>
<td>Fourth term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.606</td>
<td>Economics of Mental Health and Substance Use Disorders, Dr. Pierre Alexandre</td>
<td>Fourth term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.639</td>
<td>The intersection of Mental and Physical Health, Dr. Joe Gallo</td>
<td>Fourth term</td>
<td>3 credits</td>
<td></td>
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<tr>
<td>330.619</td>
<td>Analytic Strategies in the Genetics of Psychiatric, Behavioral, and Other Complex Diseases, Dr. Brion Maher</td>
<td>Fourth term</td>
<td>3 credits</td>
<td></td>
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<tr>
<td>330.623</td>
<td>Brain and Behavior in Mental Disorders, Dr. Michelle Carlson</td>
<td>Fourth term</td>
<td>3 credits</td>
<td></td>
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<tr>
<td>330.640</td>
<td>Childhood Victimization: A Public Health Perspective, Dr. Elizabeth Letourneau</td>
<td>Fourth term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.680</td>
<td>Promoting Mental Health and Preventing Mental Disorders in Low and Middle Income Countries, Dr. Wietse Tol</td>
<td>Fourth term</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>330.802</td>
<td>Seminar on Aging, Cognition and Neurodegenerative Disorders, Drs. Rebok,</td>
<td>First – fourth</td>
<td>2 credits</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Terms</td>
<td>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>
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<tr>
<td></td>
<td>Seminar on Statistical Methods for Mental Health, Elizabeth Stuart</td>
<td></td>
<td></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>
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<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: lneigho1@jhu.edu
Location: Hampton House room 850
Oversees all financial and administrative activities within the Department and coordinates external activities with the JHSPH Research Administration, Business, Facilities, Information Systems, and University Controller offices.

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

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

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

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

Scott Hubbard – Research Associate
Phone: (443) 287-3446
Email: ehubbar1@jhu.edu
Location: Hampton House 835
Implement policies and procedures for grant and account payable work within the department. Prepare grant and contract proposals for submission reviewing all related documents. Accounts Payable support for assigned faculty including coding, reconciling, transfers, etc. Will provide programming, statistical and analytical support with regards to the data within the department, particularly the prevention research data that is being utilized by several research studies.

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

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

Student Name

Advisor Name

SECTION I: STUDENT INFORMATION

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

SECTION II: COURSEWORK

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Term</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Term</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Term</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Term</th>
</tr>
</thead>
</table>

Lists the Courses You Plan to Complete This Year (<i>include Course number and Course title</i>):

SECTION III: PROFESSIONAL ACCOMPLISHMENTS

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

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

SECTION IV: PLANS FOR THIS YEAR

Please state your original goals for this program and reflect on how your goals and professional trajectory may have changed, or not changed, since then. State whether, and how, the School of Public Health and the Department of Mental Health are helping you to meet those goals. State what progress toward these long-term goals you intend to make this year, and how we as faculty might recognize such progress at the conclusion of this year.

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

Please list term and year of completion/anticipated completion:

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

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

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

List the dates of past thesis advisory committee (TAC) meetings:

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

_________________________________________
Student signature/date

_________________________________________
Advisor signature/date

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

All Students should submit by the end of First term (October 24, 2014).
# Appendix E: Timetable for Completion of Doctoral Degree Requirement

The Johns Hopkins University  
Bloomberg School of Public Health

All Doctoral Candidates

If Graduation is planned for AY 2014-2015

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Dates for Summer Conferral</th>
<th>Due Dates for Fall Conferral</th>
<th>Due Dates for Spring Conferral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has:</td>
<td></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 13, 2014</td>
<td>Friday September 5, 2014</td>
<td>Friday February 6, 2015</td>
</tr>
<tr>
<td>° Submitted the Appointment of Thesis Readers and Final Oral Exam Form to the Office of Records &amp; Registration. Thesis has already been distributed to readers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Oral Exam has been held and passed.</td>
<td>Friday July 11, 2014</td>
<td>Friday October 10, 2014</td>
<td>Friday March 13, 2015</td>
</tr>
<tr>
<td>Student has:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° submitted Thesis Acceptance Letters from Committee Chair and Thesis Advisor to the Office of Records &amp; Registration.</td>
<td>Friday August 1, 2014</td>
<td>Option 1</td>
<td>Option 1</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>Option 1 Friday November 7, 2014</td>
<td>2nd term Registration NOT Required</td>
<td>Option 1 Friday April 3, 2015</td>
</tr>
<tr>
<td>° Submitted Departmental copy (ies) of the dissertation to the Office of Records &amp; Registration.</td>
<td>Option 2 Friday November 14, 2014</td>
<td>2nd term Registration Required</td>
<td>Option 2 Friday April 10, 2015</td>
</tr>
</tbody>
</table>

Tuesday, May 19, 2015    School Convocation*
Thursday, May 21, 2015   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
Appendix F: Timetable for Completion of MHS Degree Requirement

The Johns Hopkins University
Bloomberg School of Public Health

If Graduation is planned for AY 2014-2015

<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>Special Project, OR Scholarly Report, OR paper, OR thesis has been submitted to the department chair or advisor.</td>
<td>Friday June 27, 2014</td>
<td>Friday October 17, 2014</td>
<td>Friday April 3, 2015</td>
</tr>
<tr>
<td>Department Chair has:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ indicated in writing to the Office of Records &amp; Registration that all degree requirements have been fulfilled</td>
<td>Friday August 22, 2014</td>
<td>Friday December 19, 2014</td>
<td>Friday May 1, 2015</td>
</tr>
<tr>
<td>○ certified the student’s eligibility for award of degree.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tuesday, May 19, 2015    School Convocation*
Thursday, May 21, 2015    University Commencement (Homewood)*

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

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

## 2014-15 ACADEMIC YEAR CALENDAR

### SUMMER INSTITUTES

**REGULAR SUMMER TERM**

<table>
<thead>
<tr>
<th>Event/Registration</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for Summer Institute Terms</td>
<td>F Feb 14</td>
</tr>
<tr>
<td>Registration Begins for Regular Summer Term</td>
<td>T April 8</td>
</tr>
<tr>
<td>Internet Based/Part Time MPH New Student Orientation</td>
<td>Sun June 1</td>
</tr>
<tr>
<td>Summer Institutes Begin</td>
<td>Begin week of June 2</td>
</tr>
<tr>
<td>Regular Summer Term Registration Ends</td>
<td>F June 20</td>
</tr>
<tr>
<td>NEW STUDENT ORIENTATION/REGISTRATION</td>
<td>M June 30 - T July 1</td>
</tr>
<tr>
<td>Instruction Begins for Summer Term</td>
<td>W July 2</td>
</tr>
<tr>
<td>INDEPENDENCE DAY HOLIDAY</td>
<td>F July 4</td>
</tr>
<tr>
<td>Regular Summer: Add/Drop Period</td>
<td>W July 2 - T July 15 (full term courses only)</td>
</tr>
<tr>
<td>Last Class Day of Summer Term</td>
<td>F Aug 22</td>
</tr>
</tbody>
</table>

### 1ST TERM

<table>
<thead>
<tr>
<th>Event/Registration</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term Registration Begins for Continuing and Special Students</td>
<td>M June 2</td>
</tr>
<tr>
<td>1st Term Registration Ends for Continuing and Special Students</td>
<td>F Aug 15</td>
</tr>
<tr>
<td>NEW STUDENT ORIENTATION/REGISTRATION</td>
<td>W Aug 27 - F Aug 29</td>
</tr>
<tr>
<td>Instruction Begins for 1st Term</td>
<td>T Sept 2</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Sept 1 - F Sept 12</td>
</tr>
<tr>
<td>LABOR DAY RECESS</td>
<td>M Sept 1</td>
</tr>
<tr>
<td>Last Class Day of 1st Term</td>
<td>F Oct 24</td>
</tr>
</tbody>
</table>

### 2ND TERM

<table>
<thead>
<tr>
<th>Event/Registration</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Term Registration Begins</td>
<td>F July 25</td>
</tr>
<tr>
<td>2nd Term Registration Ends</td>
<td>F Oct 10</td>
</tr>
<tr>
<td>Instruction Begins for 2nd Term</td>
<td>M Oct 27</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Oct 27 - F Nov 7</td>
</tr>
<tr>
<td>THANKSGIVING RECESS</td>
<td>Th Nov 27 - Su Nov 30</td>
</tr>
<tr>
<td>Last Class Day of 2nd Term</td>
<td>F Dec 19</td>
</tr>
</tbody>
</table>

### Internet Based/Part Time MPH New Student Orientation

<table>
<thead>
<tr>
<th>Event/Registration</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Intersession Registration Begins</td>
<td>Sun Jan 4</td>
</tr>
<tr>
<td>Winter Intersession Registration Ends</td>
<td>M Jan 5 - F Jan 16</td>
</tr>
<tr>
<td>MARTIN LUTHER KING, JR. HOLIDAY RECESS</td>
<td>Th Dec 5</td>
</tr>
</tbody>
</table>

### 3RD TERM

<table>
<thead>
<tr>
<th>Event/Registration</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for 3rd Term</td>
<td>T Jan 20</td>
</tr>
<tr>
<td>3rd Term Registration Ends</td>
<td>W Nov 19</td>
</tr>
<tr>
<td>Instruction Begins for 3rd Term</td>
<td>F Jan 9</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>T Jan 20 - M Feb 2</td>
</tr>
<tr>
<td>Last Class Day of 3rd Term</td>
<td>M Jan 19 - M Feb 20</td>
</tr>
<tr>
<td>SPRING RECESS</td>
<td>M Jan 16 - F Mar 20</td>
</tr>
</tbody>
</table>

### 4TH TERM

<table>
<thead>
<tr>
<th>Event/Registration</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Begins for 4th Term</td>
<td>M Mar 23</td>
</tr>
<tr>
<td>4th Term Registration Ends</td>
<td>F Mar 23</td>
</tr>
<tr>
<td>Instruction Begins for 4th Term</td>
<td>M Mar 23 - F Apr 3</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>M Mar 23 - F Apr 3</td>
</tr>
<tr>
<td>Last Class Day of 4th Term</td>
<td>F May 15</td>
</tr>
<tr>
<td>PUBLIC HEALTH CONVOCATION</td>
<td>T May 19</td>
</tr>
<tr>
<td>UNIVERSITY COMMENCEMENT</td>
<td>Th May 21</td>
</tr>
<tr>
<td>RESIDENCY PROGRAM ENDS</td>
<td>T June 30</td>
</tr>
</tbody>
</table>

As of September 2013