



Department of Epidemiology
Office of the Chairman

August 2011

Welcome to the Department of Epidemiology. As you no doubt will have repeatedly heard since you arrived in Baltimore, you have now joined the oldest and largest department of epidemiology in the world. We are very proud of our past accomplishments, our history, and the accomplishments of our talented students, faculty and alumni. We are even more excited about many of the new projects that are underway or under consideration. The 2011-2012 edition of our Department of Epidemiology Guide introduces you to the Department and helps you to meet your educational goals and to have a productive and enjoyable year.

This Academic Guide complements the Student Handbook distributed by the School each year and it should be read along with the Handbook and the School Catalog (which can be found in its complete form on the School website) to gain a full picture of the Department and the School. The Guide summarizes the required and recommended courses for each area of concentration, the requirements for each of the degree programs offered by our Department, and other essential information you may need. Because the Guide is revised annually, please be sure to use the most recent edition of the Guide in planning and following your academic program in the Department.

Students should also carefully read the listing of Competencies for Students on the intranet site and the Advisor/Advisee Manual. We have structured our educational program around the competencies. Our curricula are developed with the competencies as guiding principles and the written comprehensive examination is directed at testing knowledge described in these competencies. In addition, the Advisor/Advisee Manual is intended to facilitate this key point of interaction between students and faculty members.

2011-2012 marks the sixth year of our revised core sequence of courses in epidemiologic methods (751-753). Over the past year, we have made some significant changes to the flow of ideas and methods that are being presented this year. This sequence deepens and better integrates our teaching of methods, and I think you will find it is better coordinated with the Biostatistics sequence (620 series). Major changes have been made to 751 and 752 this year, with new faculty rotating in to take teaching responsibility. For students outside of the department, the professional ('applied') epidemiology courses have also been modified in response to having taught these courses for the past several years. We welcome your feedback on these courses and all other departmental offerings. We are very excited about this new sequence (offered together with Principles of Epidemiology and Observational Epidemiology) and it has been extensively revised this past year; the course evaluations this time around were wonderful, for which we are very pleased.



David D. Celentano, Charles Armstrong Chair and Professor, *Department of Epidemiology*

The past decade has been an era of remarkable growth, in faculty, students and external funding of our research. The faculty of the Department remain very excited about the future of Epidemiology here at the Bloomberg School of Public Health, and we hope that you will join in our enthusiasm for the new challenges that lie ahead. As I start my third year as Chair of the Department, I look forward to working with you to continually evaluate and improve our curriculum to prepare you for the new world out there!

I hope that your time in the Department will be enjoyable and rewarding, both educationally and personally. The faculty and staff of the Department are here to help you meet your educational and professional goals. I look forward to meeting, talking and getting to know each of you.

A handwritten signature in blue ink that reads "David D. Celentano".

David D. Celentano, ScD, MHS

Welcome
Table of Contents

DEPARTMENTAL OVERVIEW

RESOURCES, CENTERS AND FINANCIAL INFORMATION

How to Use This Guide
Academic Support Core
Epidemiology Student Information (ESO)
Student Room
Society for Epidemiologic Research (SER)
American Journal of Epidemiology
American College of Epidemiology
Graduate Summer Institute in Epidemiology and Biostatistics
Winter Institute
Library Resources
Textbooks
Alumni
Conference Rooms
Notices
Health Insurance
Stress Relief (and other Mental Health Issues)
Athletic Facilities
Career Services
American College of Epidemiology

Epidemiologic Reviews
Centers

- The Johns Hopkins Center for Clinical Trials
- The George W. Comstock Center for Public Health Research and Prevention
- Welch Center for Prevention, Epidemiology and Clinical Research
- General Clinical Research Centers
- Center for Autism and Developmental Disabilities Epidemiology (CADDE)
- Center on Aging and Health (COAH)

Financial Information

COURSE REQUIREMENTS

Epidemiology Basic Core Curriculum
Course Coordinators
Independent Study or Research
Public Health Perspectives Requirement
Off-Campus and Internet - Based Courses
Registration for Pass / Fail Option
Interdivisional Courses / Registration
Certificate Programs
Tutors
Departmental Seminars
Doctoral Research Proposal Seminars
Journal Clubs
Sample Curriculums
Change of Advisor
Course Waivers
Horizontal Transfers
Vertical Transfers
Interdepartmental Transfers
Status Changes
Departmental Review of Students' Academic Progress
Academic Coordinators (schoolwide)
Academic Calendar 2011-2012
Schedule of Epidemiology Courses by Term
Term Schedule Planner
Weekly Schedule Planner

AREAS OF CONCENTRATION

- Cancer Epidemiology
- Cardiovascular Epidemiology
- Clinical Epidemiology
- Clinical Trials Epidemiology
- Epidemiology of Aging
- General Epidemiology and Methodology
- Genetic Epidemiology
- Infectious Disease Epidemiology
- Occupational and Environmental Epidemiology

NON-DEGREE PROGRAMS IN EPIDEMIOLOGY AND MPH

- Special Students (Limited & Regular)
- Post - Doctoral Fellows
- Master of Public Health Program (MPH)

DEGREE REQUIREMENTS

Masters' (MHS & SCM)

- Defining MHS & SCM Programs
- Residency
- Comprehensive Exams
- Master's Tuition Scholarship
- Thesis Requirement
- Research Responsibilities
- IRB
- Deadlines

Doctoral (PHD, SCD & DRPH)

- Overview
- Policies and Procedures
- Duration of Program
- Advisors
- Seminars and Journal Clubs
- Outside Courses
- Research Ethics and Perspectives
- Comprehensive Examination
- Teaching Assistants
- Institutional Review Board
- Time limits for Completion
- Graduation

PhD and ScD description

DrPH Description

- What to expect?
- Flowchart of Activities

ADVISOR / ADVISEE MANUAL

Departmental Overview

MISSION STATEMENT

Mission Statements

Department of Epidemiology

The mission of the Department of Epidemiology of the Johns Hopkins University School of Public Health is to improve the public's health by training epidemiologists and by advancing knowledge concerning causes and prevention of disease and promotion of health. As the oldest autonomous academic department of epidemiology in the world, the Department of Epidemiology has long maintained leadership in fulfilling this mission.

The specific goals of the Department are to:

- provide the highest quality education in epidemiology and thus to prepare the next generation of epidemiologists;
- advance the science of epidemiology by developing new methods and applications;
- use the methods of epidemiology to investigate the etiology of disease in human populations;
- use epidemiologic methods in evaluating the efficacy of preventive and therapeutic modalities and of new patterns of health care delivery,
- develop methodologies for translating epidemiologic research findings into clinical medicine;
- develop approaches for applying the findings of epidemiologic research in the formulation of public policy and to participate in this formulation and the evaluation of the effects of such policy.

In effecting these goals, the Department's scope extends well beyond the bounds of the Department's students and faculty. The Department has long served as a resource for epidemiologic training and research for students and faculty in other departments of the Bloomberg School of Public Health as well as in The Johns Hopkins Schools of Medicine and Nursing and The Johns Hopkins Hospital. The Department's impact reaches to the city, state, national and international levels.

Bloomberg School of Public Health

The Johns Hopkins University Bloomberg School of Public Health is dedicated to the education of research scientists and public health professionals, a process inseparably linked to the discovery and application of new knowledge; and through these activities, to the improvement of health and prevention of disease and disability around the world.

"Protecting Health, Saving Lives, Millions at a time"

"As a leading international authority on public health, the Johns Hopkins Bloomberg School of Public Health is dedicated to protecting health and saving lives. Every day, the School works to keep millions around the world safe from illness and injury by pioneering new research, deploying its knowledge and expertise in the field, and educating tomorrow's scientists and practitioners in the global defense of human life."

A BRIEF HISTORY

A BRIEF HISTORY OF THE DEPARTMENT

The following is an extract from the book *Disease and Discovery: A History of the Johns Hopkins School of Hygiene and Public Health, 1916-1939* by Dr. Elizabeth Fee and presents the early developments of the Department of Epidemiology and the critical role played by Wade Hampton Frost, the first Chairman of the Department, in organizing the Department and developing a methodologic and academic structure to the discipline.

In 1919, when Wade Hampton Frost became head of the department of epidemiology, it was probably the first such department in the world. Epidemiology had not yet been constituted as a formal academic discipline, despite many classic epidemiological studies, most notably, perhaps, those to which Frost himself often referred: Snow on cholera, Budd on typhoid fever, and Panum on measles.

The earliest generations of epidemiologists undertook what would later be known as "shoe leather epidemiology," going out into a community, visiting the homes of the sick, gathering information on water supplies, milk, and foods, looking for sources of infection, talking to public officials, observing local conditions, and gathering data on possible hazards to health.

Frost's own early investigations of epidemic disease outbreaks -- typhoid fever, septic sore throat, poliomyelitis, and influenza -- had been models of "shoe leather epidemiology." Even when he became professor of epidemiology, and began to analyze data gathered by others ("armchair epidemiology"), he remained firmly committed to field research and to recognizing the special value of direct personal observation of social and environmental conditions. In a period when laboratory research was widely regarded as providing the one route to fundamental scientific knowledge, Frost argued that epidemiology as "the method of experience" was essential in developing a practical knowledge relevant to the problems of disease prevention:

Any modification of the conditions of life as they exist in a community . . . requires something more than a knowledge of the specific organisms of disease, in terms of their reactions under the controlled conditions of the laboratory. It equally requires a knowledge of the community, of the psychology of the people, their social organization, the conditions and events of their everyday life. It requires that the knowledge of fundamental causes of disease be fitted together with the knowledge of people into a practical epidemiology, directly applicable to prevention.

Frost also argued that epidemiology needed theoretical development, drawing on the theoretical understanding of disease derived from the biological sciences. He was remembered for the painstaking way in which he searched for theoretical relationships in the disorderly accumulation of empirical facts about specific diseases. A friend and admirer, wrote in the *American Journal of Public Health*, applauded this aspect of his personality:

We noted [in Dr. Frost] a restlessness whenever he confronted whatever presented the earmarks of an unattached fact. By "unattached" is meant some apparently sound observation without known relationships: a sort of toy balloon bumping against the ceiling, with its string dangling just out of reach. Faced with such a situation, Dr. Frost would pace the floor... For him the problem could be settled only in one of two ways: the balloon must either be punctured or moored. If it rose because of hot air, then heaven help its launcher. If it floated merely because present knowledge was not tall enough to grasp the dangling string and tie it into basic facts, Dr. Frost reached for and usually grasped that string.

Frost is widely recognized as having provided that analytic base and methodological principles for the subsequent development of epidemiology. Some have questioned whether his conception of the field included the chronic as well as the infectious diseases. In fact, his definition of epidemiology broadened over time as his work developed and expanded. In 1919, he defined epidemiology as "the natural history of the infectious diseases, with special reference to the circumstances and conditions which determine their occurrence in nature." By 1927, he raised the question whether the term "epidemiology" should be applied to noninfectious diseases: "It is entirely in conformity with good usage to speak of the epidemiology of tuberculosis; and it seems customary also to apply the term to the mass-phenomena of such non-infectious diseases as scurvy, but not to those of the so-called constitutional diseases, such as arteriosclerosis and nephritis."

In 1937, however, at the American Public Health Association meetings in New York, Frost declared that epidemiology included all diseases and hazards to health:

The health officer may well think of epidemiology as comprising the whole of the unremitting effort being made to clarify the relation between the diseases and disabilities which men suffer and their way of life. This view brings epidemiology into its proper relation to the health officer's administrative responsibilities to modify the environment or alter the habits of people as to afford them protection against impairment of health.

A BRIEF HISTORY

Frost saw epidemiology as a tool to be used by practicing public health officers and not simply as an academic specialty. Indeed, he urged health officers to conduct their own epidemiological investigations even if they had no specialized training: "The closer his [the health officer's] actual contact with people in their homes, in schools and in clinics, the better are his opportunities for observation, and if he lacks skill he need only confine himself at first to simple problems."

During his time in Baltimore, Frost organized major research projects on the epidemiology of diphtheria, influenza, the common cold, and tuberculosis. The diphtheria study provided an analysis of the spread of infection in households and communities and highlighted the important role played by concealed infections. The studies of influenza and the common cold were especially useful in developing statistical methods for following families over time to determine the frequency of respiratory infections. The work on tuberculosis was important in initiating research on the chronic diseases. Frost argued that such studies required new methods of longitudinal analysis and he introduced methods of measuring the risk of developing disease over different periods of the life span.

Frost had arrived at the School of Hygiene without teaching experience and with no models for developing a course of instruction. He cautiously introduced his first plans for the department: "The field of epidemiology as a separate department is not yet clearly defined . . . so that the scope and methods of instruction must be worked out gradually." The "laboratory method" of teaching epidemiology that Frost subsequently developed became so successful that epidemiological departments throughout the country later copied it. He used real case studies to teach techniques of problem solving, he supplied original epidemiological data from ongoing investigations, suggested methods of analysis, and then let students debate possible approaches and solutions.

Students were required to tabulate the crude data, state any pertinent facts known about the epidemiology of the disease in question, and present an interpretation of the whole set of data in written form.

Lectures on epidemiological methods and the interpretation of field data supplemented laboratory classes. Students who loved the laboratory style of teaching sometimes found Frost's lectures dull; others realized "they were being treated to closely reasoned arguments and had better not miss a word." If Frost discovered a flaw in his own argument, he became completely engrossed in the problem at hand, and often forgot his audience, apparently talking, debating, and muttering to himself at the blackboard. As one former student paraphrased Oscar Wilde's comment about Walter Pater: "Frost was not so much heard, as overheard." Working with individual students, Frost applied perfectionist standards. Many found this process exhausting, but also a superb training. As

Ernest Stebbins, later dean of the school, explained, "If he tore your paper to pieces you knew it was good."

Until 1929, Frost remained an active officer of the United States Public Health Service. He was frequently asked to consult on ongoing field investigations, and used these investigations to provide raw data for teaching and student research. He resisted pressure to take a high administrative position in the Public Health Service and, feeling torn between his dual commitment to the school and the service, eventually resigned the latter position in 1929. He continued, however, to be much in demand as a consultant to epidemiological investigations and gave freely of his time to those asking for his advice and assistance. Frost was also a scientific director of the International Health Board of the Rockefeller Foundation, where he successfully argued the position that practical programs of disease control must be aided by an ongoing process of epidemiological research.

In 1927, the International Health Board asked Frost to organize a conference on epidemiology at the School of Hygiene. This conference, which brought together leading epidemiologists and state health officers, was influential in encouraging the development and institutionalization of epidemiology in health departments across the country. Fifteen years later, John A. Ferrell recalled the meeting: In May 1927, about 60 scientists assembled in Baltimore to formulate plans for the development and enlargement of epidemiological services throughout the United States. At that time only a few state health departments had divisions of epidemiology which were supplying services of the caliber recommended by the conference. A recent review of the situation shows that the epidemiological services of these states have more than quadrupled in extent in the years since 1927. Through his research, teaching, and other professional activities, Frost played a major role in making epidemiology an analytic discipline, one that became central to public health theory and practice by relating the scientific knowledge and techniques of many disciplines to the practical problems of disease control.

From its inception the Department of Epidemiology aimed at training future epidemiologists as well as at the development of knowledge about the epidemiology of various diseases and methods for their investigation. The Department graduated a number of students both at the Master's and the Doctoral levels. These graduates became leaders in the practice of public health, in research as well as within the academic world. Kenneth Maxcy followed W.H. Frost as the second chairman of the Department from 1938 until 1954. As with Frost, Maxcy was very much involved in addressing the major public health problems of the day and focused his attention on endemic typhus and poliomyelitis. Although this period was marked by the Second World War and its aftermath, there were major developments within the U.S. Public Health Service where the Department and its graduates had a major role including the development of the Centers for Disease Control.

A BRIEF HISTORY

(Alexander Langmuir was a student and junior faculty member in the Department and he pioneered the establishment of the Epidemic Intelligence Service at the CDC.)

As it was the case for Frost, Philip Sartwell joined the Department from the U.S. Public Health Service in 1947. He became the chairman of the Department in 1954 and continued heading it until 1970. What was started as a very productive interaction with faculty from Biostatistics in the days of Frost in research, was further developed in teaching. Thus, faculty from both departments participated in the teaching of joint courses. Also, a number of methodologic advances were made as a result of such interaction; i.e., the Reed-Frost model of the spread of epidemics and Sartwell's model for the distribution of incubation periods.

With the increasing importance of non-infectious diseases as public health problems, the School of Public Health made a decision to initiate a major initiative that addressed these problems. Dr. Abraham Lilienfeld, who was a graduate of the Department and had developed an important cancer epidemiology program at the Roswell Park Memorial Institute in Buffalo, New York, and was involved in a number of initiatives at the New York State Health Department, was recruited to head that effort in Chronic Diseases. As a very dynamic leader, Abe Lilienfeld was successful in bringing together a research and faculty team with a multidisciplinary background to address the issues of cardiovascular disease and cancer, as well as other chronic diseases. The Department of Chronic Diseases began in 1958 with Lilienfeld as its chairman. Through these efforts important contributions were made to the epidemiology and prevention of these diseases and the development of appropriate methodological tools.

In 1970, upon the retirement of Philip Sartwell as chairman of the Department of Epidemiology, the Department of Chronic Disease was integrated into the Department and Dr. Lilienfeld became the chairman of the joint Department of Epidemiology. In addition to recruitment of new faculty and the expansion of the educational and research programs of the reorganized Department, Abe Lilienfeld worked with a number of outstanding students. One of these students, Leon Gordis, replaced him as chairman of the Department in 1975.

Between 1975 and 1993 the Department enjoyed a period of continuous growth and development under the leadership of Dr. Gordis who, in addition to being an accomplished researcher in childhood and chronic diseases, has been a leading educator in epidemiology. He brought Epi 1 to its current high level and established a strong presence for clinical epidemiology in the teaching of medical students. His introductory text, *Epidemiology*, now in its second edition, is based on his many years of experience in teaching Epi 1.

During Dr. Gordis' tenure, the educational programs were placed at the forefront of the Department's priorities and major new initiatives in teaching and training were developed with the School of Medicine. At this time, the Department assumed a structure, based around programs that served as a focus for research and training. These programs included General Epidemiology, Clinical Epidemiology, Human Genetics/Genetic Epidemiology, Infectious Disease Epidemiology, and Occupational and Environmental Epidemiology. The Clinical Epidemiology Program originated jointly with the School of Medicine and is housed in the Welch Center for Prevention, Epidemiology, and Clinical Research. The growth of the Infectious Disease Epidemiology Program reflects the tragic rise of HIV and AIDS. The Human Genetics/Genetic Epidemiology and Occupational and Environmental Epidemiology Programs have been long-standing strengths of the Department. The specialty programs of the Department spawned further areas of emphasis. This evolution was acknowledged in 2000 with a faculty decision to replace the programs with the following areas of concentration: General Epidemiology, Clinical Epidemiology, Clinical Trials Training Program, Epidemiology and Biostatistics of Aging, Human Genetics and Genetic Epidemiology, Infectious Disease Epidemiology, and Occupational and Environmental Epidemiology.

In 1993, following the resignation of Dr. Gordis from the chairmanship of the Department, an international search was organized and Dr. Jonathan Samet, a pulmonary physician and epidemiologist, was selected as the new chairman of the Department, beginning in the summer of 1994. During Dr. Samet's tenure, the Department's faculty has expanded substantially in numbers and expertise. The curriculum's breadth has correspondingly expanded. Dr. Samet resigned as Chair. As of September 1, 2009, when he took up the Chair of the Department of Preventive Medicine at the School of Medicine at the University of Southern California.

Dr. David Celentano had served as interim chair and is now in his second year as the Charles Armstrong Chair. Dr. Celentano is a graduate of Johns Hopkins and has worked with the Department for over 30 years. Please visit his faculty webpage for a detailed description of his extensive research experience: http://faculty.jhsph.edu/default.cfm?faculty_id=122&grouped=false&searchText=celentano&department_id=0&departmentName=Epidemiology

As illustrated in these historical glimpses, the environment of the Department of Epidemiology has always been dynamic where teaching occurs as a result of the interaction with research and problem solving. The leading role of the Department in methodologic development is a continuing emphasis of faculty and students.

DEPARTMENT STRUCTURE

Department Structure

Chair:

David Celentano

Deputy chairs:

Terri Beaty
Stephen Gange

Doctoral Students Program Co-Directors:

Stephen Gange

DrPH Executive Board Member:

Carlos Castillo-Salgado

Masters Students Program Director:

Michel Ibrahim

MPH Executive Board Member:

Susan Tonascia

MPH Faculty Concentration Directors:

Epidemiological and Biostatistical Methods for
Public Health and Clinical Research

Rosa Crum
Marie Diener-West
Brian Caffo

Infectious Diseases

Neal Halsey
Kenrad Nelson
Clive Shiff

Human Nutrition

Laura Caulfield
Eliseo Guallar

Areas of Concentration Directors:

Cancer Epidemiology
Elizabeth Platz

Cardiovascular Diseases

Josef Coresh

Clinical Epidemiology

Lawrence Appel

Clinical Trials, Center for

Kay Dickersin

Epidemiology of Aging

Paulo Chaves

General Epidemiology and Methodology
Lisa P. Jacobson

Genetic Epidemiology
M. Daniele Fallin

Infectious Disease Epidemiology
William Moss & Taha E. Taha

Occupational and Environmental
Epidemiology
Eliseo Guallar

Department Administrator

Kelly Welsh

Academic Program Manager

Frances Burman

Senior Financial Coordinator

Matthew Miller

DEPARTMENT STRUCTURE

ADMINISTRATION OFFICE:

Vida Aquino

Budget Assistant
W-6028G 2-2496

Marisa Bailey

Senior Research Service Analyst
W-6028 4-2894

Ashley Beckerman

Senior Research Service Analyst
W-6026 4-0840

Alicia Boampong

Senior Research Service Analyst
W-6028G 4-0901

Wayne Causion

Senior Human Resources Coordinator
W-6027 5-3092

Meghan Day

Budget Assistant
W-6028 4-0904

Alex Galea

Senior Research Service Analyst
W-6028 4-4993

Brandon Goldschmitt

Senior Research Service Analyst
W-6028 2-9104

Kristi Gorsuch

Administrative Secretary
W-6027 5-3227

Kimberly Holton

Payroll/Human Resources Assistant
W-6027 5-3400

Nina Maczka

Research Administrative Coordinator
W-6028 5-5397

Mark Meyerer

Administrative Manager
W-6028 7-5218

Deborah Morgan-Meadows

Administrative HUB Secretary
E6132 4-1357

Robyne Nizer

Senior Research Service Analyst
W-6026 2-0717

Girlie Reyes

Financial Manager
W-6028 4-5043

Channel Sessions

2024 E. Monument St.
Administrative HUB Secretary
Ste. 2-637 4-6928

Rochelle Smith

Senior Research Service Analyst
W-6028 2-3728

Karen Steuernagle

Senior Financial Manager
W-6028 2-0573

Carolynn Washington

Administrative HUB Secretary
W6513 5-5689

Brandy Watford

Administrative Coordinator
W-6027 5-4692

Kelly Welsh

Senior Administrative Manager
W-6027 5-3748

DEPARTMENT STRUCTURE

The Department of Epidemiology's academic programs are organized into the following Areas of Concentration and headed by Director(s) as listed below. These represent areas in which there are specific course sequences and requirements. Each has a journal club as well. The faculty are loosely aligned with the areas of concentration above; however, many choose to collaborate (just as students are encouraged to do) across disciplines and departments. Students in the Department may specialize in any of these areas. In addition, the Risk Sciences and Public Policy Institute offers a certificate program and research opportunities in the risk sciences.

The Department supports a number of centers including; the George W. Comstock Center for Public Health Research and Prevention; Clinical Trials; the Welch Center for Prevention, Epidemiology and Clinical Research; the Institute for Global Tobacco Control; Risk Sciences and Public Policy; and the Johns Hopkins Center for Autism and Developmental Disabilities Epidemiology. Further information about these centers and other research opportunities is located in the Resources section of this Guide.

To carry out the Departmental activities the following Committees of the Department have been established. Communication with these committees is handled through The Academic Program Manager's Office in W6503.

- *Admissions and Credentials Committee*
Handles review and evaluation of applications, oversight of recruitment activities, rules on student requests for course waivers, changes of status (leave of absence, reinstatement, degree, and area of concentration) and verifies degree requirement completion for graduation. It also monitors academic progress of students and handles issues related to inadequate performance.
- *Student Funding Committee*: Evaluates candidates and requests and oversees the distribution of scholarships and financial awards. It sets student funding policies.
- *Comprehensive Examination Committee*: Writes, administers, and coordinates the grading of the annual written examination for masters and doctoral students.

- *Curriculum Committee*: Examines current and proposed courses, created and maintains the competencies of the academic programs and plans, guides and evaluates curriculum for the Department as a whole including course sequences and requirements.

Faculty Committees established include the

- *Faculty Executive Committee*.
The Committee introduces topics on behalf of the faculty and takes on the responsibility and work of formatting solutions/policies for any faculty issues, so that options can be clearly and succinctly presented to the full faculty for decisions. Specifically, the Committee is responsible for (a) introducing and discussing issues and/or decisions related to the faculty such as resource allocation, recruitment efforts, and other matters, (b) formulating potential solutions/policies to the full faculty and facilitating discussion for decisions by the full faculty when necessary.
- *Epidemiology Administration Financial Advisory Committee*: EAFAC reviews the financial/administrative practices within the Department and determines if policies and procedures currently in place meet the current and future needs of the Department

DEPARTMENT STRUCTURE

Additionally, the

Epidemiology Student Organization

handles student-life related issues. The officers for 2011-12 are listed:

General contact email is ESO@jhspsh.edu and the ESO website is

<http://www.jhspsh.edu/assembly/ESO/index.html>

Co-Presidents:	Kari Weber kweber@jhspsh.edu
	Genevieve Wojcik gwojcik@jhspsh.edu
Social Co-Chairs:	Tess Gilbert tgilbert@jhspsh.edu
	Kate Prussing cprussin@jhspsh.edu
Service Chair:	Shilpa Viswanathan sviswana@jhspsh.edu
ESO Room Coordinator:	Amanda Mason aemason@jhspsh.edu
Sports Rep:	Brooke Sheppard bsheppar@jhspsh.edu
Student Assembly Rep:	Jing Wen Tan jitan@jhspsh.edu
Doctoral Students Rep:	Beth Linas blinas@jhspsh.edu
Master's Students Rep:	Katrina Mott kmott@jhspsh.edu
Faculty Rep:	Alison Turnbull aturnbul@jhspsh.edu
Admissions Rep:	Asieh Golozar agolozar@jhspsh.edu
Curriculum Rep:	Michelle Silver msilver@jhspsh.edu
Funding Chair:	Dan Beachler dbeachle@jhspsh.edu
TA Training:	Bonnielin Scurman Swenor bswenor@jhmi.edu

ACADEMIC ETHICS

Academic Ethics Code *

The faculty and students of the School of Public Health have the joint responsibility for maintaining the 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 School 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; misconduct as a member of either School or University committees or recognized groups or organizations.

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 School of Public Health constitution has an obligation to report such violation, including the identity of the alleged violator(s) to the appropriate faculty member, one of the deans or to the Academic Ethics Board.

All members of the Johns Hopkins community are responsible for immediately informing the Academic Ethics Board of the 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 one of the deans responsible for student affairs.

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

- An Excerpt: **The Code in its entirety can be found in the School-wide Student Handbook under *Policy and Procedure Memorandum Students 1***

All students in the Department need to read and follow this code. Failure to adhere to the academic ethics code may result in dismissal from program, department and/or school.

ACADEMIC ETHICS

THE JOHNS HOPKINS UNIVERSITY *Policy on Discrimination For Disabled Persons*

The Johns Hopkins University does not discriminate on the basis of race, color, gender, religion, sexual orientation, national or ethnic origin, age, disability, marital status, or veteran status in any student program or activity administered by the University or with regard to admissions or employment. The University provides appropriate, necessary, and reasonable accommodation to qualified students, faculty, and staff who are disabled.

When generally accessible facilities do not adequately accommodate a specific disability, the University makes program and/or facility adjustments as are reasonably necessary to assure individual access.

For individual-specific accommodations, individuals are required to provide from an appropriate professional diagnostician a comprehensive evaluation of their specific disability and recommended accommodations based upon their current level of functioning in an academic or employment setting. This documentation regarding students should be forwarded directly to the school's disability coordinator immediately after the school's offer of admission and before the student is enrolled. Evaluation and recommended accommodation for employees should be forwarded directly to the Human Resources Office. The University reserves the right to request additional information from an individual's health care provider, or a health care provider that it designates, to verify appropriate accommodations.

Costs for personal attendants, personally prescribed devices, and services for personal use or study are the responsibility of the disabled student, faculty, or staff member.

Questions regarding this policy should be referred to Betty Addison, the school's disability services director, who may be reached at 410-955-3034; fax 410-955-0464; email dss@jhsph.edu. The Office for Disability Services at the Bloomberg School of Public Health is located at 2017 East Monument St. Additionally, the University Affirmative Action Office is located on the Homewood Campus: 205 Garland Hall, 410-516-8075.

RESOURCES

RESEARCH CENTERS

AND

**FINANCIAL
INFORMATION**

RESEARCH CENTERS

OVERVIEW

We have worked with the faculty and staff of the School and the Department to gather the information students and faculty need in one location. The Guide is designed to help students and faculty navigate their academic programs. While the order of things makes sense to us, we realize it may not be organized as you would wish. Please feel free to send comments and suggestions to us at fburman@jhspk.edu or emoore@jhspk.edu.

It will be helpful to remember that students must consider the degree program requirements, then the departmental course requirements, and then the area of concentration requirements in following the guidelines for their particular programs.

This section of the Guide is designed to outline basic departmental requirements and resources followed by school-wide resources. For specifics, please view the sections as follows.

DEGREE PROGRAMS

The policy and procedures manual for each degree program are listed online at <http://www.jhspk.edu/schoolpolicies/ppms.html>. Each department has the prerogative to enhance the degree but not to diminish the requirements.

DEPARTMENTAL REQUIREMENTS

There are a number of courses that are required of all degree candidates in the department no matter the degree or area of concentration. These are referred to as the core curriculum (Three courses for masters, four courses for doctoral students in Epidemiologic Methods, four courses in Biostatistics, one –outside area survey course, and one course each in public health perspectives and research ethics. Doctoral students have an additional second year four course sequence of doctoral seminars and grant writing.)

Further, students are required to attend weekly seminars and participate in journal clubs and research in progress meetings of their interest.

AREAS OF CONCENTRATION

The departmental areas of concentration are designed to provide a contextual basis of learning within a subspecialty of Epidemiology. These areas have evolved over time (and continue to change) based on students requests to group the concepts (course requirements, journal clubs, and research-in-progress seminars) into manageable pieces. However, faculty members collaborate across disciplines and students are expected to explore a variety of areas so that the research conducted and the graduates produced reflect a creative and dynamic approach to Epidemiology. Please take courses in a variety of fields. If it makes more sense for you to design a program of courses from the University offerings that provide a basis for your personal research, an outline and discussion of these should be submitted to your advisor and area of concentration director for approval. We encourage students to explore other fields through the requirement of completing one course in a field outside your own called the "survey requirement". The specific courses which fulfill this requirement are listed in the next section.

ADVISING AND FACULTY

The School stipulates that faculty members of different ranks can advise students in different degree programs. The Academic Program Manager and the Directors of the Areas of Concentration work to balance the advising loads among the full-time faculty who hold primary appointments in Epidemiology. Students may choose to work with faculty members who have joint appointments in Epidemiology but will not be assigned to them at the start of their program.

RESEARCH CENTERS

ACADEMIC SUPPORT CORE OFFICE

The Academic Support Core Staff handles coordination of courses and houses the offices for the Graduate Summer Program in Epidemiology, the Student Financial Coordinator, the Academic Program Manager and Coordinator, and the Course Coordinators. Please contact this office for homework and labs, class information and *Courseplus* issues (for Epidemiology courses) and any illnesses or disabilities that may prevent you from completing assignments or courses.

The central office is located in W6508 and reached at 410-955-9289 during the hours of 8 AM – 5 PM weekdays.

The Student Financial Coordinator handles all student financial issues except payroll and assists students in identifying and submitting grant applications. Matt Miller is located in W6510 and is accessible through mimiller@jhspk.edu.

The Academic Program Manager and Coordinator manage all other student-related matters, including admission, visas, registration, and program requirements and serves as liaisons between School administration, students, and Department faculty.

Fran Burman and Ebony Moore are located in W6503 and via 410-955-3926.

The Academic Program Manager must be notified promptly of changes of address, overseas travel itinerary, and any other significant information. Students should also furnish an address where they can be contacted during summer recess or any other extended leave of absence.

Students who receive stipends or are employed by the University should also provide address changes to the Department's Administration Office, Room W6027.

EPIDEMIOLOGY STUDENT ORGANIZATION (ESO)

The Epidemiology Student Organization (ESO) was established in 1982 to facilitate student / student and student / faculty communication in the Department and to advocate for student needs. The organization is comprised of all degree and non-degree seeking students associated with the Department of Epidemiology. The organization has worked on issues such as curriculum revision, payment for teaching assistants, increasing participation of students on faculty committees, student financial needs, the advisor-advisee manual and development of the Student Room and resource library. It has also been a forum for planning various student activities, ranging from the organization of study groups for the comprehensive examinations to social activities.

The organization is open to new ideas and initiatives from the student body and all students are encouraged to actively participate in ESO activities. ESO meetings are open to all students and are held on the first Monday of the month from 12:15-1:20 PM.

STUDENT ROOM

All students in the Department of Epidemiology may obtain access to the Student Room. ESO manages the room and elects coordinators annually to work with the Administration in maintaining the space. The room is equipped with several computers tied into the School's mainframe system, 2 scanners, a printer and a telephone. Dissertations, masters theses, and recent issues of the *American Journal of Public Health*, *JAMA*, *Lancet*, the *New England Journal of Medicine*, and *Science* are available as is a mini-lending library of key texts.

RESEARCH CENTERS

Student use the space for studying and holding informal meetings. Access is obtained using the ID badges and must be requested through the Academic Support Core Office in W6503.

The Student Room is located on the 6th floor of the Wolfe Street Building in W6309. The telephone number is (410) 614-1424.

CONFERENCE ROOMS

The Department's Conference Room, E6130 and the Frost Reading Room, W6015, may be scheduled for use Monday through Friday via: <http://commprojects.jhsph.edu/epi/roomschedule/> You may schedule other classrooms and meeting spaces for School-related events through emailing schedule@jhsph.edu with time, date, department, activity, & preferred room.

NOTICES & COMMUNICATION

Email is the primary means of communication in the Department and School. Each student is assigned a @jhsph.edu account through Information Systems that must be maintained and monitored. Items of general interest including fellowships, scholarships, employment opportunities, and seminar notices are posted on the bulletin board in the Student Room and the bulletin board in the Stebbins Wing (near the 9th floor elevators) includes recent publications by students and faculty. We also use online resources to notify students, staff, and faculty of upcoming events or activities including job announcements, etc.

web forum <http://hopkinsepidemiology.org/>

departmental events calendar
<https://my.jhsph.edu/sites/EPI/Lists/Events/calendar.aspx>

Facebook account
<http://www.facebook.com/pages/Baltimore-MD/Johns-Hopkins-Bloomberg-School-of-Public-Health-Epidemiology-Department/139108966050>

JOURNALS & PROFESSIONAL ORGANIZATIONS

SOCIETY FOR EPIDEMIOLOGIC RESEARCH (SER)

The Society for Epidemiologic Research (SER) was established in 1968 as a forum for sharing the latest in epidemiologic research and for student research presentations. The SER sponsors the American Journal of Epidemiology and Epidemiologic Reviews, and the annual SER meeting which includes the John C. Cassel Memorial Lecture and contributed papers, symposia, and posters on a wide range of epidemiologic issues.

Each year SER selects a limited number of students from the abstracts submitted to the annual conference to participate in an intense peer review / professional training workshop in which the students work with the faculty. "This pre-conference activity provides the students with a venue to polish their work and provides an extra level of support and training at the professional level."

Students are strongly encouraged to join the organization (benefits include the two journals, an annual Student Prize Paper competition for presentation at the annual meeting, and student scholarships to attend the conference.)

Application forms are available online at www.sph.jhu.edu/pubs/jepi/ser.htm.

AMERICAN JOURNAL OF EPIDEMIOLOGY

The Journal offices are located in the Candler Building. AJE may be reached by calling 410-223-1600 or online at www.sph.jhu.edu/pubs/jepi. Issues of this journal are free with membership in the Society for Epidemiologic Research.

RESEARCH CENTERS

EPIDEMIOLOGIC REVIEWS

Epidemiologic Reviews, a sister publication of the American Journal of Epidemiology, is devoted to publishing comprehensive and critical reviews on specific themes once a year. Recent issues included the topics of health disparities, obesity, vaccines, disasters, and mental disorders. Please see Dr. Michel Ibrahim in E6140 or visit the site <http://epirev.oxfordjournals.org/> for more information.

AMERICAN COLLEGE OF EPIDEMIOLOGY

The ACE is a professional organization whose mission is to develop criteria for professional recognition of epidemiologists and to address their professional concerns. Its goals are to advocate policies and actions that enhance the science and practice of epidemiology; promote the professional development of epidemiologists through educational initiatives; to recognize excellence in epidemiology; and to develop and maintain an active membership base of both Fellows and Members representative of all aspects of epidemiology.

Students are encouraged to participate as student (associate) members and are recognized annually through the Student Prize Paper for excellence in research. The Annual Awardee is invited to present his/her paper at the Annual Meeting. Information on the ACE is available in the Academic Coordinator's Office or online at <http://www.acepidemiology.org>

AMERICAN PUBLIC HEALTH ASSOCIATION

Another professional association, APHA serves as the umbrella organization for all of public health. The annual conference draws over 10,000 attendees. They offer the American Journal of Public Health, a print newsletter, and an online resource as well. The Career search and Mentoring services are quite popular resources for getting to know the profession.

You can get more information at <http://www.apha.org/about/> and a student membership application at <http://www.apha.org/about/membership/students/>.

SCHOOL-WIDE RESOURCES

The following directory lists the most helpful online or intranet sites for the following offices of the School. Further, resources of the Department are available on the "JHSPH Portal" accessible via the intranet.

Registration

<https://isis.jhu.edu/sswf/>

Courses & Descriptions

<http://commprojects.jhsph.edu/courses/>

Course evaluations

<http://apps3.jhsph.edu/courseevaluations/>

Business matters (billing, health and dental insurance, parking and transportation)

http://www.jhsph.edu/studentaccts/bill_payment/index.html

Computing information including specifications and ordering, access, and accounts is online through the intranet site <https://my.jhsph.edu/C12/InformationSystems/default.aspx>

Campus activities

http://www.jhsph.edu/assembly/student_groups

Centers of Research and Training:

<http://www.jhsph.edu/researchcenters>

Volunteerism

<https://my.jhsph.edu/C15/SOURCE/default.aspx>

Internships

http://www.jhsph.edu/student_affairs/career/index.html

RESEARCH CENTERS

Intramurals and fitness
<http://www.jhucooleycenter.com/>
and <http://web.jhu.edu/recreation/>

Diversity resources
http://www.jhsph.edu/student_affairs/diversity/

Disability services
http://www.jhsph.edu/student_affairs/disability/

Academic Ethics
<http://apps1.jhsph.edu/academicethics/>

Research Ethics
<https://www.citiprogram.org/default.asp?language=English>

HIPAA Training
<http://www.jhsph.edu/HIPAA/>

Institutional Review Board for Human
Subjects Research:
<https://my.jhsph.edu/C10/IRBOffice/default.aspx>

Office of Research Administration:
<https://my.jhsph.edu/C10/ORADefault.aspx>

INTERDIVISIONAL COURSES / REGISTRATION

Catalogs and course offerings may be obtained from the respective registrars' offices as listed below. Courses (except as required by the program areas) may be taken pass/fail as well as for grade and should be taken after completion of the departmental course requirements.

Arts and Sciences-Homewood
Garland Hall, Rm. 140

School of Medicine
119 Administration Building

School of Nursing
127 Anne Pinkard Building

Peabody Institute
Peabody, Mt. Vernon Campus

School of Advanced International Studies
Nitze Building, Dupont Circle

Schools of Business and Education
204 Shaffer Hall, Homewood

PUBLIC HEALTH APPLICATIONS FOR STUDENT EXPERIENCE (PHASE)

PHASE (Public Health Applications for Student Experience) is a mechanism for students to gain insight on how a degree in public health can be applied to work in the "real world". The goal of PHASE is to provide this exposure and an opportunity for hands-on experience that is otherwise missing from the academic curriculum. PHASE meets this goal by working with the Maryland State Department of Health and Mental Hygiene (DHMH) and the Mid-Atlantic Public Health Training Center to create internship opportunities for interested students. Depending on a student's level of interest, these internships could range from small projects to gain some experience working with the DHMH, or more involved projects that could translate into a thesis topic or integrating experience. All students completing internships gain academic credit through the special studies elective.

In addition to the internship opportunities, PHASE holds seminars throughout the year. These seminars are open to all public health students, and are recommended for students who want to learn more about careers in public health but do not have the time or desire to complete an internship. Any student of public health that has wondered what careers are available outside of academia, or would like a chance to get more hands-on experience in public health practice, is encouraged to join PHASE. For more information contact Dr. Michel Ibrahim at mibrahim@jhsph.edu or Fran Burman at fburman@jhsph.edu.
http://www.jhsph.edu/practice/practice_for_students/phase_faqs.html

RESEARCH CENTERS

INSTITUTES

The School of Public Health hosts Institutes in many of the Departments. A full listing is online at

http://www.jhsph.edu/academics/continuing_ed/institutes/

GRADUATE SUMMER INSTITUTE IN EPIDEMIOLOGY AND BIostatISTICS

The Department of Epidemiology offers a wide variety of courses in an intensive three-week summer program in Epidemiology. The Institute courses have a separate fee structure. Students taking these courses for academic credit will be assessed the per-credit tuition cost. Program participants may transfer academic credits earned in this program into a formal degree program. Students enrolling for professional development will be assessed a lower fee but may not use the credit toward their degree program. Interested students may contact Ms. Khan in Room W6508B, call 410 955-7158, or view the website at www.jhsph.edu/summerepi.

WINTER INSTITUTE

The School offers a two-week session of courses in January. The primary goal of the Winter Institute in Public Health is to provide short-term intensive courses for part-time degree candidates. The Institute courses have a separate fee structure. Students taking these courses for academic credit will be assessed the per-credit tuition cost. Students enrolling for professional development will be assessed a lower fee but may not use the credit toward their degree program. Please contact Ms. Helen Walters for further information: winter@jhsph.edu, 410 614-5985, or www.jhsph.edu/winter.

CERTIFICATE PROGRAMS

Certificate programs are focused academic training programs designed to appeal to students seeking targeted education in a specific area of public health. Educational objectives, admissions requirements, courses of study, and other information is provided for each certificate program.

<http://commprojects.jhsph.edu/academics/Certificate.cfm>

CERTIFICATES FOR JOHNS HOPKINS DEGREE - SEEKING STUDENTS ONLY

- [Bioethics and Health Policy](#)
- [Gerontology](#)
- [Community Based Public Health](#)
- [Health and Human Rights](#)
- [Health Communication](#)
- [Health Disparities and Health Inequality](#)
- [Health Education](#)
- [Humanitarian Assistance](#)
- [International Health Policy and Financing](#)
- [Maternal and Child Health](#)
- [Vaccine Science and Policy](#)

CERTIFICATES FOR NON-DEGREE SEEKING STUDENTS

- [Environmental and Occupational Health](#)
- [Global Tobacco Control](#)
- [Health Finance and Management](#)
- [Humane Sciences and Toxicology Policy Certificate](#)
- [Injury Control](#)
- [Public Health Economics](#)
- [Public Health Preparedness](#)
- [Public Health Training Certificate for American Indian Health Professionals](#)
- [Public Mental Health Research](#)
- [Risk Sciences and Public Policy](#)
- [Tropical Medicine](#)

RESEARCH CENTERS

ENGLISH LANGUAGE TRAINING AND SUPPORT

For those students who did not grow up speaking English at home, the School and University offer courses:

550.001.01 ENGLISH FOR ACADEMIC PURPOSES

Offered: 1st term (0 credits) Course
Instructor: Vicki Hong Smith Description:
Focuses on academic writing skills including documentation styles, and combines Saturday class meetings with online assignments and one individual conference.
Class Times: Saturdays 10:30 - 3:20 Instructor
Consent: Consent required for all students
For consent, contact: sbazzett@jhsph.edu Grading
Restriction: Pass/Fail

Additionally, the University holds English as a Second Language courses throughout the school year and an Intensive English Program each summer: www.ltc.jhu.edu/esl. The English as a Second Language office is located on the Homewood Campus in 510 Kreiger Hall or 410-516-8008 or esl@jhu.edu.

LIBRARY RESOURCES

Students are welcome to use any of the libraries in the Johns Hopkins University Sheridan Library System. They offer an extensive online library as well as on both campuses:

The Welch Medical Library
1900 East Monument St.;
410-955-3410

The Milton S. Eisenhower Library
Homewood Campus;
410-516-8335

TEXTBOOKS

Textbooks can be purchased at the Matthews Bookstore on the first floor of the 1830 E. Monument Street Building, (410) 955-3931. - *If you happen to find a lower price on your book at Amazon, print the screen and bring it with you to Matthews. They may meet the price shown.*

Barnes and Nobles operates the bookstore on the main campus:
<http://johns-hopkins.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=18053&catalogId=10001>

CAREER SERVICES

The Office of Career Services provides career planning and job search assistance to all students of the School. The Director, Betty Addison, and the assistant director, hold interviewing, resume writing, and networking seminars throughout the year, the Etiquette Dinner, an annual Career Fair each Spring, and sponsor an online job bank (*JHSPHConnect*) available to students and alumni of the School. Their office is located in 2017 East Monument Street and may be reached at 410-955-3034. Please visit the website for detailed information: http://www.jhsph.edu/Student_Life/Careers/index.html.

ALUMNI

The Academic Support Core Office of the Department of Epidemiology and the External Affairs Office, Wolfe Street Room 1604B, (410-614-0794) can help in locating alumni and should be notified of any changes in address or employment.

HEALTH INSURANCE

Students at the School of Public Health are required to carry health insurance. Those taking two or more credits are eligible for the University's Student Health Insurance Plans. If covered by a plan outside of the University, you must complete a waiver form available in the Business Office, W1101. Questions regarding student health insurance options may be directed to the Business Office at (410) 955-5725 or online http://www.jhsph.edu/studentaccts/student_health/index.html

RESEARCH CENTERS

Additionally, the School provides dental coverage as well. For additional information, view http://www.jhsph.edu/studentaccts/dental_insurance/.

STRESS RELIEF (and other MENTAL HEALTH ISSUES)

The Student Assistance Program is a free, confidential, evaluation and referral service available to all students in the School of Public Health regardless of health insurance coverage. It is part of the Faculty / Staff Assistance Program and provides identification, assessment, and diagnosis of personal, family, and school/work related problems; brief counseling and consultation; and referral services. Appointments may be scheduled through 443 287-7000 or 886 764-2317. Please visit www.jhsap.org for more information.

Additional mental health services are available through Student Health for those students with Student Health Insurance. The office is located at Suite 403, 550 BLDG, (550 North Broadway), 410-955-1892.

CITY AND STATE RESOURCES:

Maryland Crisis Hotline:	1-800-422-0009.
Baltimore Crisis Response, Inc.:	410-433-5175
Baltimore County Crisis Hotline:	410-931-2214

THE DENTON A. COOLEY CENTER

The athletic center on the East Baltimore campus, the Cooley Center serves the JHMI population (faculty, staff, and students). Cooley has a main location on Monument Street east of Hampton House and a smaller facility on the ninth floor of the Wolfe Street Building. They offer group exercises, weight training, cardio equipment, intramural sports, racquet sports, an indoor track, and an outdoor pool. Please contact 410-955-2513 for more information or <http://www.jhucooleycenter.com/>.

THE RALPH S. O'CONNOR RECREATION CENTER

The Department of Athletics and Recreation runs the Recreation Center on the Homewood Campus. Members of the Johns Hopkins Community (faculty, staff, students, and alumni) may purchase memberships. The services include fitness classes, intramurals, a competition sized swimming pool and dive pool, basketball courts, wrestling room, fencing room, climbing wall, and weight training and exercise areas. It is also the home of many sporting clubs. Those interested in joining, should visit <http://web.jhu.edu/recreation/facilities/membership.html>

THE GEORGE W. COMSTOCK CENTER FOR PUBLIC HEALTH RESEARCH AND PREVENTION

Located in Hagerstown, Maryland, about 75 miles from Baltimore, the Training Center for Public Health Research provides unique opportunities for epidemiologic field studies. Directed by Dr. Josef Coresh, the Center provides a wealth of information through the stability and cooperation of Washington County residents, the primary study population.

Possibilities exist for doctoral thesis development and other projects. Interested students may discuss potential projects with their faculty advisor or with the following:

Ms. Sandy Clipp (301) 797-7677;
Dr. Josef Coresh (410) 955-0495.
<http://www.jhsph.edu/comstockcenter/>

RESEARCH CENTERS

THE JOHNS HOPKINS CENTER FOR CLINICAL TRIALS

The Center for Clinical Trials was established in 1990 to promote the use of clinical trials as a method of evaluation, and to facilitate research and teaching efforts in relation to the practice of clinical trials and other studies involving the evaluation of treatment procedures. Collaborators in the Center include faculty from the Departments of Biostatistics, Epidemiology, International Health, Medicine, Ophthalmology, and the Oncology Center at the Johns Hopkins Medical Institutions and the Cooperative Studies Program Coordinating Center at the Veterans Administration Medical Center, Perry Point.

Research interests of the faculty include the design, conduct, and analysis of trials as well as methodologic work in areas such as methods of analyzing results from trials including survival analysis and analysis of longitudinal data; ethical and political issues in trial design; inferential

and ethical issues in early termination; mathematical modeling; and the examination of the language and nomenclature of trials. At present, the Center is affiliated with approximately 14 trials related to a variety of diseases including AIDS, Alzheimer's disease, childhood asthma, eye diseases, emphysema, hepatitis, sleep apnea, cardiovascular disease, cancer, and pediatric malignancies.

The Center has been the recipient of five-year training grants, first awarded in July 2001, from the National Eye Institute, to train both pre- and post-doctoral students in the methodology of clinical trials. U.S. Citizens and U.S. Permanent Residents accepted into the Bloomberg School of Public Health are eligible for traineeships.

A program of study has been developed for all students enrolled in the Clinical Trials Training Program (CTTP). A strong component of the Training Program is the opportunity to receive "hands-on" training through the collaborative efforts of the Departments represented by the Faculty affiliated with the Center. Students rotate through clinical trials in various stages of development with an opportunity to participate and experience all phases of a trial.

In addition, the Program features a monthly seminar series addressing issues related to the ethics, design and operation of clinical trials and a monthly journal club addressing issues in the current literature.

Students interested in this Program can contact Dr. Curtis Meinert, Director of the Training Program at 410-955-8198, or Ms. Susan Tonascia, Deputy Director of the Training Program at 410-955-3785 or view the website: <http://cct.jhsph.edu/>

RESEARCH CENTERS

WELCH CENTER FOR PREVENTION, EPIDEMIOLOGY AND CLINICAL RESEARCH

The primary mission of The Welch Center for Prevention, Epidemiology and Clinical Research at the Johns Hopkins Medical Institutions is to generate and disseminate the knowledge required to prevent disease and its consequences and to promote the health of the public. To meet this challenge, the faculty of the Welch Center integrates clinical expertise with a comprehensive knowledge of epidemiologic methods. The work in the Welch Center reflects the joint efforts of a group of faculty, staff, and students dedicated to disease prevention, health promotion, and evidence-based health practices.

To accomplish this mission, The Welch Center has the following specific aims: to develop an understanding of the etiology of disease and disability and its consequences in populations; to evaluate and improve strategies for primary prevention, secondary prevention, and disease management with regard to efficacy, effectiveness, and efficiency; to translate epidemiologic discoveries into clinical practice and public health policy; and to train future leaders in clinical epidemiology, disease prevention, health promotion and clinical research.

The Welch Center offers the following education and training components Research, teaching, Fellowships, and Seminars. Research areas and Fellowship Programs in many of the following disciplines:

- Aging and Disability
- Cancer,
- Cardiovascular Disease
- Clinical Prevention
- Depression
- Diabetes
- Medical Education

- Nutritional Risk Factors
- Patient Involvement in Health Care
- Physical Activity

Practice Guidelines, and Primary Care/Managed Care

Faculty teach many of the clinical epidemiology and cardiovascular-related courses offered in the School. Fellowship Programs in Cardiovascular Epidemiology, Primary Care Health Services, Epidemiology of Aging, and Cancer Epidemiology involve funded research and experiential learning.

The following seminars are also offered:

- Clinical Research Grand Rounds at the Welch Center
- Welch Center Research Seminar (Journal Club)
- Developing Research Skills & Research in Progress
- Diabetes and Obesity Interest Group
- Health Services & Outcomes Research Interest Group
- Renal Disease Interest Group
- Methods & Ideas in Cardiovascular Epidemiology (MICE)

The Welch Center is located in suite 2-600 at 2024 East Monument Street and online: <http://www.jhsph.edu/welchcenter/>

RESEARCH CENTERS

GENERAL CLINICAL RESEARCH CENTERS

Outpatient GCRC

This special clinical facility is available as a base for carrying out clinical research studies on patient populations and healthy volunteers. Supported by the National Center for Research Resources (NIH), the center provides clinical researchers with access to clinical facilities, a research design consultation service, research support staff, a computing center, and direct financial assistance.

Approximately 150 projects, involving about 30,000 participant - visits per year, are based in the center. Excellent opportunities are available for faculty supervised training in the conduct of clinical research. The GCRC Director is Dr. Christopher Saudek of the Department of Medicine of the School of Medicine.

Dr. Saudek may be reached at 5-2132. Dr. Josef Coresh in the Department directs the outpatient GCRC.

Bayview GCRC:

Bayview Medical Center's Clinical Research Center is located on the Bayview campus. Its primary research support comes from other NIH components, federal agencies or peer-reviewed sources of support. The GCRC embraces a full spectrum of studies including aging, endocrinology and metabolism, behavioral biology, Alzheimer's Disease, neuroendocrine and body composition, cardiovascular disease, stroke prevention, growth hormone and sex steroid effects in elderly women and men, community-based physical activity interventions in African American women, cognitive and motor effects of sleep deprivation, human laboratory models for cocaine withdrawal, in vitro approaches to problems in clinical immunology, community-based adherence studies in African American children with asthma, and ERT after coronary artery bypass surgery.

The GCRC resources include inpatient beds and outpatient stations, metabolic research kitchen, computer facility, research design service, bone densitometer, exercise facility, and core laboratory for specialized testing. For more information: Sandra B. Harris, Administrative Manager, GCRC, B3N, Rm. 310, 4940 Eastern Avenue, Baltimore, MD 21224; (410) 550-1850/1851. The GCRC is located in East Baltimore about 15 minutes east of Johns Hopkins University School of Medicine/Johns Hopkins Hospital. It is accessible by the Hopkins shuttle bus between the two campuses.

CENTER FOR AUTISM AND DEVELOPMENTAL DISABILITIES EPIDEMIOLOGY (CADDE)

Autism Spectrum Disorders (ASDs) are pervasive developmental problems where language is absent or delayed, non-verbal communication, imagination and social interactions are profoundly hindered, and rote or repetitive behaviors emerge. Both the epidemiology and etiology of these serious developmental disorders are poorly understood.

ASDs impart lifelong disability, yet valid and reliable data on the prevalence of ASDs in US populations have remained scant, thereby hampering the planning of adequate and well-coordinated public health responses. The **Johns Hopkins Center for Autism and Developmental Disabilities Epidemiology (CADDE)** was established to advance knowledge on population distribution and determinants of ASDs and other developmental disabilities (DDs).

RESEARCH CENTERS

CADDE is one of five Centers of Excellence in Autism and Developmental Disabilities Epidemiology supported by the Centers for Disease Control and Prevention (CDC). CADDE serves to foster communication, coordination, and collaboration among a multi-disciplinary team of researchers around ASD and DD epidemiology. Currently, CADDE's core activities include the development of a population-based ASD surveillance program, the fielding of a large multi-site case-control study of ASD, and smaller research studies on a range of topics including: ASD screening; ASD symptom recognition, service delivery and parental stress; ASD risk in twin pregnancies; and genetic susceptibility, prenatal infection, and ASD risk. CADDE also strives to bring epidemiologic data and research to public health and educational practitioners, as well as to interested ASD and DD public constituencies. As a participant in the CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network, CADDE helps constitute a national

resource on the epidemiology of ASDs and other DDs. For further information, please contact: Dr. Dani Fallin at dfallin@jhsph.edu.

<http://www.jhsph.edu/cadde/>

CENTER ON AGING AND HEALTH (COAH)

This is a multidisciplinary research and training center. The COAH is dedicated to research aimed at the improvement of the health and well-being of older adults through health promotion, and prevention of chronic diseases, comorbidities, frailty, and disability. It seeks to foster interdisciplinary research, to train the next generations of research leaders essential to important discoveries for prevention and health promotion for an aging population, and to translate these results so that they improve the health status of older adults.

The Center includes a multidisciplinary faculty who conduct population-based, clinical and genetic research on aging, and collaborate with a wide group of investigators throughout the institution. The COAH is the administrative home for the Johns Hopkins Older Americans Independence Center (<http://www.jhsph.edu/agingandhealth/Pepper/index.html>), an National Institute on Aging-funded training grant on epidemiology and biostatistics of aging (see below), and a number of major epidemiologic studies such as the Cardiovascular Health Study/JHU (investigation of the epidemiology of subclinical and clinical cardiovascular disease in older adults), the Women's Health and Aging Studies I and II (investigation of the epidemiology of the onset and progression of physical disability in older adults), the Experience Corps Program (community trials of health promotion strategies for older adults), the Ginkgo Evaluation of Memory study (randomized, controlled trial for prevention of dementia funded by the National Center for Complementary and Alternative Medicine).

The COAH conducts grand rounds, and offers research in progress seminars and a journal club for its trainees.

<http://www.jhsph.edu/agingandhealth/>

RESEARCH CENTERS

THE CENTER FOR PUBLIC HEALTH AND HUMAN RIGHTS

The following text is directly quoted from the Center's website:

“The Center for Public Health and Human Rights (CPHHR) at the Johns Hopkins Bloomberg School of Public Health seeks to advance fundamental human rights through research, teaching and advocacy.

Based in the School's Department of Epidemiology and headed by Epidemiology professor Chris Beyrer, MD, MPH, the Center's access to the vast expertise at Johns Hopkins is a vital part of our efforts in doing the analytic and development work this emerging field requires.

While many agencies and groups are active in the field of health and human rights, the Center takes a population-based approach in its work. Our research focuses on quantitative measures of human rights impacts and, increasingly, on public health intervention research grounded in human rights principles.

These diverse efforts share common ground—the use of science to support individuals and communities facing threats to health that are directly related to abrogation of their rights.

Using vital data from our studies in Thailand, Russia, and several African countries, CPHHR has been working to advocate for the rights of various groups who have been discriminated against or excluded from public health surveillance and programs.”

<http://www.jhsph.edu/humanrights>

FINANCIAL INFORMATION

The “Really” Important Stuff:

DOCTORAL STUDENT FINANCIAL SUPPORT

The Department of Epidemiology is committed to helping students pay for their graduate education. However, we have limited sources of student support. New, incoming doctoral students are considered for all possible training grant positions and tuition support both in the Department and at the School.

Each spring, students are asked to complete a *student funding plan* and *thesis timeline* regarding their anticipated needs for the upcoming year. It is assumed that students who do not submit the form(s) on time, do not require tuition funds from the Department. Students receiving any of the support mentioned above (including those in training grant positions) must request tuition support for each year of the program. The Student Financial Coordinator, Matthew Miller, handles all tuition requests for the Department and the Admissions and Credentials Committee. He can be reached at mimiller@jhsph.edu or 410-955-2714 or visited in Room W6510.

There are different funding packages and rules for those students who matriculated to the doctoral program beginning in Academic Year 09-10 and beyond. Those whom matriculated in prior academic years are subject to those offers and regulations made in prior years.

Matriculation Year 2009-10 and Beyond

Students are offered a five year scholarship package beginning with the initial year of their doctoral program. Support beyond the first year is contingent on the successful completion of 64 credits with a 3.0 GPA. In addition, students must successfully pass the departmental written comprehensive examination.

The standard level of Department of support is 50% for all five years; however, a select group of highly qualified student applicants may be selected by the

Admissions Committee to receive a higher % offer of tuition support during their 5 years of doctoral training. Students matriculating to the doctoral program with an MHS or MPH who have already completed the first year requirements and passed the comprehensive examination will only be issued four years of support.

Selection of all funding packages is made by the Admissions & Credentials Committee prior to the start of the academic year and is not subject to revision based on exceptional performance. However, continued funding support is contingent on satisfactory progress in one's doctoral program. All students must remain full time (a minimum of 12 credits per term) throughout the program in order to qualify for Department tuition support.

Matriculation Year 2008-09 and Prior

Once doctoral students have successfully completed the first year of their program (64 credits at 3.0 GPA in required courses and overall AND passed the departmental written comprehensive examination), they qualify to request tuition support. Students are offered up to 85% of full-time tuition for years two through four of their program. One additional year of tuition support may be requested from the Admissions & Credentials Committee; however, no more than 4 years of funding will be granted under any circumstances. If students were issued tuition scholarships by the Department during their 1st year when they took core coursework and the comprehensive exams; this support is not counted against the 4 year total period of support.

Students who are also University employees will be able to request that the Department of Epidemiology cover the difference in cost between tuition remission and the total cost of tuition required per term for enrollment for a maximum of 4 years beginning in Year 2 of their program. However, a fourth year of tuition support must be approved by the Admissions & Credentials Committee.

FINANCIAL INFORMATION

Students who have full-time jobs or commitments outside of School may drop to part-time status provided they have completed a required residency or 64 credits and can provide proof of a full-time commitment elsewhere. Permission from the Admissions & Credentials Committee must be granted prior to a change in status. However, please be advised that part-time status does not extend the funding timeline.

A summary of these details is highlighted in the grid below according to the year you started (matriculated to) your current doctoral degree program:

Academic Year(s)	09<	07-08
Must remain full-time	Y	N
At least 50% tuition support Years 1-5	Y	N
85% support in Years 2-4	N	Y
May request 85% support in year 5	N	Y

Special Note:

Students under special circumstances (birth or adoption of child, poor health, extended family emergencies, etc) may request a Leave of Absence Period from their program. It is expected that the student will pay the required leave of absence fee (\$50 per term). Those who take a leave of absence MAY be eligible to request funding terms beyond the normal period of support provided satisfactory progress has been achieved. All extended support must be granted by the Admissions & Credentials Committee who will determine if adequate progress has been achieved to warrant support.

For example: a student who went on Leave of Absence for two terms (for the birth of her child) during her third year of support MAY be eligible to request that lost two terms of Department support

during her sixth year provided she is close to defense of her thesis.

MASTERS STUDENT FINANCIAL SUPPORT

The School (not the Department) provides masters tuitions scholarships in the amount of 75% tuition for students who have completed the first year curriculum (and 64 credits) and who have passed the written comprehensive exams. The MTS covers four terms only and is only awarded when students have registered for a minimum of 12 credits per term.

NIH TRAINING GRANTS

The Department offers a limited number of NIH-supported pre- and postdoctoral fellowship opportunities for U.S. citizens or U.S. permanent residents. In addition, the Department has fellowships for individuals from African, Asian, and South American countries interested in AIDS research. Decisions regarding the distribution of funds for tuition and stipend support are made by Committees representing the various training grants and headed by the principal investigators. For the 2011-2012 academic year these are:

Cancer Epidemiology Training Program
Dr. Elizabeth Platz

Aging and Biostatistics Training Grant
Dr. Karen Bandeen-Roche

Renal Disease Epidemiology Training Grant (postdoctoral only)
Dr. Lawrence Appel

Cardiovascular Epidemiology Institutional Training Grant
Dr. Josef Coresh

FINANCIAL INFORMATION

Additional training grants are available through the Welch Center for Prevention Epidemiology and Clinical Research; most prominent is the Graduate Training Programs in Clinical Investigation. <http://www.jhsph.edu/qtpci/>

Similar to a training grant, but available to international students is the:

Fogarty AIDS International Training Program

Dr. Chris Beyrer

Upon notification of selection to receive support, a student should direct fiscal questions to the Student Financial Coordinator in Room W6510, extension 5-2714. Additionally, departmental students may be supported on grants housed in other departments such as Environmental Health Sciences, Mental Health, and the School of Medicine. However, it is necessary that this information be relayed to the Student Financial Coordinator for administrative purposes.

A complete list of training programs available at the Bloomberg School of Public Health can be found at: <http://commprojects.jhsph.edu/academics/>

SCHOLARSHIPS AND AWARDS

Students registered full-time in the School are eligible for consideration for quite a number of scholarships, research fellowships, and awards offered by the various departments of the School. Most of these are listed in the School's catalog. Notices generally begin appearing on bulletin boards and as email announcements throughout the School during second term. Applications should follow the instructions provided by the announcements. These awards are usually made in early spring for the upcoming academic year. A full list of such scholarships can be found at: <http://www.jhsph.edu/SFR/featured.html>

THE HOPKINS SOMMER SCHOLARS

One highly qualified doctoral student will be nominated to the Sommer Scholars program. This program provides for full tuition support and a stipend for a five year training period. For details about this program please visit the School website:

(<http://www.jhsph.edu/sommerscholars/>) or contact the Academic Coordinator.

DEPARTMENT ENDOWMENTS

The following awards are sponsored by the Department of Epidemiology for degree candidates in the Department. These awards are issued to incoming students by the Admissions & Credentials Committee; there is no application process outside of a review of each student's application package.

The Mary Meyers Scholars Program in Epidemiology

The Department of Epidemiology is pleased to have generous and Competitive scholarship program designed to identify, select, and support outstanding doctoral applicants. Selected incoming doctoral students will receive tuition support and stipend support. The program is open only to new students enrolling at JHSPH for the first time. The program provides a stipend and a full-tuition grant to cover the first year of the doctoral program for the selected candidates. The Department expects to fund 1-2 students annually. Priority is granted to the very top candidates in reproductive and infant and child health from each entering class. Further funds may be available to the initial awardees for their subsequent years of study on a competitive renewal process. The Honor & Awards Committee will review requests and award continuing support.

FINANCIAL INFORMATION

The Scholars Program was originally established in 1981 by Dr. Meyer's family and friends as a lasting memorial to an associate professor who gave much to students and to the School. Through the continued generosity of her family, the Mary Meyer Award is now known as the Mary Meyer Scholars Program.

The Dyar Award

Dr. Robert Dyar (MPH '37, DrPH '38) established this award to support Department of Epidemiology students who are concurrently pursuing medical degrees and who demonstrate a commitment to incorporating these fields in their research and future careers. The award is designed for incoming Epidemiology graduate students also seeking Medical degrees and is open to PhD, ScD, and DrPH applicants. Funds will be used to offset tuition or issue a stipend.

The following awards are sponsored by the Department of Epidemiology for degree candidates in the Department. Each year an announcement will be made regarding the details of these individual endowments. The awards are issued by the Department's Honors & Awards Committee.

Miriam Brailey Fund

The fund is named after Dr. Brailey, the first woman to be named to the Department's faculty. It was established by Dr. Jonathan Samet in 2000. The fund is designated as incoming support for graduate training and research in the Department of Epidemiology and will support members of underserved populations.

Dr. & Mrs. Roscoe Moore Jr. Scholarship

Dr. and Mrs. Roscoe Moore established this fund in 2000. The fund will be used to support doctoral students. All eligible are considered with preference

given to graduates of historically black colleges and universities.

The Charlotte Silverman Award

This award was established by Dr. Silverman in 1996 to acknowledge scholarly endeavors related to epidemiology and public policy with the goal of improving the health of communities. This award is designed to recognize Department of Epidemiology doctoral students and newer faculty for outreach projects involving significant research, education and/or service.

The Trudy Bush Fund

Family and friends of Dr. Trudy Bush, a former faculty member in the Department of Epidemiology, have created this fund in her memory to support a student pursuing a MHS or ScM degree in the Department of Epidemiology with a specialization in women's health.

Charlotte Ferencz Scholarship

Established by Dr. Ferencz, a former faculty member of the Department, the award provides research support for current masters or doctoral students in the area of birth defects with preference given to projects related to the etiology of congenital heart disease.

Harvey M. Meyerhoff Fellowship in Cancer Prevention

This endowment was established by the Joseph Meyerhoff Family Charitable Funds in 2003 to assist with cancer prevention efforts. Income from this fund will support stipend or tuition to a doctoral student in the Department of Epidemiology whose research focuses on the epidemiology of cancer and cancer prevention.

FINANCIAL INFORMATION

The Jean Coombs Award

This endowment was established by the estate of Jean Coombs (Ph.D.'78). Preference is given to a doctoral student whose dissertation research concerns cancer or childhood diseases.

The Dorothy and Arthur Samet Student Support Fund in Epidemiology

This endowment was established by Dr. Jonathan Samet in 1996 to create a general fund to support student research or other activities. No application procedure is required; faculty members will nominate a qualified student. The award is presented to doctoral students whose dissertation research and/or extracurricular activities, exemplifies a significant contribution in the field of epidemiology.

The Ellen B. Gold Fund for Epidemiology

Preference will be given to outstanding doctoral students who have partial tuition support needs, who is within his or her first five years of studies and/or research in human epidemiology in the Department of Epidemiology.

Anna Huffstutler Stiles Scholarship

Created by Dr H. M. "Mac" Stiles in memory of his mother, Anna Huffstutler Stiles, this scholarship will support graduate students in the Department of Epidemiology. Preference will be given to outstanding 2nd year Masters students.

The Abe Lilienfeld Scholarship Fund

This endowment was established by Johns Alexander, MD, MPH, in memory of this distinguished former faculty member. Preference will be given to outstanding students in the area of applied epidemiology.

Louis I. Dublin and Thomas D. Dublin Fund for the Advancement of Epidemiology and Biostatistics

The award in Biostatistics and Epidemiology, will support graduate student research. The award is open to current and new students in both departments. Selections will alternate annually between Epidemiology and Biostatistics. The winner of this award will be selected by the Department of Biostatistics. Per the website, application material is due in February.

OTHER DEPARTMENT SUPPORT FUNDS

The following awards are sponsored by the Department of Epidemiology for degree candidates in the Department. These awards are offered to the Department's student body. Applications will be reviewed by the Department's Honors & Awards Committee. Please contact the Student Funding Coordinator to receive more information about these funds.

Doctoral Thesis Research Fund

The Department awards approximately 10 research grants each year to enable doctoral students to conduct research in the field of Epidemiology. The grant is designated for start-up funds of up to \$5,000 for doctoral thesis research and may be used for basic costs such as photocopying, buying of materials and supplies, payment of interviewers, etc. Application forms (contact the Student Funding Coordinator for details) should be completed including a statement of whether or not the project could be conducted without the Department funding, include the itemized budget, and include the 3-5 page thesis proposal. Applications should be submitted to the Student Financial Coordinator's Office (W6510) upon successful completion of the preliminary oral exam and IRB approval. Applications are reviewed by the members of the

FINANCIAL INFORMATION

Honor & Awards Committee in a review cycle (to be determined). Students must be post-oral doctoral degree candidates in the Department of Epidemiology (PhD, ScD or DrPH) at the time of support. Applications should be received on October 31st and March 31st of each year respectively.

Student Travel Support Fund in Epidemiology

This fund supports student travel to present at conferences, symposiums, and SER. Additional notes: poster or presentation must be directly related to the dissertation and be accepted by the symposium or conference. It is a one-time award per student. Review will be on-going throughout the year. Applicants will submit a letter requesting funds, a copy of their abstract, a letter of acceptance from the conference, and a travel budget of up to \$500 to the Student Financial Coordinator for distribution to the H&A members (only registration costs will be granted to Masters students). Students must be degree candidates in the Department of Epidemiology (MHS, ScM, PhD, ScD or DrPH) at the time of the conference to receive funds.

The Marilyn Menkes Book Award

The Marilyn Menkes Book Award was established in 1988 by friends and colleagues of Dr. Marilyn Spivak Menkes to commemorate her personal integrity and academic excellence. Each year, the students select nominees and vote on the awardee. The award is a \$100 prize toward the purchase of a book selected by the winner and presented to the recipient at the Department of Epidemiology's annual awards reception. Balloting is generally held during third term each year.

SCHOOL-WIDE AWARDS

Additional awards granted by the students recognizing outstanding teaching or service are announced and

administered by the School-wide Student Assembly.

OFFICE OF GRADUATE EDUCATION

The Office of Graduate Education and Research is a school-wide service created to help students identify and secure outside sources of support for tuition and academic research. Upon identification of a research topic, students are encouraged to contact Ms. Cassie Klein, Room W1033, for assistance in identifying outside scholastic and research support.

Website: <http://www.jhsph.edu/sfr/>

ASSISTANCE WITH STUDENT GRANT APPLICATIONS

This policy applies to any Department student proposal (for dissertation, fellowship, stipend support, or otherwise); by which an external agency would award monies to the student through the University.

The student must schedule an initial meeting with the Student Funding Coordinator at least 45-60 days prior to the due date of the proposal to discuss the terms of the application and to be oriented to internal procedures. Any application brought to the Student Funding Coordinator's attention less than 30 days prior to due date will not be considered. The student should send a copy of the PA (Program Announcement) or Terms and Conditions to the Student Funding Coordinator prior to the meeting for review. The Student Funding Coordinator will assist the student with the cover page, budget, and any administrative technical questions.

The student must work with his/her mentor or advisor to develop an acceptable research proposal (science). The mentor or advisor must sign off on a hard copy of the science certifying that it has met his/her acceptable standards for submission, before it is submitted to the Departmental Chair for final approval.

FINANCIAL INFORMATION

A hard copy of the research proposal/science (only) signed by the advisor/mentor must be submitted to the Departmental Chair (W6041) no later than 10 business days prior to the due date for review. If the Departmental Chair is away from his/her office for an extended period of time then the **advisor/mentor** (not the student) should e-mail this document to his attention (certifying that the science has met an acceptable review).

Once the Departmental Chair approves the science, the student should immediately schedule a second meeting with the Student Funding Coordinator to review the final proposal and create an internal information sheet. This meeting should take place at least 5-7 business days prior to the due date so the Student Funding Coordinator has time to obtain the necessary signatures (Department Administrator, Department Chair).

The application (minus the science) must be submitted along with a signed information sheet to the Office of Graduate Education no later than 5 business days prior to the due date for review. More time may be requested for review of electronic applications.

STUDENT ACCOUNT INFORMATION

Your student account can be viewed at the following website:

<https://isis.jhu.edu/sswf/>

Any outstanding balance that does not agree with one's anticipated support structure may be brought to the attention of the Student Funding Coordinator. Please note that you must clearly identify the problem and be as descriptive as possible, as the Student Funding Coordinator does not have access to view an individual student account. It is best if you describe the specific charge, term that the charge was applied, and amount in question. A printed statement of your account would be ideal. The Student Funding Coordinator will then work with the Bursar to resolve the issue.

Helpful Contact Information:

Matthew Miller
Student Financial Coordinator
Room W6510 (410) 955-2714
mimiller@jhsph.edu

Cassie Klein
Director of Graduate Education
Room W1033 (410) 955-3257
cklein@jhsph.edu

Daniel Heflin
Financial Aid Counselor
Room E1002 (410) 955-3005
(dheflin@jhsph.edu)

Amy Jones
Associate Director,
Student Financial Services
Room E1002 (410) 614-5058
abjones@jhsph.edu

Greg Winkler, Director
Student Financial Services
Room E1002 (410) 614-5057
www.jhsph.edu/student_life/financial

Student Accounts and Business Services
Room W1101 (410) 955-5725
bursar@jhsph.edu

COURSE REQUIREMENTS

COURSE REQUIREMENTS

Please note that certain policies stated in this Guide may change during the academic year. While we make every effort to apprise students of such changes, students should nevertheless check with their advisor and / or the Academic Coordinator if they have any concerns.

The Department of Epidemiology structures the academic program around core methods courses and required concepts designed to aid the public health / epidemiology professional. Departmental degree candidates are required to take the courses listed below for credit and letter grade and must maintain a minimum overall grade point average of 3.0 in these courses. One grade of C will be permitted: two grades of C or one grade of D or F will result in probationary review by the Departmental Admissions and Credentials Committee.

Students pursuing the MHS, ScM, PhD, or ScD degrees should register for at least 16 credit hours for each term (first through fourth) for the first year of their program, in order to fulfill their residency requirement. The Department of Epidemiology requires two full years (8 terms) of full-time commitment to the Department for PhD and ScD candidates. After completing the residency, students must maintain full-time registration (16 credits per term) unless granted waiver of this requirement by the Department. Students are encouraged to explore all of the formats for courses (online, Institutes, in-class, and independent study) as well as course offerings throughout the school and university.

Students who enter the Department without a health background or a strong background in human biology are required to take courses to address this gap. These courses may include biochemistry, cell biology, physiology, and pathology. A program of study should be designed that builds a biologic foundation appropriate to the student's career plans. All planned course work should be reviewed by the advisor. Students should discuss their academic preparation with their advisor and make their course selections accordingly.

In addition, all students and faculty are expected to attend both the Monday and

Friday Departmental Seminars held weekly throughout the year. Students may earn credit for the time commitment for the seminars through 340.860 (Current Topics in Epidemiologic Research). The department offers journal clubs and research - in - progress meetings on various topics related to current research in the field. Students are expected to participate in these meetings, as well. Meetings are held each week, month or term and follow a general schedule.

One note about the Epidemiologic Methods and the Professional Epidemiology tracks of courses: The Epidemiologic Methods Track is the core methods sequence required for first year students in the MHS, ScM, PhD, and ScD programs within the Department as well as MPH students in the Concentration in Epidemiological & Biostatistical Methods for Public Health & Clinical Research, and other master's and doctoral students who will be conducting epidemiologic or clinical research. Graduates will have a strong understanding of epidemiologic inference and multi-level modeling, be able to design and analyze epidemiologic studies, and effectively interpret and report results from such studies. Departmental students interested in the application of epidemiology to public policy and practice will be encouraged to follow the Methods track with the Professional Epidemiology track courses.

COURSE REQUIREMENTS

BASIC CORE CURRICULUM

Four-Course Sequence in Epidemiologic Methods	340.666	Foundations of Social Epidemiology (3 cr., 2 nd term)
340.751 Epidemiologic Methods 1 (5)	340.645	Introduction to Clinical Trials (3 cr., 2 nd term, Internet)
340.752 Epidemiologic Methods 2 (5)	340.607	Introduction to Cardiovascular Disease Epidemiology (4 cr., 3 rd term)
340.753 Epidemiologic Methods 3 (5)		
340.754 Methodologic Challenges in Epidemiologic Research (5)*		

*MHS, ScM & DrPH optional, but recommended

One of the Four-Course Sequences in Biostatistics

140.621 Statistical Methods in Public Health I (4) Lecture and Lab Sections	340.680	Environmental and Occupational Epidemiology (4 cr., 4 th term)
140.622 Statistical Methods in Public Health II (4) Lecture and Lab Sections	380.664	Reproductive and Perinatal Epidemiology (4 cr., 4 th term)
140.623 Statistical Methods in Public Health III (4) Lecture and Lab Sections		
140.624 Statistical Methods in Public Health IV (4) Lecture and Lab Sections		
OR		
140.651 Methods in Biostatistics I (4) Lecture and Lab Sections		
140.652 Methods in Biostatistics II (4) Lecture and Lab Sections		
140.653 Methods in Biostatistics III (4) Lecture and Lab Sections		
140.654 Methods in Biostatistics IV (4) Lecture and Lab Sections	A	

(Epidemiology PhD and ScD students should take the 650 series at some time during their program.)

One Introductory Survey Course

All students must complete one overview / survey course for a minimum of 3 credits outside of their area of concentration from these approved courses:

340.664	Introduction to Genetic Epidemiology (4cr., 1 st term; Internet)
340.624	Etiology, Prev. & Control of Cancer (4 cr., 2 nd term)
340.627	Epidemiology of Infectious Diseases (4 cr., 2 nd term, Summer Inst., Internet)
340.616	Epidemiology of Aging (3 cr., 2 nd term)
330.603	Psychiatric Epidemiology (3 cr., 2 nd term, Internet)

340.666	Foundations of Social Epidemiology (3 cr., 2 nd term)
340.645	Introduction to Clinical Trials (3 cr., 2 nd term, Internet)
340.607	Introduction to Cardiovascular Disease Epidemiology (4 cr., 3 rd term)
340.680	Environmental and Occupational Epidemiology (4 cr., 4 th term)
380.664	Reproductive and Perinatal Epidemiology (4 cr., 4 th term)

Monday and Friday Seminars

Masters students (MHS and ScM) must take 4 terms and doctoral students (PhD, ScD, DrPH (full-time)) must take 8 terms during their enrollment. Part-time DrPH, students, special students, post-doctoral fellows, and MPH students are encouraged to take 4 terms of Seminars as well.

340.860	Current Topics in Epidemiologic Research (1)
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Additional Doctoral Requirements: (required year 2 for doctoral students)

340.863	Doctoral Seminar in Epidemiology (3 cr) (1 st – 3 rd terms)
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AND

340.715	Problems in the Design of Epidemiologic Studies (4 cr) (4 th term)
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School-wide Requirements

Students must take one course in ethics and the Public Health Perspectives in Research course:

340.624	Etiology, Prev. & Control of Cancer (4 cr., 2 nd term)	550.860 .82	Research Ethics (1) (<i>permitted only if funded by non-US government sources</i>)
340.627	Epidemiology of Infectious Diseases (4 cr., 2 nd term, Summer Inst., Internet)	OR	
340.616	Epidemiology of Aging (3 cr., 2 nd term)	550.600.01	Responsible Conduct of Research (1)
330.603	Psychiatric Epidemiology (3 cr., 2 nd term, Internet)	OR	
		306.665.01	Research Ethics and Integrity (3)
		AND	
		550.865.81	Public Health Perspectives in Research (2) (<i>waived for MPH degree holders</i>)

COURSE REQUIREMENTS

PUBLIC HEALTH PERSPECTIVES REQUIREMENT (550.865.81)

All **degree seeking students** are required to take Public Health Perspectives in Research (550.865). This is waived if the student holds an MPH degree from an accredited program and completed the degree within 10 years of matriculating into the current program. Waiver requests should be directed to the Associate Senior Dean for Academic Affairs. **During 2010 – 2011, the course will be offered online second term. Therefore all degree seeking students should complete the Introduction to Online Learning course prior to October 28, 2010.**

ETHICS REQUIREMENTS (550.600) or (306.665)

Any students including post-doctoral fellows, funded for any part of their research program by NIH or one of its divisions are required to complete the course 550.600 Responsible Conduct of Research every four years.

“550.600.01 RESPONSIBLE CONDUCT OF RESEARCH with Dr. Sharon Krag
FIRST TERM: W 3:30 PM - 5:20 PM, (1 credit)
Eligibility restricted to PhD students and to other graduate students or postdoctoral fellows who are required to have **in-person** training in the Responsible Conduct of Research based on funding source.”

Additionally, the course 306.665 Research Ethics and Integrity: US and International Issues will be offered during third term and will meet this requirement.

Students are invited to complete the one credit course 550.860.82 Research Ethics which packages self-guided modules on academic ethics, responsible conduct of research, and the collaborative institutional, training initiative (human subjects' research).

INTERNET-BASED COURSES:

Opportunities to take course which may be applied to degrees are available at off-campus locations in the Greater Washington area and through web-based courses. The

Distance Education course schedule is available online at <http://distance.jhsph.edu>.

INDEPENDENT STUDY OR RESEARCH

340.820: THESIS RESEARCH
340.840: SPECIAL STUDIES AND RESEARCH

Students may register for Thesis Research or Special Studies and Research either with their advisor or with any other faculty member in the Department as preceptor. Occasionally, a new course may be presented on a pilot basis under the Epidemiology 841 listing. In addition, students with a common interest may work with a faculty member to develop a specific Epidemiology 840 tutorial to a group.

Students should register for 340.840 Special Studies and Research if they have not yet successfully completed their school-wide preliminary oral exam or if they are conducting independent research unrelated to their thesis topic.

Thesis Research 340.820 is restricted to use by second year masters students or doctoral students who have successfully passed the School-wide Preliminary Oral Exam and who are currently working on research or data collection directly related to their dissertation.

Thesis Research or Special Studies and Research are graded on a pass/fail basis except in the case of seminar courses and other group activities that the instructor may deem suitable for assignment of grades.

REGISTRATION FOR PASS/FAIL OPTION

Students in the Department may register for the pass/fail option for a maximum of one course per term *with the exception of the following:*

- Any course **offered** by the Department of Epidemiology
- Any course **required** by the Department of Epidemiology
- 140.640 Statistical Methods for Sample Surveys

COURSE REQUIREMENTS

Students at the School may elect to take courses on a Pass/Fail basis only with the consent of their academic advisor. Students who must submit grades to employers, to funding agencies, or to other academic programs should also consult the appropriate offices before electing the pass/fail option. Instructors are expected to evaluate student performance without regard to grading status and to give students appropriate feedback regarding their performance throughout the term. A grade of P will be recorded on the official grade roster for those students who have elected the pass/fail option and whose performance would otherwise be rated as A, B, or C.

Deadlines for filing Pass/Fail requests will be adhered to without exception. Pass/Fail forms cannot be accepted after the prescribed add/drop deadline for each term. All students should consider carefully before exercising the Pass/Fail option. Pass/Fail or letter grades, once elected, may not be reversed on the student's official academic record.

The following courses have been approved for pass/fail registration on a case-by-case basis in the past. Students seeking pass / fail for these courses must obtain permission from their advisor and area of concentration director prior to electing this status:

260.611-612 Principles of Immunology
(required for Infectious Disease Epid.)

120.615 Molecular Biology of
Carcinogenesis (required for Cancer Epid.)

TUTORS

Students requiring tutors in any course should contact the course coordinator or the Epidemiology Student Organization. Teaching Assistants may not be hired as tutors for the same course which they are serving as a TA.

COURSE COORDINATORS

The Academic Support Core Staff are located in W6508 and support all of the courses offered by the Department of Epidemiology. Staff can be reached at 410-955-9289.

INTERDIVISIONAL COURSES / REGISTRATION

Catalogs and course offerings may be obtained from the respective registrars' offices as listed below. Courses (except as required by the program areas) may be taken pass/fail as well as for grade and should be taken after completion of the departmental course requirements.

CERTIFICATE PROGRAMS

Certificate programs are focused academic training programs designed to appeal to students seeking targeted education in a specific area of public health. Educational objectives, admissions requirements, courses of study, and other information is provided for each certificate program online:
<http://commprojects.jhsph.edu/academics/Certificate.cfm>

JOURNAL CLUBS / RESEARCH IN PROGRESS MEETINGS / SEMINAR SERIES:

Most Areas of Concentration sponsor Journal Clubs as a venue for dialog on current research topics between and among faculty and students. In general, the format is based on student (or faculty) volunteers presenting and facilitating discussion of a newly published epidemiologic study.

The Journal Clubs benefit students in a number of ways: as preparation for the comprehensive exams, as experience in public speaking, in exposure to current research, in learning critical thinking and logic related to the scientific method, and in providing opportunities for students and faculty to interact.

Students are encouraged to contact the faculty for further information and to sign up for mailing lists. Journal Club meetings are announced via email and flyers posted on the sixth floor of the Wolfe Street building. Journal Clubs and Seminars are open to the entire Hopkins Community.

COURSE REQUIREMENTS

E-Reserves section of the Website:
<http://eres.welch.jhmi.edu/eres/courseindex.aspx?page=instr> will have the articles for each journal club (if identified) posted and accessible: the course name and pass code are both [epijournalclub](http://eres.welch.jhmi.edu/eres/courseindex.aspx?page=instr).

First-Year students should plan to attend the Journal Club for their Area of Concentration in addition to any of general interest.

- *Journal Clubs meet monthly unless otherwise noted below.*
- The Welch Center and Whelton Conference Rooms are located on the second floor of 2024 East Monument Street.

Cancer Epidemiology, Prevention, & Control Journal Club

Faculty Coordinator: Dr. Elizabeth Platz
Student Coordinators: Jessica Rosenberg
jjrosenb@jhsph.edu & Antonio Almario
jalmario@jhsph.edu
Fourth Mondays at 12:15 PM

Cancer Epidemiology, Prevention, & Control Research-in-Progress

Faculty Coordinator: Dr. Elizabeth Platz
Student Coordinators: Dr. Anne Rositch
arositch@jhu.edu & Kisha Coa kcoa@jhsph.edu
Second Tuesdays at 12:15 PM

Center for Clinical Trials Journal Club

Faculty Coordinators: Drs. Ann Ervin & Roberta Scherer
Student Coordinators: Ian Saldanha
isaldanh@jhsph.edu & Tsung Yu
tsyu@jhsph.edu
Third Thursdays at 12:15 PM

Center for Clinical Trials Research-in-Progress

Faculty Coordinators: Dr. Curt Meinert & Ms. Susan Tonascia
Staff Contact: Ms. Betty Collison
bcolliso@jhsph.edu
Day / time: *as requested by student presenters*

Center for Clinical Trials Seminar Series

Faculty Coordinator: Dr. Kay Dickersin c/o Ms. Renne Ukaegbu
rukaegbu@jhsph.edu
Staff Contact: Carolynn Washington
cawashin@jhsph.edu
First Wednesdays at 8:30 AM - 9:30 AM

Epidemiology of Aging Journal Club

Faculty Coordinator: Dr. Paulo Chaves
Student Coordinators: Priya Palta
ppalta@jhsph.edu & Bonnielin Scurmann Swenor
bswenor@jhsph.edu

Center on Aging and Health, Suite 2-700; 2024 E Monument St
Day / Time: *TBA*

Epidemiology and Biostatistics of Aging Research-in-Progress

Faculty Coordinator: Dr. Karen Bandeen-Roche

Staff Coordinator: Brian Buta
bbuta1@jhmi.edu

Second and Fourth Mondays at 3:30 PM - 4:30 PM; large conference room

Center on Aging and Health; Suite 2-700; 2024 E. Monument St

http://www.jhsph.edu/agingandhealth/events/eba_rip.html

General Epidemiology and Methodology Journal Club

Faculty Coordinator: Dr. Lisa Jacobson
Student Coordinators: Shilpa Viswanathan
sviswana@jhsph.edu & Peter Rebeiro
prebeiro@jhsph.edu

Second Tuesdays at 12:15 PM

STATEPI Research-in-Progress

Faculty Coordinator: Dr. Alvaro Muñoz
Staff Contact: Judy Konig
jkonig@jhsph.edu

Second Tuesdays at 10 AM – 12 noon (subject to change)

<http://statepi.jhsph.edu/>

General Epidemiology Research-in-Progress

Faculty Coordinator: Dr. Li-Ching Lee
First Tuesdays at 12:15 PM

Genetic Epidemiology Journal Club

Faculty Coordinators: Drs. Terri Beaty
tbeaty@jhsph.edu & Linda Kao
wkao@jhsph.edu

Staff Contact: Carolynn Washington
cawashin@jhsph.edu

Second and fourth Tuesdays at 12:15 PM

COURSE REQUIREMENTS

Genetic Epidemiology Seminar Series

Faculty Coordinators: Drs. Dani Fallin & Priya Duggal

Staff Contact: Carolyn Washington
cawashin@jhsph.edu

Fourth Mondays at 12:15 PM

Infectious Diseases Journal Club

Faculty Coordinators: Dr. Derek Cummings

Student Coordinators: Jessica Ladd
jladd@jhsph.edu & Andrew Azman
aazman@jhsph.edu

Fourth Mondays at 12:15 PM

Infectious Diseases Research-in-Progress

Faculty Coordinator: Dr. William Moss

Student Coordinator: Kate Grabowski
mgrabows@jhsph.edu

Second Thursdays at 12:15 PM

Journal Club of Environmental Epidemiology (with Environmental Health Sciences)

Faculty Coordinators: Drs. Ana Navas-Acien & Eliseo Guallar

Student Coordinator: Alison Singer
asinger@jhsph.edu

Fourth Mondays at 12:15 PM

Center for Autism and Developmental Disabilities Epidemiology Journal Club

Faculty Coordinator: Dr. Dani Fallin

Staff Contact: Carolyn Washington
cawashin@jhsph.edu

Third Tuesdays at 12:15 PM

Social Epidemiology Journal Club

Faculty Coordinator: Dr. Tom Glass

Student coordinator: Kara Rudolph
krudolph@jhsph.edu & Alicia Riley
arriley@jhsph.edu

Fourth Tuesdays at 12:15 PM

WELCH CENTER ACTIVITIES

Welch Center Research Seminar (Journal Club)

Course number 340.871 Masters and doctoral students in the clinical epidemiology and cardiovascular epidemiology concentrations are required to complete a minimum of two terms.

Faculty Coordinator: Dr. Elizabeth Selvin

Staff contact: Ms. Mary Cay Reynolds
mreyno13@jhmi.edu 410-502-2384

Tuesdays, September - May at 12:15 PM in Whelton Room 2-603, Welch Center

http://www.jhsph.edu/welchcenter/seminars/journal_club.html

Developing Research Skills & Research-in-Progress

Masters and doctoral students in the clinical epidemiology and cardiovascular epidemiology concentrations are required to attend.

Faculty Coordinators: Drs. Cheryl Anderson & Rosa Crum

Staff Contact: Ms. Chanell Sessions
csession@jhsph.edu

Last Mondays & preceding Thursdays at 12:15 PM in Powe Seminar Room 1-500Q, Welch Center:

Clinical Research Grand Rounds at the Welch Center

Open to all students, trainees, and faculty

Faculty Coordinators: Core Welch Center Faculty Members

Staff Contact: Ms. Mary Cay Reynolds
mreyno13@jhmi.edu 410-502-2384

Wednesdays, September - May, at 12 PM in Powe Seminar Room 1-500Q, Welch Center

http://www.jhsph.edu/welchcenter/seminars/grand_rounds.html

<http://www.hopkinsmedicine.org/gim/calendar/>

Diabetes and Obesity Interest Group (Journal Club)

Faculty Coordinator: Dr. Frederick Brancati

Student coordinator: Dr. Mariana Lazo Elizondo
mlazo@jhsph.edu

Staff Contact: Ms. Leslie Gregg
lgregg2@jhmi.edu

Wednesdays at 9 AM - 10 AM in Whelton Room 2-603, Welch Center:

Hopkins Health Disparities Monthly Seminar Series

A joint collaboration by four Disparities Centers and open to the Hopkins Community

Faculty Coordinators: Drs. Lisa Cooper & Sherita Golden

Staff Contact: Ms. Joy Mays
jmays1@jhmi.edu

Second Mondays at 12 – 1 PM Room TBA

COURSE REQUIREMENTS

Methods & Ideas in Cardiovascular Epidemiology (MICE)

Faculty Coordinators: Drs. Josef Coresh & Elizabeth Selvin

Staff Contact: Ms. Laura Camarata
lcamarata@jhu.edu

First and third Fridays at 10 AM – 11 AM in
Whelton Room, 2-603, Welch Center

Pharmacoepidemiology Seminars

Faculty Coordinator: Dr. Jodi Segal

Third Thursdays at 4 – 5 PM

http://www.hopkinsmedicine.org/gim/core_resources/PharmEpi_Sems.html

Renal Disease Interest Group

Faculty Coordinators: Drs. Bernard Jaar & Steve Sozio

Staff Contact: Ms. Patricia Bayton
pbayton@jhsph.edu

Second and fourth Wednesdays at 4 PM – 5 PM
in Whelton Room, 2-603, Welch Center

NON-EPIDEMIOLOGY SPONSORED JOURNAL CLUBS

AMBER (Application and Methods of Bayesian Statistics in Epidemiologic Research)

Student Assembly (Epidemiology and Biostatistics)

Faculty Coordinator: Dr. Gary Rosner

Student Coordinator: Matt Gribble
mgribble@jhsph.edu

Second and Fourth Fridays at 3 PM

Longrifles Session (Sidney Kimmel Comprehensive Cancer Center)

Quarterly (3 hour) sessions with Howard University, Univ. Maryland, and the Johns Hopkins Community

Faculty Coordinator; Drs. Jean Ford
jford@jhsph.edu

Staff Contact: Ms. Helen Kelly
hkelly@jhsph.edu

Day / time: TBA

LunchLearnLink: Cancer Prevention & Control Seminar

<http://cpc.onc.jhmi.edu>

Second and fourth Thursdays at 12 PM

MOST-DEF (Modeling of Spacio-Temporal Diseases, Epidemiology Forum)

Student Assembly (Epidemiology and Biostatistics)

Faculty Coordinators: Drs. Derek Cummings and Justin Lessler

Student Coordinators: Ben Althouse
balthouse@jhsph.edu and Andrew Azman
aazman@jhsph.edu

Day / time: TBA

Risk Sciences and Public Policy Seminar Series

Faculty Coordinator: Dr. Thomas Burke

Staff Contact: Roberta Dranbauer,
rdranbau@jhsph.edu

Once per term: TBA

Sexually Transmitted Infections Journal Club

Sponsored by Population, Family and Reproductive Health

Faculty Coordinator:

Student Coordinator: Dan Beachler
dbeachle@jhsph.edu

Second Thursdays at 5 PM October - May

Tropical Medicine Dinner Club

Sponsored by Molecular Microbiology and Immunology and open to the Community at large

Faculty Coordinators: Drs. Clive Shiff and Doug Norris

Staff Contact: Maryann Smith
mksmith@jhsph.edu

First Wednesdays October - May at 6:30 PM at
the Johns Hopkins University Club

[Reservations requested through Maryann Smith; cost: undergrads, masters and pre-doctoral students pay \$10, Fellows/Residents pay \$15, and Faculty members pay \$20 per dinner]

<http://jhmmi.jhsph.edu/tmdc/FrameForm.cfm>

SAMPLE CURRICULA FOR DEGREE PROGRAMS

First year and second year SAMPLE curriculum by degree programs:

PhD and ScD

First Year: minimum 16 credits each term

Second Year: minimum 16 cr. per term

FIRST TERM (September & October)

340.751 Epidemiologic Methods 1 (5)
*140.651 Methods in Biostatistics I (4) Lecture
and Lab Sections
550.860 Research Ethics (1)
550.600 Responsible Conduct of Research (1)
340.840 Special Studies and Research
(1 credit with advisor)
340.860 Current Topics in Epi Res (1)
*** ONE-TWO electives

FIRST TERM (September & October)

340.863 Doctoral Seminar in Epidemiology
(3)
340.728 Advanced Methods in Cohort
Studies (4) (recommended, not
required)
340.840 Special Studies and Research
(1 - 13 credits with advisor)
340.860 Current Topics in Epi Res (1)
Area of concentration requirements

SECOND TERM (November & December)

340.752 Epidemiologic Methods 2 (5)
* 140.652 Methods in Biostatistics II (4) Lecture
and Laboratory Sections
550.865 Public Health Perspectives in
Research (1)
340.840 Special Studies and Research
(1 credit with advisor)
340.860 Current Topics in Epi Res (1)
*** ONE-TWO electives

SECOND TERM (November & December)

340.863 Doctoral Seminar in Epidemiology
(3)
340.717 Health Survey Research Methods (4)
(recommended, not required)
340.840 Special Studies and Research
(1 - 13 credits with advisor)
340.860 Current Topics in Epi Res (1)
Area of concentration requirements

THIRD TERM (January - March)

340.753 Epidemiologic Methods 3 (5)
* 140.653 Methods in Biostatistics III (4) Lecture
and Laboratory Sections
340.840 Special Studies and Research
(1 credit with advisor)
*** ONE - TWO electives
340.860 Current Topics in Epi Res (1)
306.665 Research Ethics and Integrity (3)

THIRD TERM (February & March)

340.863 Doctoral Seminar in Epidemiology
(3)
340.606 Systematic Reviews and Meta-
Analysis (5) (recommended, not
required)
340.840 Special Studies and Research
(1 - 13 credits with advisor)
340.860 Current Topics in Epi Res (1)
Area of concentration requirements

FOURTH TERM (March - May)

340.754 Methodologic Challenges in
Epidemiologic Research (5)
*140.654 Methods in Biostatistics IV (4) Lecture
and Laboratory Sections
340.840 Special Studies and Research
(1 credit with advisor)
340.860 Current Topics in Epi Res (1)
*** ONE- TWO electives

FOURTH TERM (March - May)

+340.715 Problems in the Design of
Epidemiologic Studies (6)
340.840 Special Studies and Research
(1 - 13 credits with advisor)
340.860 Current Topics in Epi Res (1)
Area of concentration requirements

SAMPLE CURRICULA FOR DEGREE PROGRAMS

First year and second year SAMPLE curriculum for the Doctor of Public Health (Full-time) Program.
[Part-time students will need to adjust their schedule as appropriate.]

First Year: minimum 16 credits each term

FIRST TERM (September & October)

- 340.751 Epidemiologic Methods 1 (5)
- *140.651 Methods in Biostatistics I (4)
- 550.873 Leadership Public Health Practice (1)
- 300.711 Health Policy I: Social and Economic Determinants of Health (3)*
- 340.860 Current Topics in Epi Res (1)
- *** ONE-TWO electives

SECOND TERM (November & December)

- 340.752 Epidemiologic Methods 2 (5)
- * 140.652 Methods in Biostatistics II (4)
- 550.873 Leadership Public Health Practice (1)
- 551.603 Fundamentals of Budgeting etc (3)*
- 340.860 Current Topics in Epi Res (1)
- *** ONE-TWO electives

THIRD TERM (January - March)

- 340.753 Epidemiologic Methods 3 (5)
- * 140.653 Methods in Biostatistics III (4)
- 550.873 Leadership Public Health Practice (1)
- 306.665 Research Ethics and Integrity (3)
- 306.650 Public Health and the Law (3)*
- 340.860 Current Topics in Epi Res (1)
- *** ONE - TWO electives

FOURTH TERM (March - May)

- 340.754 Methodologic Challenges in Epidemiologic Research (5) (optional)
- *140.654 Methods in Biostatistics IV (4)
- 550.873 Leadership Public Health Practice (1)
- 312.615 Organizational Behavior & Mgmt (3)*
- 340.860 Current Topics in Epi Res (1)
- *** ONE- TWO electives

Second Year: minimum 16 credits each term

FIRST TERM (September & October)

- 340.863 Doctoral Seminars (2-3) (highly recommended)
- 340.840 Special Studies and Research (1 - 12 credits with advisor)

SECOND TERM (November & December)

- 340.863 Doctoral Seminars (2-3) (highly recommended)
- 340.840 Special Studies and Research (1 - 12 credits with advisor)

THIRD TERM (February & March)

- 340.763 Professional Epid Methods (4) (recommended for 2011-2012, to be required in the future)
- 340.863 Doctoral Seminars (2 - 3) (highly recommended)
- 340.840 Special Studies and Research (1 - 12 credits with advisor)

FOURTH TERM (March - May)

- +340.715 Problems in the Design of Epidemiologic Studies (4)
- 340.764 Professional Epid Methods (4) (recommended for 2011-2012, to be required in the future)
- 340.840 Special Studies and Research (1 - 12 credits with advisor)

* = DrPH electives. Please see the DrPH program assistant and the website for full listings of requirements:

<http://www.jhsph.edu/academics/degreeprogram/s/drph/curriculum/>

SAMPLE CURRICULA FOR DEGREE PROGRAMS

First year and second year SAMPLE curriculum by degree programs: ScM and MHS

First Year: Minimum 16 credits per term

FIRST TERM (September & October)

- 340.751 Epidemiologic Methods 1 (5)
- 140.621 Statistical Methods in Public Health I (4) Lecture and Lab Sections OR
- *140.651 Methods in Biostatistics I (4) Lecture and Lab Sections
- ☐550.600 Responsible Conduct of Research (1)
- 340.840 Special Studies and Research (1 credit with advisor)
- 550.860 Research Ethics (1)
- 340.860 Current Topics in Epi Res (1)
- XXX.XXX ONE - TWO electives

SECOND TERM (November & December)

- 340.752 Epidemiologic Methods 2 (5)
- 140.622 Statistical Methods in Public Health II (4) Lecture and Lab Sections OR
- * 140.652 Methods in Biostatistics II (4) Lecture and Laboratory Sections
- 550.865 Public Health Perspectives in Research (1)
- 340.840 Special Studies and Research (1 credit with advisor)
- 340.860 Current Topics in Epi Res (1)
- XXX.XXX ONE - TWO electives

THIRD TERM (January - March)

- 340.753 Epidemiologic Methods 3 (5)
- 140.623 Statistical Methods in Public Health III (4) Lecture and Lab Sections OR
- * 140.653 Methods in Biostatistics III (4) Lecture and Laboratory Sections
- 340.840 Special Studies and Research (1 credit with advisor)
- 340.860 Current Topics in Epi Res (1)
- XXX.XXX ONE - TWO electives

FOURTH TERM (March - May)

- 340.754 Methodologic Challenges in Epidemiologic Research (5) (optional)
- 140.624 Statistical Methods in Public Health IV (4) Lecture and Lab Sections OR
- *140.654 Methods in Biostatistics IV (4) Lecture and Laboratory Sections
- 340.840 Special Studies and Research (1 credit with advisor)
- 340.860 Current Topics in Epi Res (1)
- XXX.XXX ONE - TWO electives

Introductory survey course may be taken any term during first year.

Second Year: Minimum 16 credits per term

FIRST TERM (September & October)

- XXX.XXX two - three electives
- 340.820 Thesis Research (1 - 16 credits with advisor)

SECOND TERM (November & December)

- XXX.XXX two - three electives
- 340.820 Thesis Research (1 - 16 credits with advisor)

THIRD TERM (January - March)

- XXX.XXX two - three electives
- 340.763 Professional Epid Methods (4) (recommended, not required)
- 340.820 Thesis Studies and Research (1 - 16 credits with advisor)

FOURTH TERM (March - May)

- XXX.XXX two - three electives
- 340.764 Professional Epid Methods (4) (recommended, not required)
- 340.820 Thesis Research (1 - 16 credits with advisor)
- ☐550.600 is required for all students "funded by any NIH training, career development award, research grant, or dissertation grant", etc.

COURSE REQUIREMENTS

Each of the changes / requests below should be made in a written letter (not email) by the student briefly explaining the situation and request. Each letter should include space for the current advisor's endorsement and signature. The requests are directed to the Admissions & Credentials Committee and are delivered to W6503 for review.

CHANGE OF ADVISOR

“Upon admission to the program, students are assigned an academic advisor based on students' interests and faculty availability. This academic advisor is a full-time faculty member with a primary appointment in Epidemiology. The advisor helps the student navigate their new academic surroundings and works with the student in choosing appropriate coursework during the first 2 years of the program. The academic advisor is the Registrar's 'advisor of record' and certifies that each step of the degree program is met.

An important part of the doctoral program is establishing academic mentorship. As you develop more specific research interests and begin to formulate ideas for a dissertation, it is important to identify a faculty member who will serve as a thesis advisor. This faculty member may or may not be the academic advisor and may hold a primary appointment outside of the Department. Students may elect to switch academic advisors during the course of their program. Alternatively, the student may elect to keep their assigned academic advisor as 'advisor of record' and have their thesis advisor and/or other faculty members officially acknowledged as 'co-advisors.'

Requests for changing advisors should be directed to the Academic Coordinator and require the approval of the Admissions and Credentials Committee.”

COURSE WAIVERS

A student with prior pertinent training may request that specific courses be waived by the Department upon enrollment. Each individual course proposed for waiver must first be approved by the student's advisor and the primary course instructor (if the course is offered by the Department) prior to consideration by the Departmental Admissions and Credentials Committee. Instructor permission is not required for courses offered by departments other than Epidemiology for Epidemiology degree candidates. Epidemiology degree students may not waive 340.751 – 754.

HORIZONTAL TRANSFERS:

Transfers from one master's program to another, except to the Master of Public Health (MPH) program, or from one doctoral program to another, are made by written request to the Departmental Admissions and Credentials Committee by the student. Following approval by the student's advisor and the Department, the request is forwarded for consideration to the School's Committee on Academic Standards. To transfer to the MPH Program, a student must submit a complete application (application form, resume or curriculum vitae, a statement of objectives, and one letter of reference) to the MPH Admissions Committee through the School's Admissions Office. Applicants must meet the requirements of the program as stated in the Prospectus, and submit a letter of support of the transfer from the student's advisor and endorsed by the Department Chair.

VERTICAL TRANSFERS

While rarely granted application for promotion from a master's to a doctoral program (without completing the masters program), transfer requests may be initiated by the student upon successful completion of the first year curriculum and only in instances where the original application to the department was to a doctoral program. The student's letter should include the degree program desired, a brief description of the student's background and accomplishments, indicate the intended area of concentration,

COURSE REQUIREMENTS

discuss goals in epidemiology, and provide references from two members of the School's faculty. If the student has developed a potential thesis project, it should be described either in the letter of application or in a separate protocol attached to the letter. If the student wishes to change advisors for the doctoral program, this should also be indicated.

Application for promotion from a master's to a doctoral program is contingent upon passing the departmental written comprehensive examination at the doctoral level. The scores on this examination are considered in evaluating the application. Comments on class performance may be sought from faculty members whose courses the student has taken. If a favorable decision is reached, the Committee will forward the request and its decision to the School's Academic Standards Committee for review. A final confirmation would come from the School-wide committee.

The School handles requests for entrance to a doctoral program following completion of the master's degree as new applications and requires student submission of a new application form. The Application fee is waived. Evaluation criteria include prior relevant work and / or research experience, space availability in the doctoral program, prior master's degree held in a related field, and development of a research proposal that could be adapted to the doctoral requirements in breadth and scope. Internal applicants must meet the doctoral requirements for academic excellence and professional experience.

INTERDEPARTMENTAL TRANSFERS

Students who want to transfer between departments within the School must have their application materials reviewed in the same way as new applicants. A recommendation letter from the department from which the student is transferring is required to ensure that department is aware of the student's plans. Once the student is admitted by the Admissions and Credentials Committee, a letter from the chair of the Admissions and Credentials Committee stating that the transfer request is approved, it is forwarded to the Registrar's Office (Committee on Academic Standards) for school-wide approval.

ACADEMIC COORDINATORS FOR EACH PROGRAM / DEPARTMENT OF THE SCHOOL

Biochemistry and Molecular Biology	
Sharon Warner	W8041 / 5-3671
Biostatistics	
Mary Joy Argo	E3527 / 5-3067
Clinical Investigation	
Cris Denardo	320 Carnegie 2-3067
Environmental Health Sciences	
Nina Kulacki	E7039 / 5-2212
Epidemiology	
Fran Burman	W6508 / 5-3926
Health Behavior and Society	
Barbara Diehl	263 Hampton House 2-4415
Health Policy and Management	
Mary Sewell	492 Hampton House 5-2488
International Health	
Cristina Salazar	E8518 / 5-3734
Mental Hygiene	
Patty Scott	855 Hampton House 5-1906
Molecular Microbiology and Immunology	
Gail O'Connor	E5001 / 5-4232
Population, Family and Reproductive Health	
Lauren Ferretti	E4039 / 4-6676
Master of Public Health	
Janet Carn (full time)	W1015 / 5-1291
David Earle (part time and internet)	W1015 / 5-1291
Residency Programs	
Chris Brown	WB602 / 5-3362
Doctor of Public Health	
Gail White	E2614 / 2-6150

COURSE REQUIREMENTS

TIME STATUS CHANGES

FROM FULL-TIME TO PART-TIME

The School requires students to be fully committed to and involved in their educational program. To that end, students must register for 16 credits each term for the duration of their program. Occasionally, students find they must make adjustments to their registration status to accommodate full-time commitments outside of school (e.g. jobs and child care). Students should be aware that any outside commitment will lengthen the time-to-completion of their degree requirements. Full-time involvement includes taking classes, participating in labs, seminars, and journal clubs, and engaging in the research of the Department.

Students who wish to drop to part-time status must obtain permission from the Department during the term prior to the one in which they will be changing status and must meet with the academic coordinator and the student financial coordinator prior to submitting a request. Doctoral students must take a minimum of 3 credits per term and masters' students must take a minimum of 2 credits per term until they have completed all degree requirements.

LEAVE – OF – ABSENCE

Students who find they must take time-off from their studies for health or personal reasons may apply to do so by completing a leave of absence request. The form is obtained from the Registrar's Office. An active file fee of \$50 per term is assessed for each term within the leave of absence period and should be paid to the Business Office in full prior to the student's departure.

When the student wishes to return from leave – of – absence, he / she must meet with his / her advisor and devise a timeline for completion of required work. The student must then submit a letter of petition, endorsed by the advisor, along with the timeframe for completion to the Admissions and Credentials Committee for approval prior to registration. A student may not receive a leave of absence without the approval of the Departmental Admissions and Credentials Committee and the Department Chair. When the student is

ready to return from leave – of – absence, s/he must meet with his / her advisor and devise a timeline for completion of required work. The student must then submit a letter of petitioning reinstatement, endorsed by the advisor, along with the timeframe for completion to the Admissions and Credentials Committee for approval prior to registration.

DEPARTMENTAL REVIEW OF STUDENTS' ACADEMIC PROGRESS

Each student's academic performance is reviewed each term by the Academic Program Manager, periodically by his/her advisor, and annually by Department faculty. When the academic progress of any student comes into question, a thorough review and is made by the Departmental Admissions and Credentials Committee. Students are expected to earn "A"s and "B"s in Epidemiology coursework (3.0 grade point average) and to pass written comprehensive exams at the designated level.

Any grade of "D" or "F" in a required course may constitute grounds for removal from degree candidacy. Other grounds for removal from degree candidacy are:

- Two grades of "D" or "F" or any combination thereof in elective courses; or,
- Failure to maintain a minimum cumulative GPA of 3.0.
- Failure of both parts of the comprehensive exam and
- Failure to maintain progress on dissertation research / thesis projects
- Academic or behavioral ethics violations

In such cases, after reviewing the student's performance, the Departmental Admissions and Credentials Committee will make a recommendation to the Department Chair regarding the student's continuation in the program. Occasionally, students may be placed on academic probation within the department prior to dismissal. This time period will permit students to attempt to bring their gpa above 3.0 and attend courses for up to one year. However, students who earn a grade below B while on academic probation face review and termination from the program.

COURSE REQUIREMENTS

Conversely, any student whose grade point average removes them from academic probation will be notified and reported to the Admissions and Credentials Committee.

Students may choose to withdraw from the program or School at any time but should consult with their advisor and academic coordinator prior to making this decision.

Please note that failure to maintain registration is considered withdrawal from the School.

Each summer, the Academic Program Manager reviews the academic transcripts of the first year students to verify completion of required courses. Students and their advisors are notified (generally with the written results of the comprehensive exam) of the courses they still need to complete. Students are encouraged to review this material with their advisors and register for any remaining coursework.



Academic Calendar
2011-2012

1st Term Th. Aug. 25 - W. Oct. 19 (39 class days)

Registration Begins for 1st Term for Continuing Students & Special Students	Tuesday, June 1
1st Term Registration Ends for Continuing Students & Special Students	Wednesday, June 1
NEW STUDENT ORIENTATION / REGISTRATION	Monday, August 22 - Wednesday, August 24
Instruction Begins for 1st Term	Thursday, August 25
ADD/DROP Period	Thursday, August 25 - Wednesday, September 7
LABOR DAY RECESS	Monday, September 5
Last Day of Class for 1st Term	Wednesday, October 19

2nd Term Th. Oct. 20 - F. Dec. 16 (40 class days)

Registration Begins for 2nd Term	Friday, July 29
2nd Term Registration Ends	Friday, October 7
Instruction Begins for 2nd Term	Thursday, October 20
ADD/DROP Period	Thursday, October 20 - Wednesday, November 2
THANKSGIVING RECESS	Thursday, November 24 - Sunday, November 27
Last Class Day of 2nd Term	Friday, December 16

Internet-Based/Part-Time / MPH New Student Orientation Sun. Jan. 8

Winter Intersession M. Jan. 9 - F. Jan. 2 (no class on M. Jan.16)

3rd Term M. Jan. 23 - F. Mar. 16 (40 class days)

Registration Begins for 3rd Term	Tuesday, November 22
3rd Term Registration Ends	Tuesday, January 10
MARTIN LUTHER KING, JR. HOLIDAY RECESS	Monday, January 16
Instruction Begins for 3rd Term	Monday, January 23
ADD/DROP Period	Monday, January 23 - Friday, February 3
Last Day of Class for 3rd Term	Friday, March 16

4th Term M. Mar. 26 - F. May 18 (40 class days)

Registration Begins for 4th Term	Monday, February 6
SPRING RECESS	Monday, March 19 - Friday, March 23
4th Term Registration Ends	Friday, March 16
Instruction Begins for 4th Term	Monday, March 26
ADD/DROP Period	Monday, March 26 - Friday, April 6
Last Day of Class for 4th Term	Friday, May 18
PUBLIC HEALTH CONVOCATION CEREMONY	Wednesday, May 23
UNIVERSITY COMMENCEMENT CEREMONY	Thursday, May 24
RESIDENCY PROGRAM ENDS	Friday, June 29

Department of Epidemiology

First term courses	Monday		Tuesday				
	8:00 AM						
8:30 AM	751 Epid 1 lecture and lab 8:30 - 9:50	340.901 Lab 10 - 12* 8:30 - 10 AM	340.664 Genetics 1	340.646 Epid & Publ	340.728 AMDACS (Advanced Methods Design & Analysis Cohort Studies) 8:30 - 10:20		
9:00 AM			8:30 - 10:20	Hlth Impact of HIV and AIDS 8:30 - 10:20			
9:30 AM	340.951 Lab 10 - 11:50	601 Principles of Epid Lecture 10:30 - 11:20 AM	140.621.02 Biostatistics 1 10:30 - 11:50	140.651 Methods in Biostatistics 1 10:30 - 11:50	340.660 Practical Skills in Conducting Research in Clinical Epid and Invest. 10:30 - 11:50		
10:00 AM							
10:30 AM							
11:00 AM							
11:30 AM							
12 noon	Seminar / 340.860 2nd, 3rd, & 5th Mondays		Welch Ctr Research Seminar 12 - 1:20 PM				
1:30 PM							
2:00 PM							
2:30 PM							
3:00 PM							
3:30 PM							
4:00 PM						340.863 Doctoral	140.646 Probability (for PhD / MHS students) 3:30 - 4:50
4:30 PM						Seminars (for 2nd year	
5:00 PM						Epi doctoral	
5:30 PM	students only						
6:00 PM	4 - 5:50 PM						

Year 1 = white

Biostatistics courses in dots

Required: offered every term

Year 2 = grey

550.860.82 Research Ethics

*340.601 labs are 2 days a week

<http://distance.jhsph.edu/core/index.cfm/go/course.home/cid/90/>

340.845 Applied Aspects of Cohort Studies (to be determined)

550.851 PHASE internship (to be determined)

550.001.01 English for Academic Purposes I (held Saturdays 10:30 - 3:20 repeated third term)
(recommended for non-native English speakers)

First Term 2011 - 2012

Schedule of Classes

First term courses	Wednesday	Thursday
8:00 AM		
8:30 AM	751 Epid 1	340.664 Genetics 1
9:00 AM	lecture and lab	340.646 Epid & Publ
9:30 AM	8:30 - 9:50	Hlth Impact of HIV and AIDS
10:00 AM	340.901 Lab 10 - 12*	340.728 AMDACS
10:30 AM	8:30 - 10 AM	(Advanced Methods Design & Analysis Cohort Studies)
11:00 AM	340.951 Lab 10 - 11:50	8:30 - 10:20
11:30 AM	601 Principles of Epid Lecture	140.621.02 Biostatistics 1
12 noon	10:30 - 11:20 AM	140.651 Methods in Biostatistics 1
		340.660 Practical Skills in Conducting Research in Clinical Epid and Invest.
	340.845 SS/R Applied Aspects of Cohort Studies	10:30 - 11:50
1:30 PM		340.851 PHASE Internship
2:00 PM		
2:30 PM		
3:00 PM		
3:30 PM	550.600 Responsible	140.646 Probability (for PhD / MHS students)
4:00 PM	Conduct of Research	3:30 - 4:50
4:30 PM	(for US Govt \$\$ Students)	
5:00 PM	3:30 - 5:20 PM	
5:30 PM		
6:00 PM		

online courses for first term: Introduction to Online Learning (required first)

340.612.81 Epidemiology of TB Control

340.645.81 Intro to Clinical Trials

340.654.81 Epid & Natural History Human Viral Infections

340.664.81 Introduction to Genetic Epidemiology

550.694.81 Fundamentals of Epidemiology I

First term courses		Friday	
8:00 AM			
8:30 AM	751 Epid 1		
9:00 AM			
9:30 AM	lecture and lab 8:30 - 9:50	340.901 Lab 10 - 12* 8:30 - 10 AM	340. 728 AMDACS Lab 9:30 - 10:20
10:00 AM	340.951 Lab 10 - 11:50		
10:30 AM		601 Principles of Epid Lecture 10:30 - 11:20 AM	
11:00 AM			
11:30 AM			
12 noon	Seminar / 340.860 Current Topics in Epidemiologic Research		
1:30 PM			
2:00 PM			
2:30 PM			
3:00 PM			
3:30 PM			
4:00 PM			
4:30 PM			
5:00 PM			
5:30 PM			
6:00 PM			

Department of Epidemiology

Second term courses		Monday			
8:00 AM					
8:30 AM	752 Epid 2				
9:00 AM	lecture and lab	608 Observational Epid			
9:30 AM	8:30 - 9:50	9 - 10:20 AM			
10:00 AM	Lab 10 - 11:50				
10:30 AM					
11:00 AM					
11:30 AM					
12 noon	Seminar / 340.860 2nd, 3rd, & 5th Mondays				
1:30 PM	624 Etiology Prevention	611 Methods in Cancer Epi	645 Intro to Clinical Trials	744 Adv. Topics Control	
2:00 PM	Control of Cancer	1:30 - 2:50	1:30 - 2:20 PM	& Prevention of	
2:30 PM	1:30 - 2:50 PM			HIV & AIDS	
3:00 PM				1:30 - 3:20 PM	
3:30 PM	627 Epidemiology of				
4:00 PM	Infectious Diseases				
4:30 PM	3:30 - 5:20 PM				
5:00 PM					
5:30 PM					
6:00 PM					

Year 1 = white

Biostatistics courses in dots

Year 2 = grey

550.851 PHASE internship

550.002.01 English for Academic Purposes II

(held Saturdays 10:30 - 3:20 repeated fourth term)

(recommended for non-native English speakers)

Second term courses		Tuesday		
8:00 AM		620 Principles of		
8:30 AM	340.630 Genetics 2	Clinical Epidemiology		
9:00 AM	Populations	8 AM - 10:20 AM		
9:30 AM	8:30 - 10:20			
10:00 AM				
10:30 AM	140.621.02 Biostatistics 1	140.651 Methods in Biostatistics 1	666 Foundations of Social Epid	682 Pharmacoepi
11:00 AM	10:30 - 11:50	10:30 - 11:50	10:30 - 11:50 AM	10:30 - 11:50 PM
11:30 AM				
12 noon	Welch Ctr Research Seminar 12 - 1:20 PM			
1:30 PM	717 Health Survey			
2:00 PM	Research Methods			
2:30 PM	1:30 - 3:20 PM			
3:00 PM				
3:30 PM		140.646 Probability (for PhD / MHS students)	640 Eye Diseases	652 Critical Challenges
4:00 PM	340.863 Doctoral	3:30 - 4:50	3:30 - 4:20 PM	in Global TB
4:30 PM	Seminars (for 2nd year			Control & Research
5:00 PM	Epidemiology doctoral			3:30 - 5:20 PM
5:30 PM	students only)			
6:00 PM	4 - 5:50 PM			

Required: offered every term

550.860.82 Research Ethics

Introduction to Online Learning (required first)

<http://distance.jhsph.edu/core/index.cfm/go/course.home/cid/90/>

Second Term 2011 - 2012

Second term courses	Wednesday			
8:00 AM				
8:30 AM	752 Epid 2			
9:00 AM	lecture and lab	608 Observational Epid		
9:30 AM	8:30 - 9:50	9 - 10:20 AM		
10:00 AM	Lab 10 - 11:50			
10:30 AM				
11:00 AM				
11:30 AM				
12 noon				
1:30 PM	624 Etiology Prevention	611 Methods in Cancer Epi	645 Intro to Clinical Trials	744 Adv. Topics Control
2:00 PM	Control of Cancer	1:30 - 2:50	1:30 - 2:20 PM	& Prevention of
2:30 PM	1:30 - 2:50 PM			HIV & AIDS
3:00 PM				
3:30 PM	627 Epidemiology of			
4:00 PM	Infectious Diseases			
4:30 PM	3:30 - 5:20 PM			
5:00 PM				
5:30 PM				
6:00 PM				

online courses for second term: **Introduction to Online Learning (required first)**

340.627.81 Epidemiology of Infectious Diseases

340.646.81 Epidemiology and Public Health Impact of HIV and AIDS

550.695.81 Fundamentals of Epidemiology II

550.865.81 Public Health Perspectives on Research (required for non-MPH degree holders!)

Schedule of Classes

Second term courses	Thursday				Friday	
8:00 AM						
8:30 AM	340.630 Genetics 2				752 Epid 2	
9:00 AM	Populations				lecture and lab	608 Observational Epid
9:30 AM	8:30 - 10:20				8:30 - 9:50	9 - 10:20 AM
10:00 AM					Lab 10 - 11:50	
10:30 AM	140.621.02 Biostatistics 1	140.651 Methods in Biostatistics 1	666 Foundations of Social Epid	682 Pharmacoepid		
11:00 AM	10:30 - 11:50	10:30 - 11:50	10:30 - 11:50 AM	10:30 - 11:50 AM		
11:30 AM						
12 noon					Seminar / 340.860 Current Topics in Epidemiologic Research	
1:30 PM	717 Health Survey				624 Etiology Prevention	645 Intro to Clinical Trials
2:00 PM	Research Methods				Control of Cancer	1:30 - 2:20 PM
2:30 PM	1:30 - 3:20 PM				1:30 - 2:50 PM	
3:00 PM						
3:30 PM	652 Critical Challenges	140.646 Probability (for PhD / MHS students)			627 Epidemiology of Infectious Diseases	
4:00 PM	in Global TB	3:30 - 4:50			3:30 - 5:20 PM	
4:30 PM	Control & Research					
5:00 PM	3:30 - 5:20 PM					
5:30 PM						
6:00 PM						
Courses held during 1 week Institute in Barcelona						

340.660.98 Practical Skills in Conducting Research in Clinical Epidemiology and Investigation

340.744.98 Advanced Topics on Control and Prevention of HIV/AIDS

340.867.98 SS/R: Introduction to Clinical Research

340.868.98 SS/R: Public Health Dimensions of Global Tuberculosis Control

Department of Epidemiology

Third term courses	Monday			Tuesday		
8:00 AM						
8:30 AM	753 Epid 3	763 Prof Epid Methods 1		631 Genetics 3		
9:00 AM	lecture and lab	9 - 10:20 AM		Association Studies		
9:30 AM	8:30 - 9:50			8:30 - 10:20		
10:00 AM	Lab 10 - 11:50					
10:30 AM				140.621.02 Biostatistics 1	140.651 Methods In Biostatistics 1	
11:00 AM				10:30 - 11:50	10:30 - 11:50	
11:30 AM						
12 noon	Seminar / 340.860 2nd, 3rd, & 5th Mondays			Welch Ctr Research Seminar 12 - 1:20 PM		
1:30 PM	607 Intro to Cardiovascular Diseases	654 Epid & Natural Hist Human Viral Infections	705 Adv. Social Epid. Alternate yr course odd years	612 Epidemiology of TB Control	633 Data Management in Clinical Trials	
2:00 PM	1:30 - 2:50 PM	1:30 - 3:20 PM	1:30 - 3:20 PM	1:30 - 3:20 PM	1:30 - 2:50 PM	
2:30 PM						
3:00 PM						
3:30 PM		606 Systematic Reviews & Meta-Analysis			140.646 Probability (for PHD / MHS students)	609 Concepts & Methods Infectious Disease Epid
4:00 PM		3:30 - 5:20 PM		340.863 Doctoral Seminars (for 2nd year Epi doctoral students only)	3:30 - 4:50	3:30 - 4:50 PM
4:30 PM						
5:00 PM						
5:30 PM						
6:00 PM				4 - 5:50 PM		

Year 1 = white

Biostatistics courses in dots

Year 2 = grey

550.851 PHASE internship (to be determined)

550.001.01 English for Academic Purposes I

(held Saturdays 10:30 - 3:20 repeated first term)

(recommended for non-native English speakers)

Required: offered every term

550.860.82 Research Ethics

Introduction to Online Learning (required first)

<http://distance.jhsph.edu/core/index.cfm/go/course.home/cid/90/>

Third Term 2011 - 2012 Schedule of Classes

Third term courses		Wednesday	
8:00 AM			
8:30 AM	753 Epid 3		
9:00 AM	lecture and lab	763 Prof Epid Methods 1	
9:30 AM	8:30 - 9:50	9 - 10:20 AM	
10:00 AM	Lab 10 - 11:50		
10:30 AM			
11:00 AM			
11:30 AM			
12 noon			
1:30 PM	607 Intro to	654 Epid & Natural Hist	705 Adv. Social Epid.
2:00 PM	Cardiovascular Diseases	Human Viral Infections	Alternate yr course
2:30 PM	1:30 - 2:50 PM	1:30 - 3:20 PM	odd years
3:00 PM			1:30 - 3:20 PM
3:30 PM		606 Systematic Reviews	
4:00 PM		& Meta-Analysis	
4:30 PM		3:30 - 5:20 PM	
5:00 PM			
5:30 PM			
6:00 PM			

online courses for third term:

340.608.81 Observational Epidemiology

340.631.81 Methods for Association Analysis in Genetic Epid (Genetics 3)

340.744.81 Advanced Topics on Control and Prevention of HIV/AIDS

Third term courses	Thursday		Friday		
8:00 AM					
8:30 AM	631 Genetics 3		753 Epid 3	763 Prof Epid Methods	
9:00 AM	Association Studies		lecture and lab	763 Lab 1 8:30 - 10:20	
9:30 AM	8:30 - 10:20		8:30 - 9:50		
10:00 AM			753 Lab 10 - 11:50		
10:30 AM	140.621.02 Biostatistics .1	140.651 Methods in Biostatistics .1			
11:00 AM	10:30 - 11:50	10:30 - 11:50			
11:30 AM					
12 noon			Seminar / 340.860 Current Topics in Epidemiologic Research		
1:30 PM			607 Intro to	654 Epid & Natural Hist	763 Prof Epid Methods
2:00 PM			Cardiovascular Diseases	Human Viral Infections	763 Lab 2
2:30 PM			1:30 - 2:50 PM	1:30 - 3:20 PM	1:30 - 3:20
3:00 PM					
3:30 PM	609 Concepts & Methods	140.646 Probability (for PhD / MHS students)		606 Systematic Reviews & Meta-Analysis	
4:00 PM	Infectious Disease Epid				
4:30 PM	3:30 - 4:50 PM	3:30 - 4:50		3:30 - 5:20 PM	
5:00 PM					
5:30 PM					
6:00 PM					

Department of Epidemiology

Fourth term courses	Monday		Tuesday		
	8:00 AM				
8:30 AM	754 Epid 4		632 Genetics 4		803 Advanced Topics
9:00 AM	lecture and lab	764 Prof Epid Methods 2	Linkage Analysis	653 Epid Inference	Cardiovascular Epid
9:30 AM	8:30 - 9:50	9 - 10:20 AM	8:30 - 9:50	in Outbreak Investigations	8:30 - 10:20 AM
10:00 AM	754 Lab 10 - 11:50			9 - 10:20 AM	
10:30 AM			140.621.02 Biostatistics 1	140.651 Methods in Biostatistics 1	
11:00 AM			10:30 - 11:50	10:30 - 11:50	
11:30 AM					
12 noon	Seminar / 340.860 2nd, 3rd, & 5th Mondays		Welch Ctr Research Seminar 12 - 1:20 PM		
1:30 PM	680 Environmental & Occupational Epi	715 "Grant Writing" Proposal Devel & Critique	639 Epi of Human Rights Violations 1:30 - 2:20 PM	648 Clinical Trials Mgmt	
2:00 PM	1:30 - 3:20 PM	1:30 - 2:50 PM		2 - 3:20 PM	
2:30 PM					
3:00 PM					
3:30 PM			616 Epid of Aging	140.644 Probability (for PhD / MHS students)	644 Epid of Diabetes & Obesity
4:00 PM			3:30 - 4:50 PM	3:30 - 4:50	3:30 - 5:20 PM
4:30 PM					
5:00 PM					
5:30 PM			677 Infectious Disease Dyn. 5:30 - 6:50 PM		
6:00 PM					

Year 1 = white

Biostatistics courses in dots

Required: offered every term

Year 2 = grey

550.860.82 Research Ethics

550.851 PHASE internship (to be determined)

Introduction to Online Learning (required first)

550.002.01 English for Academic Purposes II

<http://distance.jhsph.edu/core/index.cfm/go/course.home/cid/90/>

(held Saturdays 10:30 - 3:20 repeated second term)

(recommended for non-native English speakers)

Fourth Term 2011 - 2012

Schedule of Classes

Fourth term courses	Wednesday		Thursday		Friday	
8:00 AM						
8:30 AM	754 Epid 4		632 Genetics 4		754 Epid 4	764 Prof Epid Methods
9:00 AM	lecture and lab	764 Prof Epid Methods 2	Linkage Analysis	653 Epid Inference	lecture and lab	764 Lab 1 8:30 - 10:20
9:30 AM	8:30 - 9:50	9 - 10:20 AM	8:30 - 9:50	in Outbreak Investigations	8:30 - 9:50	
10:00 AM	754 Lab 10 - 11:50			9 - 10:20 AM	754 Lab 10 - 11:50	
10:30 AM			140.621.02 Biostatistics. 1	140.651 Methods in Biostatistics .I		
11:00 AM			10:30 - 11:50	10:30 - 11:50		
11:30 AM						
12 noon					Seminar / 340.860 Current Topics in Epidemiologic Research	
1:30 PM	680 Environmental & Occupational Epi	715 "Grant Writing" Proposal Devel & Critique	639 Epi of Human Rights Violations 1:30 - 2:20 PM	648 Clinical Trials Mgmt	715 "Grant Writing" Proposal Devel & Critique	764 Prof Epid Methods
2:00 PM	1:30 - 3:20 PM	1:30 - 2:50 PM		2 - 3:20 PM	1:30 - 2:50 PM	764 Lab 2 1:30 - 3:20
2:30 PM						
3:00 PM						
3:30 PM	651 Emerging Infections		616 Epid of Aging	140.646 Probability (for PhD / MHS students)		
4:00 PM	3:30 - 5:20 PM		3:30 - 4:50 PM	3:30 - 4:50		
4:30 PM						
5:00 PM						
5:30 PM			677 Infectious Disease			
6:00 PM			Dyn. 5:30 - 6:50 PM			

online courses for fourth term:

340.701.81 Epidemiologic Applications of GIS

PLANNER

Term Schedule Planner

Term	Course		Units	Credit, Pass/Fail or Audit
	Number	Title		
First				
	Total Number of Units			
Second				
	Total Number of Units			

PLANNER

Term Schedule Planner

Term	Course		Units	Credit, Pass/Fail or Audit
	Number	Title		
Third				
Total Number of Units				
Fourth				
Total Number of Units				

PLANNER

Weekly Schedule Planner
First Term:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 p.m.					
12:30	Monday	Lunch			Friday
1:00	Seminar				Seminar
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					

PLANNER

Weekly Schedule Planner
Second Term:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 p.m.					
12:30	Monday	Lunch			Friday
1:00	Seminar				Seminar
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					

PLANNER

Weekly Schedule Planner
Third Term:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 p.m.					
12:30	Monday	Lunch			Friday
1:00	Seminar				Seminar
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					

PLANNER

Weekly Schedule Planner
Fourth Term:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00 p.m.					
12:30	Monday	Lunch			Friday
1:00	Seminar				Seminar
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					

Areas of Concentration

AREAS OF CONCENTRATION

Descriptions of the Areas of Concentration follow listing required and recommended courses. The faculty members are loosely aligned with the areas of concentration; however, many choose to collaborate (just as students are encouraged to do) across disciplines and departments. The Areas of Concentration are set up to provide a framework for thinking about epidemiologic methods for research in these fields. Students are expected to build their academic programs in conjunction with their advisors. Resources for course selection include the online materials listed at the School's website, course evaluations, and catalogs of the various schools within Johns Hopkins University.

In using this guide, please remember that required courses should be taken during the first year of the program unless otherwise noted.

Areas of Concentration, faculty director, and contact information:

Cancer Epidemiology	Dr. Elizabeth Platz	410 614-9674	E6138
Cardiovascular Epidemiology	Dr. Josef Coresh	410 955-0495	Welch 2-621
Clinical Epidemiology	Dr. Lawrence Appel	410 955-4155	Welsh 2-618
Clinical Trials Epidemiology	Dr. Kay Dickersin	410 502-4421	W5010
Epidemiology of Aging	Dr. Paulo Chaves	443 287-4634	COAH 2-700
General Epidemiology & Methodology	Dr. Lisa Jacobson	410 955-4320	E7646
Genetic Epidemiology	Dr. M. Daniele Fallin	410 955-3463	W6509
Infectious Disease Epidemiology	Dr. William Moss	410 502-1165	E6545
	Dr. Taha E. Taha	410 614-5255	E7138
Occupational & Environmental Epidemiology	Dr. Eliseo Guallar	410 614-0574	Welch 2-600

AREAS OF CONCENTRATION

CANCER EPIDEMIOLOGY

Dr. Elizabeth Platz, Director

The mission of the Cancer Epidemiology Area of Concentration is to train future epidemiologists armed with the knowledge and skills to investigate:

- The causes of cancer, including host and environmental factors in human populations, and
- The strategies for cancer prevention and control in the general population and within disproportionately affected populations by i) providing a better understanding of cancer-related behaviors, ii) identifying new markers for the early detection of cancer, iii) providing a better understanding of cancer-related health disparities, and iv) identifying and addressing barriers to care.

The Cancer Epidemiology Area of Concentration provides education and research training to master's and doctoral students, and to post-doctoral fellows. This area of concentration is also the home of the Cancer Epidemiology, Prevention, and Control T32 training program.

Listed below is the required coursework for all master's and doctoral students in the Cancer Epidemiology Area of Concentration. With his or her advisor, each student should develop a tailored educational program consisting of the required and other methodologic and substantive courses to fit the student's cancer research and career interests. For example, some recent students have focused their educational programs on cancer etiology, cancer prevention, the genetic epidemiology of cancer, the epidemiology of cancer disparities, and cancer control. Post-doctoral fellows are not required to take courses, but they should discuss with their mentors the merits of taking methodologic or substantive courses to fill in the gaps in their pre-doctoral training or to complement their current research.

340.624 Etiology, Prevention and Control of Cancer (4)	(2 nd term, year 1)
340.611 Methodologic Issues in Cancer Epidemiology (3)	(2 nd term, year 2)
340.664 Introduction to Genetic Epidemiology (4)	(1 st term, year 1)
340.630 Population Genetics and Genetic Epidemiology (4)	(2 nd term, year 1)
180.640 Molecular Epidemiology and Biomarkers in Public Health (4)	(3 rd term, year 2)

*Course offered by the Department of Oncology / Sidney Kimmel Comprehensive Cancer Center at Johns Hopkins. First and second terms, MW 8-9 am Owens Auditorium in Cancer Research Building 2.

In addition, all master's and doctoral students should take the Department of Epidemiology Basic Core Curriculum. To meet the Departmental requirements, students are required to take one or more epidemiologic survey courses outside of their area of concentration for a minimum of 3 total credits (see Basic Core Curriculum list of survey courses). For students in the Cancer Epidemiology Area of Concentration, the two following survey courses are recommended:

AREAS OF CONCENTRATION

CANCER EPIDEMIOLOGY

- 340.627 Epidemiology of Infectious Diseases (4)
(2nd term, year 1 or 2)
- 340.607 Introduction to Cardiovascular Diseases Epidemiology (4)
(3rd term, year 1 or 2)

Some of the required and recommended courses are offered as internet courses. As consistent with Departmental and School requirements, taking the internet version of these courses is acceptable.

In addition to the Departmental and Cancer Epidemiology Area of Concentration course requirements and the course requirements, master's and doctoral students and post-doctoral fellows are required to attend the two following venues for interactive information exchange:

Cancer Epidemiology, Prevention, and Control Journal Club:

4th Monday of each month, 12:15-1:15 pm

Students, fellows, and faculty critically review recent articles focusing on population-based cancer research.

Cancer Epidemiology, Prevention, and Control Research in Progress:

2nd Tuesday of each month, 12:15-1:15 pm

Students and fellows present their planned or ongoing research to obtain feedback from peers and faculty on handling of issues in the conduct of their data collection, statistical analysis, and inferences. Priority is given to doctoral students preparing for their thesis proposal presentation seminar.

Students and fellows also are encouraged to attend:

LunchLearnLink: Cancer Prevention and Control Seminar: (<http://cpc.onc.ihmi.edu>)

2nd and 4th Thursday of each month, noon to 1 pm

This seminar series provides a forum for faculty, fellows, and students from a number of disciplines to come together to hear faculty engaged in cancer prevention and control research from both the Bloomberg School of Public Health and the Sidney Kimmel Comprehensive Cancer Center.

AREAS OF CONCENTRATION

CANCER EPIDEMIOLOGY

Required Courses by Term

YEAR ONE:

1st term:

340.751 Epidemiologic Methods 1 (5)
*140.651 Methods in Biostatistics I (4) (or 140.621 Statistical Methods in Public Health I) (4)
340.664 Introduction to Genetic Epidemiology (4)

2nd term:

340.752 Epidemiologic Methods 2 (5)
*140.652 Methods in Biostatistics II (4) (or 140.622 Statistical Methods in Public Health II) (4)
550.865 Public Health Perspectives in Research (2)
340.624 Etiology, Prevention, and Control of Cancer (4)
340.630 Population Genetics and Genetic Epidemiology (3)
340.627 Epidemiology of Infectious Diseases (4) (or 340.607 Introduction to Cardiovascular Disease Epidemiology offered 3rd term) (4)

3rd term:

340.753 Epidemiologic Methods 3
*140.653 Methods in Biostatistics III (or 140.623 Statistical Methods in Public Health III)
306.665 Research Ethics and Integrity
340.607 Introduction to Cardiovascular Disease Epidemiology (or 340.627 Epidemiology of Infectious Diseases offered 2nd term)

4th term:

*340.754 Methodologic Challenges in Epidemiologic Research (5)
*140.654 Methods in Biostatistics IV (4) (or 140.624 Statistical Methods in Public Health IV) (4)

AREAS OF CONCENTRATION

CANCER EPIDEMIOLOGY

Required Courses by Term

YEAR TWO:

1st term:

⁺⁺340.863 Doctoral Seminar in Epidemiology, part 1 (3)

2nd term:

⁺⁺340.863 Doctoral Seminar in Epidemiology, part 2 (3)
340.611 Methodologic Issues in Cancer Epidemiology (3)
510.706 Fundamentals of Cancer: Cause to Cure

3rd term:

⁺⁺340.863 Doctoral Seminar in Epidemiology, part 3 (3)
180.640 Molecular Epidemiology and Biomarkers of Public Health (4)

4th term

⁺⁺340.715 Problems in the Design of Epidemiologic Studies (4)

* Doctoral students are encouraged to take the Methods in Biostatistics series (140.651, 140.652, 140.653, 140.654). May be taken in the 2nd year after taking the Statistical Methods in Public Health series (140.621, 140.622, 140.623, 140.624) in the 1st year.

⁺Required for doctoral students. Master's students may also enroll in this course.

⁺⁺Doctoral students only.

AREAS OF CONCENTRATION

CARDIOVASCULAR EPIDEMIOLOGY

Dr. Josef Coresh, Director

The Cardiovascular Epidemiology Area of Concentration aims to develop creative and independent investigators who will be able to collaborate effectively with bench and applied scientists to improve cardiovascular disease prevention and treatment at both the clinical and population levels. The program offers both masters and doctoral degrees and houses a large NIH training program.

In addition to classes and departmental seminars, students are required to attend the following activities to strengthen their general knowledge of cardiovascular disease and critical review skills (see <http://www.jhsph.edu/welchcenter> for more information):

- * Welch Center Research Seminar (Journal Club): Students and faculty critically review recent publications focusing on cardiovascular disease and clinical epidemiology. Registration for two terms as course 340.871 is required (four terms recommended). This activity prepares students for Part B of the Comprehensive Exam. (Tuesdays, 12:00-1:20 P.M.; Leader: Dr. Selvin)
- * Developing Research Skills & Research in Progress: Presentations by students in the program. Attendance at this activity is required of all students in the concentration. (last Monday of the month, 12:15-1:15 P.M.; some Thursdays, 12:15-1:15 P.M.; Leaders: Drs. Anderson and Crum)
- * Clinical Research Grand Rounds at the Welch Center: Presentation and discussion of research by experts from inside or outside the Hopkins community (Wednesdays, 12:15-1:15 P.M.; Leaders: All Welch Center faculty members).

The goals of the program can be effectively divided by year. First year students should master the material in the required courses and pass the comprehensive examination. A strong mastery of the fundamentals of epidemiology is critical to more advanced research. Students should get used to the rapid pace of the quarter system before making decisions about responsibilities other than class work. Exploration for a good match between the student and a faculty mentor should begin in the first academic year.

Second year students should work on selecting a research project with a faculty research mentor. The research mentor may be the student's advisor or another faculty member the student has identified in consultation with the advisor. The faculty mentor often provides expertise and access to data and resources necessary for the successful completion of the proposed research. Students are encouraged to participate in interest group meetings (Diabetes and Obesity, Kidney Disease Epidemiology, Methods and Ideas in Cardiovascular Epidemiology - "MICE") or project related meetings.

Masters students should select a research topic by the end of the summer of the first year. Masters theses often involve analyses of existing data and can take the format of a publishable paper. The large number of existing cardiovascular studies greatly facilitates this process.

Although doctoral students should be engaged in defining a research question in their first year, they often take longer to select the actual thesis topic since the work is larger in scope and often requires both a good research idea, a credible plan for carrying out the work and the generation of new data. Ancillary projects to existing studies often provide a vehicle for students to conduct creative research while benefiting from existing data, infrastructure, and faculty expertise. Advanced doctoral students work on completion of their research and preparation of manuscripts for publication. Students often take the second year to complete more advanced courses in epidemiology and pursue their own specific areas of interest (e.g., biostatistics (MHS degree), policy, genetic epidemiology).

AREAS OF CONCENTRATION

CARDIOVASCULAR EPIDEMIOLOGY

REQUIRED COURSEWORK (credits)

First Term:

- 340.751 Epidemiologic Methods 1 (5)
140.621 Statistical Methods in Public Health I (4) **or** 140.651 Methods in Biostatistics I (4)
550.600.01 Responsible Conduct of Research (1) **or** third term 306.665 Research Ethics and Integrity (3)
550.630** Public Health Biology (3)
260.600** Introduction to the Biomedical Sciences (4) **(August)**
340.871* Welch Center Research Seminar (1)

Additional Doctoral Requirement

- 340.863 Doctoral Seminars in Epidemiology (3) (year 2)

Second Term:

- 340.752 Epidemiologic Methods 2 (5)
140.622 Statistical Methods in Public Health II (4) **or** 140.652 Methods in Biostatistics II (4)
550.865.81++ Public Health Perspectives on Research (2) (*internet-based course*)
340.645 Introduction to Clinical Trials (3)
340.871* Welch Center Research Seminar (1)

Additional Doctoral Requirement

- 340.863 Doctoral Seminars in Epidemiology (3) (year 2)

Third Term:

- 340.753 Epidemiologic Methods 3 (5)
140.623 Statistical Methods in Public Health III (4) **or** 140.653 Methods in Biostatistics III (4)
340.607 Introduction to Cardiovascular Disease Epidemiology (4)
306.665 Research Ethics and Integrity (3) **or** first term 550.600.01 Responsible Conduct of Research (1)
340.871* Welch Center Research Seminar (1)

Additional Doctoral Requirement

- 340.863 Doctoral Seminars in Epidemiology (3) (year 2)

Fourth Term:

- 140.624 Statistical Methods in Public Health IV (4) **or** 140.654 Methods in Biostatistics IV (4)
340.855**† Biological Basis of Cardiovascular Disease (2)
340.803 † Advanced Topics in Cardiovascular Disease Epidemiology (2)
340.871* Welch Center Research Seminar (1)

Additional Doctoral Requirement

- 340.754+ Methodologic Challenges in Epidemiologic Research (5)
340.715 Problems in the Design of Epidemiologic Studies (4) (year 2) (“Grant writing”)

* minimum of 2 terms required registration but 4 terms recommended

** this or a similar course required for students without a background in medicine or biology

† Meets every other year

+ required for PhD & ScD students; optional for MHS, ScM, and DrPH students

++ waived for graduates of accredited MPH program who earned degree within 10 years of matriculation

AREAS OF CONCENTRATION

CARDIOVASCULAR EPIDEMIOLOGY

RECOMMENDED COURSEWORK (optional):

First Term:

- 140.776* Statistical Computing (3)
- 340.660* Practical Skills in Conducting Research in Clinical Epidemiology and Investigation (3)
- 340.664 Introduction to Genetic Epidemiology (4)
- 340.728* Advanced Methods for Design and Analysis of Cohort Studies (4)

Second Term:

- 340.620 Principles of Clinical Epidemiology (2)
- 340.630 Population Genetics and Genetic Epidemiology (3)

Third Term:

- 140.641* Survival Analysis (3)
- 140.655* Analysis of Longitudinal Data (4)
- 180.640 Molecular Epidemiology & Biomarkers in Public Health (4)
- 340.606 Systematic Reviews and Meta-Analysis (5)
- 340.631 Methods for Association Analysis in Genetics Epidemiology (3)
- 340.730**† Assessment of Clinical Cardiovascular Disease (2)

Fourth Term:

- 140.632 Introduction to the SAS Statistical Package (3)
- 340.616 Epidemiology of Aging (3)
- 340.632 Methods for Linkage Analysis in Genetics Epidemiology (3)
- 340.644 Introduction to Diabetes and Obesity Epidemiology (2)
- 340.754+ Methodologic Challenges in Epidemiologic Research (5)

* Usually not taken in the first year

** this or a similar course required for students without a background in medicine or biology

*** taken in year 2 for doctoral students

+ required for PhD and ScD students; optional for MHS, ScM, and DrPH students

† meets every other year

AREAS OF CONCENTRATION

CLINICAL EPIDEMIOLOGY

Dr. Lawrence Appel, Director
Drs. Cheryl Anderson & Rosa Crum, Co-Directors

This concentration focuses on the use of strong epidemiologic methods for clinical and translational research. Clinical research includes: 1) patient-oriented research, 2) epidemiology and behavioral studies, 3) clinical trials, and 4) outcomes research and health services research. The concentration is geared toward both clinicians who seek to acquire strong methodologic skills in study design and epidemiology as well as non-clinicians who seek to apply strong epidemiologic knowledge and skills to clinical problems in their future career.

The program offers both masters and doctoral degrees and is closely linked to the Welch Center for Prevention, Epidemiology and Clinical Research, a research center of both the School of Public Health and the School of Medicine. Program activities are enhanced by the close collaborative relationships between clinical departments of the Johns Hopkins School of Medicine. Students engage in coursework and research applicable to the entire clinical epidemiology continuum – prevention and screening, diagnosis, treatment, disease management and prognostication. For example, students have engaged in natural history studies, translational research and clinical trials. Special emphasis is placed on the application of innovative and rigorous clinical research study designs, and on the role of epidemiology in disease prevention and health promotion. Specific areas of interest include, but are not limited to, kidney disease, heart disease and hypertension, diabetes, obesity, other endocrine disorders, mental health including substance abuse, gastrointestinal disease, cancer, lung disease, primary care, pediatrics, nutrition and others.

In the first year, students concentrate their time on required coursework, identifying a research mentor and project, and completing the comprehensive examination. Students are required to attend a Developing Research Skills & Research in Progress seminar (focused on generating a good research question and hypothesis), Welch Center Research Seminar (Journal Club) and Clinical Research Grand Rounds to strengthen their general knowledge and application of clinical epidemiology methods (see <http://www.jhsph.edu/welchcenter> for more information):

* Welch Center Research Seminar (Journal Club): Students and faculty critically review recent publications focusing on clinical epidemiology and cardiovascular disease. Registration for two terms as course 340.871 is required (four terms recommended). This activity prepares students for Part B comprehensive exams. (Tuesdays, 12:00-1:00 P.M.; Leaders: Drs. Selvin and Daumit)

* Developing Research Skills & Research in Progress: Presentations by students in the program (last Monday of the month, 12:15-1:15 P.M.); presentations by faculty on topics related to career development (some Thursdays, 12:15-1:15 P.M.); Leaders: Drs. Anderson and Crum)

* Clinical Research Grand Rounds at the Welch Center: Presentations and discussion of research by experts from inside or outside the Hopkins community (Wednesdays, 12:15-1:15 P.M.; Leader: Welch Center Faculty)

Masters students are required to complete a mentored thesis research project worthy of publication in a peer-reviewed journal. Students are encouraged to identify their thesis research mentor and have an abstract of their proposed thesis work guided by the proposed research mentor by the end of the second term of the first year. Special studies credits will be encouraged each term to develop and work on a thesis project. Students continue to work on the thesis in the summer after the first year or in the second year. Second year students are able to complete more advanced courses in epidemiology and other areas of specific interest. Students may participate in ongoing interest group meetings of faculty and other trainees in a number of areas (Diabetes and Obesity, Kidney Disease Epidemiology, Primary Care and Mental Health). Training grant opportunities are available in several disease areas as well as primary care.

AREAS OF CONCENTRATION

CLINICAL EPIDEMIOLOGY

Although doctoral students should be engaged in defining a research question in their first year, they often take longer to select the actual thesis topic since the work is larger in scope and often requires both a good research idea, a credible plan for carrying out the work and the generation of new data. Ancillary studies to existing studies often provide a vehicle for students to conduct creative research while benefiting from existing data, infrastructure, and faculty expertise. Advanced doctoral students work on completion of their research and preparation of manuscripts for publication. Students often take the second year to complete more advanced courses in epidemiology and pursue their own specific areas of interest (MHS in biostatistics, policy, genetic epidemiology, etc.).

In addition to school-wide and departmental coursework requirements, students must fulfill Clinical Epidemiology core and selective (either cardiovascular disease, cancer or infectious disease epidemiology) requirements.

REQUIRED COURSEWORK (Beyond the Basic Core Curriculum:)

Clinical Epidemiology Concentration Requirements

1 st term	340.664 Introduction to Genetic Epidemiology (4) 340.871 * Welch Center Research Seminar (1) 550.630 Public Health Biology (3) <i>(required for students without a background in medicine or biology)</i> <u>Doctoral Student Requirement</u> 340.863 Doctoral Seminars in Epidemiology (3) <i>(required year 2 for doctoral students)</i> 340.860 Current Topics in Epidemiologic Research (1) 340.871 Welch Center Research Seminar <i>(2 terms required)</i> (1)
2 nd term	340.645 Introduction to Clinical Trials (3) 340.620 Principles of Clinical Epidemiology (2) 340.871 * Welch Center Research Seminar (1) <u>Doctoral Student Requirement</u> 340.863 Doctoral Seminars in Epidemiology (3) <i>(required year 2 for doctoral students)</i> 340.860 Current Topics in Epidemiologic Research (1) 340.871 Welch Center Research Seminar <i>(2 terms required)</i> (1)
3 rd term	340.871 * Welch Center Research Seminar (1) <u>Doctoral Student Requirement</u> 340.863 Doctoral Seminars in Epidemiology (3) <i>(required year 2 for doctoral students)</i> 340.860 Current Topics in Epidemiologic Research (1) 340.871 Welch Center Research Seminar <i>(2 terms required)</i> (1)
4 th term	340.871 * Welch Center Research Seminar (1) <u>Doctoral Student Requirement</u> 340.754 Methodologic Challenges in Epidemiologic Research (5) 340.715 Problems in the Design of Epidemiologic Studies (4) <i>(required year 2 for doctoral students)</i> [grant writing] 340.860 Current Topics in Epidemiologic Research (1) 340.871 Welch Center Research Seminar <i>(2 terms required)</i> (1)

* minimum of 2 terms required registration but 4 terms recommended

AREAS OF CONCENTRATION

CLINICAL EPIDEMIOLOGY

RECOMMENDED COURSES BY TERM: These courses can be taken in any year. However, required courses are generally taken in the first year over recommended courses if there is a time conflict.

First Term:

- 340.660* Practical Skills in Conducting Research in Clinical Epidemiology and Investigation (3)
- 140.641 Survival Analysis (3)
- 340.728*** Advanced Methods for Design and Analysis of Cohort Studies (4)

Second Term:

- 309.712 Assessing Health Status and Patient Outcomes (3)
- 340.717*** Health Survey Research Methods (4)

Third Term:

- 140.655 Analysis of Longitudinal Data (4)
- 340.612 Epidemiologic Basis for Tuberculosis Control (2)
- 340.606 Systematic Reviews and Meta-Analysis (5)

Fourth Term:

- 340.644 Introduction to Diabetes and Obesity Epidemiology (2)
- 340.754 Methodologic Challenges in Epidemiologic Research (5)
- 340.803 Advanced Topics in Cardiovascular Disease Epi. (2)
- 340.616 Epidemiology of Aging (3)
- 140.632 Introduction to SAS Stats Package (3)

* Usually not taken in the first year

*** taken in year 2 for doctoral students

AREAS OF CONCENTRATION

CLINICAL TRIALS:

Dr. Kay Dickersin, Director

The Center for Clinical Trials is a multi-departmental multi-disciplinary center housed in the Department of Epidemiology. Created in 1990 as a collaborative effort of the Bloomberg School of Public Health and the School of Medicine, the Center is devoted to the promotion of clinical trials to evaluate preventive, therapeutic, and diagnostic health interventions. The Center mission is to guide and inspire research, scholarship and intellectual engagement, in the Johns Hopkins community and globally, in the areas of clinical trials and evidence-based healthcare. The Center goals are to:

- Provide local, national and global leadership in clinical trials.
- Provide an internationally recognized academic curriculum related to clinical trials, systematic reviews, and evidence-based healthcare.
- Participate in and lead transdisciplinary interactions and involvement in the Center for Clinical Trials across schools from which the Center faculty is drawn.

The Center offers pre-doctoral and post-doctoral training through the clinical trials area of concentration. All students may participate in course work and activities offered by the Center (including journal clubs, seminars / speaker series, research-in-progress meetings) and those students funded through the National Eye Institute (NEI) Training Program are required to complete additional coursework outlined below. Further information on the Center and the area of concentration may be obtained through Dr. Kay Dickersin (kdickers@jhsph.edu), Director of the Center. Those interested in the NEI Training Grant program should contact Ms. Susan Tonascia, Deputy Director and Coordinator (stonasci@jhsph.edu). Students are encouraged to meet with their academic advisor to discuss their academic goals early in the program.

AREAS OF CONCENTRATION

REQUIRED COURSES (Core Curriculum Plus:)

YEAR ONE:

First Term:

- 340.751 Epidemiologic Methods 1 (5)
- 140.621 Stat Methods in Public Health I (4) or 140.651 Methods in Biostatistics I (4)**
- 550.600 Responsible Conduct of Research (1)
- B.1 Clinical Ophthalmology (1 week, TBA)*

Second Term:

- 340.752 Epidemiologic Methods 2 (5)
- 140.622 Stat. Methods in Pub. Health II (4) or 140.652 Methods in Biostatistics II (4)**
- 340.645 Introduction to Clinical Trials(3)
- 340.640 Eye Disease: Epid & Control (required for NEI Training grant students) (1)
- 550.865 Public Health Perspectives on Research (2) *(*Can be waived for students with MPH*)

- B.1 Clinical Ophthalmology (1 week, TBA)*

Third Term:

- 340.753 Epidemiologic Methods (5)
- 140.623 Stat. Methods in Public Health III (4) or 140.653 Methods in Biostatistics III (4)**
- 340.633 Data Management in Clinical Trials (3)
- 306.665 Research Ethics and Integrity (3)
- B.1 Clinical Ophthalmology (1 week, TBA)*

Fourth Term:

- 340.754 Methodologic Challenges in Epidemiologic Research (5)
- 140.624 Statistical Methods in Public Health IV (4) or 140.654 Methods in Biostatistics IV (4)**
- 340.648 Clinical Trials Management (3)
- B.1 Clinical Ophthalmology (1 week, TBA)*

AREAS OF CONCENTRATION

REQUIRED COURSES (Core Curriculum Plus:)

YEAR TWO:

First Term:

- 140.642 Design of Clinical Experiments (3)
- 340.863 Doctoral Seminar in Epi (3)(2nd year PhD)
- 340.728 Advanced Methods for Design and Analysis of Cohort Studies

Second Term:

- 340.627 Epidemiology of Infectious Diseases (4)
- 340.640 Eye Disease: Epid & Control (1)
- 340.863 Doctoral Seminar in Epi (3)(2nd year PhD)

Third Term:

- 140.655 Analysis of Longitudinal Data (4)
- 340.606 Systematic Reviews & Meta-analysis (5)
- 340.863 Doctoral Seminar in Epi (3)(2nd year PhD)

Fourth Term:

- 340.715 Prob. in Design of Epi Studies (4)

*Offered by Medical School five times yearly; choice of one required for NEI Training Grant students. To be taken either in Year 01 or 02 but before graduation.

** 140.651-4 can be taken in Year 02 if 140.621-4 series taken in Year 01.

AREAS OF CONCENTRATION

CENTER FOR CLINICAL TRIALS

RECOMMENDED COURSES:

Because of the multi-disciplinary approach, the Program provides a menu of suggested courses from which the student can choose. Students should work with their advisors to design the most logical program to meet their specific needs. Numbers in brackets following the course title are the number of credit units offered. Int. = Internet course available.

EPIDEMIOLOGY

340.613 Design and Conduct of Clinical Trials (3)	Summer
340.635 Clinical Trials: Issues and Controversies (2)	Summer
340.850 Comparative Effectiveness Research: Outcome Measurement (2)	Summer
340.660 Practical Skills in Planning, Organizing and Conducting Clinical Research in Epidemiology (3)	1 st term
340.653 Epidemiologic Inference in Outbreak Investigations (3)	4 th term campus & Int.
340.717 Health Survey Research Methods (4)	2 nd term
340.728 Advanced Methods for Design and Analysis of Cohort Studies (4)	1 st term

BIOSTATISTICS

140.613 Data Analysis Workshop I (2)	Summer and Winter Inst.
140.614 Data Analysis Workshop II (2)	Summer and Winter Inst.
140.664 Causal Inference in Medicine and Public Health	3 rd term
140.641 Survival Analysis (3)	3 rd term
140.632 Introduction to the SAS Statistical Package (3)	4 th term
140.656 Multilevel Modeling (4)	4 th term
140.624 Statistical Methods in Public Health (4)*	4 th term

* Required if students taking 620 series

CLINICAL INVESTIGATION

390.631 Principles of Drug Development (3)	1 st term
390.673 Ethical & Regulatory Issues in Clinical Research (3)	1 st term
390.675 Outcomes and Effectiveness Research (3)	3 rd term
390.703 Presentation Skills (1)**	4 th term
390.710 Biomedical Writing I (2)**	1 st term
390.711 Biomedical Writing II (2)**	1 st term

** Open only to GTPCI students

INTERNATIONAL HEALTH

221.616 Ethics of Public Health Practice in Developing Countries (2)	4 th term
221.722 Quality Assurance Management Methods for Developing Countries (4)	1 st term campus & Int.
223.705 Clinical Vaccine Trials and Good Clinical Practice (3)	4 th term campus & Int.
223.860 Social & Behavioral Seminar (1)	1 st term
223.861 Social & Behavioral Seminar (1)	2 nd term
223.664 Design & Conduct of Community Trials (3)	3 rd term
223.672 Data Management Methods in Health Research Studies (5)	4 th term Int/Summer Int.
223.705 Clinical Vaccine Trials & Good Clinical Practice (GCP) (3)	1 st term Int/4 th term Int.

AREAS OF CONCENTRATION

CENTER FOR CLINICAL TRIALS

RECOMMENDED COURSES (cont'd):

HEALTH POLICY AND MANAGEMENT

300.750 Teaching at the University Level (3)	2 nd term
305.623 Fundamentals of Clinical Preventive Medicine (3)	4 th term
306.663 Legal & Ethical Issues in Health Services Management (3)	3 rd term
309.640 Informatics in Public Health (3)	3 rd term
317.600 Introduction to the Risk Sciences & Public Policy (3)	1 st term campus/3 rd term Int.
317.605 Methods in Quantitative Risk Assessment (4)	3 rd term
317.615 Topics in Risk Assessment (2)	4 th term
<u>Mental Health</u>	
330.607 Prevention of Mental Health Disorders	4 th term

In addition to the coursework listed, students in the Clinical Trials area of concentration are strongly encouraged to attend the following activities:

Seminar	Administrative Home	Time and Place	Contact Person
Center for Clinical Trials Seminar series	Center for Clinical Trials	First Wed. of each month Sept. – June 8:30 a.m.– 9:30 a.m. W2030	Renne Ukaegbu rukaegbu@jhsph.edu
Clinical Trials and Systematic Reviews Journal Club	Center for Clinical Trials	Third Thurs of each month, Sept.– May 12:15 p.m - 1:30 pm. As announced	Ann Ervin aervin@jhsph.edu
Center for Clinical Trials Research in Progress	Center for Clinical Trials	12:15 p.m. – 1:30 p.m., as announced	Betty Collison bcollison@jhsph.edu
Epidemiology Seminar Series	Epidemiology	Mon. and Fri. each week	Fran Burman fburman@jhsph.edu
Biostatistics Seminar Series	Biostatistics	Each Weds. beginning September 13 4:00 p.m. – 5:00 p.m. W2030	Patty Hubbard phubbard@jhsph.edu
Berman Institute of Bioethics Institute Seminar Series	Bioethics Institute	Every other Monday	Erin McDonald elmcdona@jhsph.edu

AREAS OF CONCENTRATION

EPIDEMIOLOGY OF AGING

Dr. Paulo H. M. Chaves, Director

Population aging is a worldwide phenomenon and this demographic shift is dramatically illustrated in projections for the U.S. population. By 2030 approximately 71.5 million people will be over the age 65 in the U.S., representing 20% of the total population. To address the needs of this rapidly growing segment of the population, there is an urgent need for public health professionals with specialization in aging-related issues. The epidemiology of aging concentration is intended for Masters, Doctoral and Post-Doctoral candidates who wish to conduct population- and/or patient-based epidemiologic research in older adults. The program provides advanced training in the conceptual and methodological frameworks that form a basis for studies of older populations, as well as clinical issues relevant to older adults that are of utmost public health importance.

Candidates in the epidemiology of aging area of concentration develop theoretical and practical skills in the study of older adults, gaining an understanding of the heterogeneity of this group. Special emphasis is given to the investigation of the epidemiology of geriatric syndromes and age-related functional decline – including the study of frailty, physical disability, and cognitive impairment in older adults – and how such knowledge may be translated into novel primary, secondary, and tertiary preventive opportunities in older populations. The concentration curriculum draws upon aging-related coursework in several departments across the school, building upon a strong foundation in epidemiology and biostatistics. As gerontology (the science of aging) is an exceptionally broad and interdisciplinary endeavor, students are encouraged to work closely with their advisors to accommodate specific research and career development opportunities.

The Center on Aging and Health (COAH), a multidisciplinary, cross-school research center (www.jhsph.edu/AgingandHealth) provides key support for the Epidemiology of aging area of concentration. Located at 2024 Monument Street - suite 2-700, the COAH is the Johns Hopkins home of numerous research projects in aging, including the Women's Health and Aging Studies I and II, and the Cardiovascular Health Study. The COAH has close ties with the Welch Center for Prevention, Epidemiology and Clinical Research as well as the Departments of Epidemiology and Biostatistics. The COAH is also the home to a National Institutes of Health funded training grant in the Epidemiology and Biostatistics of Aging. This training grant provides funding to selected students pursuing a doctoral degree, as well as post-doctoral fellows. To be eligible for the training grant, students must be US citizens or permanent residents. Those who are interested in the training grant should contact Mr. Brian Buta (bbuta1@jhmi.edu) for additional information. The COAH also serves as the administrative house for the Johns Hopkins Bloomberg School of Public Health Interdepartmental Certificate in Gerontology (<http://commprojects.jhsph.edu/academics/prop.cfm?id=1>).

AREAS OF CONCENTRATION

In addition to the coursework listed below, students in the Epidemiology of Aging area of concentration are strongly encouraged to attend the following activities:

Seminar	Administrative Home	Place	Contact Person
Research in Progress & Epidemiology and Biostatistics of Aging Training Grant Sessions	Center on Aging and Health	2024 Bldg, Suite 2-700	Brian Buta (bbuta1@jhmi.edu)
Epidemiology of Aging Journal Club	Center on Aging and Health	2024 Bldg, Suite 2-700	TBA
Invited Seminar Series in Aging Research	Center on Aging and Health	2024 Bldg, Suite 2-700	Brian Buta (bbuta1@jhmi.edu)

AREAS OF CONCENTRATION

EPIDEMIOLOGY OF AGING

REQUIRED COURSEWORK BY TERM:

First Term:

- 340.751 Epidemiologic Methods 1 (5)
- 140.621 Statistical Methods in Public Health I (4) or
- 140.651 Methods in Biostatistics I (4)
- 550.860 Research Ethics offered each term (students can take course # 306.665 instead, offered 3rd term)
- 340.863 **Doctoral Seminar in Epidemiology (3)
- 340.840 **Special Studies and Research with advisor

Second Term:

- 340.752 Epidemiologic Methods 2 (5)
- 140.622 Statistical Methods in Public Health II (4) or
- 140.652 Methods in Biostatistics II (4)
- 340.863 ** Doctoral Seminar in Epidemiology
- 340.840 ** Special Studies and Research with advisor
- 550.865 Public Health Perspectives on Research (1)

Third Term:

- 340.753 Epidemiologic Methods 3 (5)
- 140.623 Statistical Methods in Public Health III (4) or
- 140.653 Methods in Biostatistics III (4)
- 306.665 Research Ethics and Integrity (3) (instead of Research Ethics 306.665 offered each term)
- 340.863 **Doctoral Seminar in Epidemiology (3)
- 340.840 **Special Studies and Research with advisor

Fourth Term:

- 340.754 Methodologic Challenges in Epidemiologic Research (5)
- 140.624 Statistical Methods in Public Health IV (4) or
- 140.654 Methods in Biostatistics IV (4)
- 340.616 Epidemiology of Aging (3)
- 340.863 **Doctoral Seminar in Epidemiology (3)
- 340.840 **Special Studies and Research with advisor

** second year courses

Masters students are required to take 340.840 Special Studies and Research third and fourth terms of their first year, and 340.820 Thesis Studies and Research first–third terms of their second year.

*Required coursework includes at least 2-3 additional courses to be determined by Advisor, according to work plan carefully crafted to best suit candidate's research project. These additional courses, which may be approved by the Director of this area of concentration, may include, though are not limited to, those listed as recommended (below).

AREAS OF CONCENTRATION

EPIDEMIOLOGY OF AGING

RECOMMENDED COURSES BY TERM

First Term:

309.605	Health Issues for Aging Populations (3)
309.607	Innovations in Health Care for Aging Populations (3)
330.657	Statistics for Psychosocial Research: Measurement (4)
140.641	Survival Analysis (3)
330.802	Seminar on Aging, Cognition, and Neurodegenerative Disorders (2)
340.728	Advanced Methods for Design and Analysis of Cohort Studies (4)

Second Term:

340.620	Principles of Clinical Epidemiology (2)
340.645	Introduction to Clinical Trials (3)
340.717	Health Survey Research Methods (4)
140.658	Statistics for Psychosocial Research: Structural Models (4)
330.802	Seminar on Aging, Cognition, and Neurodegenerative Disorders (2)

Third Term:

260.665	Biological Basis of Aging (3)
380.753	Dynamics of Population Aging (3)
140.655	Analysis of Longitudinal Data (4)
340.705	Advanced Seminar in Social Epidemiology (3)
340.607	Introduction to Cardiovascular Disease Epidemiology (4)

Fourth Term:

330.618	Mental Health in Later Life (3)
340.754	Methodologic Challenges in Epidemiologic Research (5)
140.656	Multilevel Statistical Models in Public Health (4)

AREAS OF CONCENTRATION

GENERAL EPIDEMIOLOGY AND METHODOLOGY

Dr. Lisa Jacobson, Director

Although epidemiologic research has become increasingly specialized over the past several decades, there remains a great need, in both practice and research settings, for general epidemiologists with solid foundational knowledge in epidemiologic and statistical methods and a clear understanding of general principles of the dynamics of health and disease in human populations. The General Epidemiology and Methodology area of concentration exists to allow individuals interested in careers as generalists to receive the broad-based training necessary. This area of concentration has the fewest course requirements and guidelines, and, consequently, students are urged to work closely with their advisor to craft a course plan best suited to meet their needs. The courses listed as “recommended” represent some of the offerings in epidemiology, statistics, and bioscience commonly selected; however, no single combination of these, or other courses, is recommended as a general rule. Students selecting the General Epidemiology and Methodology area of concentration can be advised by any faculty member in the Department. Doctoral students interested in the Methodology track are highly encouraged to apply for the MHS degree program in Biostatistics.

Although not its main intent, the General Epidemiology and Methodology area of concentration may be selected by students with *specific* interests *outside* of the other areas of concentration (e.g., perinatal epidemiology, injury epidemiology, social epidemiology, or pharmaco-epidemiology) to allow maximal flexibility in tailoring an optimal course plan. Such students are also urged to work very closely with their advisor to select appropriate learning experiences from among the university-wide offerings.

General Epidemiology and Methodology is also the administrative home for students pursuing the Doctor of Public Health degree program in Epidemiology. Therefore, three tracks are laid out below:

Required for all non-DrPH degree students in General Epid. and Methodology (see Track Two for DrPH requirements and recommendations):

- 340.645 Introduction to Clinical Trials (3) *held 2nd term in class and 1st term via internet*
- 340.664 Introduction to Genetic Epidemiology (4) *1st term in class / 1st term via internet*
- 340.660 Practical Skills in Conducting Research in Clinical Epidemiology and Investigation (3) [PhD and ScD students]

Track One: Methodology track

Students take each of these courses:

- 340.754 Methodologic Challenges in Epidemiologic Research (5)
- 340.728 Advanced Methods for the Design and Analysis of Cohort Studies (4)
- 140.664 Causal Inference in Medicine and Public Health (4)
- 140.651 - 654 Methods in Biostatistics I - IV (4 credits per term)

Students take a minimum of 3 of the following recommended courses:

- 340.606 Systematic Reviews and Meta-Analysis (5)
- 340.631 Methods for Association Analysis in Genetic Epidemiology (3)
- 340.653 Epidemiologic Inference in Outbreak Investigations (3)
- 340.711 Diagnosis, Prediction and Screening Methods in Clinical Research (5)
- 340.763 Professional Epidemiology Methods I (3)
- 340.677 Infectious Disease Dynamics: Theoretical and Computational Approaches (3)
- 140.655 Analysis of Longitudinal Data (4)
- 140.656 Multilevel Statistical Models in Public Health (4)
- 140.640 Statistical Methods for Sample Surveys (3)
- 309.616 Introduction to Methods for Health Services Research and Evaluation 1 (2)
- 330.657 Statistics for Psychosocial Research: Measurement (4)
- 380.603 Demographic Methods for Public Health (4)
- 390.675 Outcomes and Effectiveness Research (3)
- 140.665 Experimental and Non-Experimental Designs for Estimating Causal Effect (3)

AREAS OF CONCENTRATION

Track Two: DrPH Degree Program in Epidemiology **(full program description follows in the doctoral degree section).**

In addition to the basic core curriculum in Epidemiology, the School-wide DrPH program requires additional coursework as below. Questions regarding these requirements should be directed to the DrPH Program Office in care of Gail Miller at gmillers@jhsph.edu or the DrPH Program Director, Dr. Laura Morlock at lmorlock@jhsph.edu. The DrPH Executive Committee routinely reviews and makes changes to the "approved" courses for each discipline. Questions should be directed to the DrPH program office.

Six disciplines beyond the MPH / equivalent courses are required. Recommended selections for students in Epidemiology are listed below. The full list of courses which fulfill each discipline are listed as electives / recommended courses at the end of the recommended courses section and taken from the DrPH website: <http://www.jhsph.edu/academics/degreeprograms/drph/curriculum/>

The courses listed below are selected from the full listing of possible courses appropriate for DrPH students.

1. Ethics (3 credits)
306.665 Research Ethics and Integrity: US and International Issues (3)

2. Epidemiology (3 courses)
340.751- 753 Epidemiologic Methods 1 - 3 required for Epi students

3. Biostatistics (4 courses)
140.621 - 624 Statistical Methods in Public Health 1 - 4 **OR**
140.651 - 654 Methods in Biostatistics 1 - 4

4. Leadership (1 course)
551.610 Foundations of Leadership (3)

5. Health Policy (1 course)
300.600 Introduction to Health Policy (4)

Many of these courses are offered in multiple formats throughout the year. Please check the course search engines for schedules. <http://commprojects.jhsph.edu/courses/>

Track Three: Individualized

Students designing their own educational programs should choose three - four graduate level courses in their field from among the offerings of the University.

AREAS OF CONCENTRATION

GENERAL EPIDEMIOLOGY AND METHODOLOGY

Required Courses by Term:

First Term:

- 140.621 Statistical Methods in Public Health 1 (4)* or 140.651 Methods in Biostatistics 1 (4)*
(Students electing the Methodology track should complete the "650 series" in Biostatistics.)
- 340.660 Practical Skills in Conducting Res. (3)
- 340.664 Introduction to Genetic Epidemiology (4)
- 340.751 Epidemiologic Methods 1 (5)
- 340.863 Doctoral Seminars in Epidemiology (3) (2nd year for doctoral students only)
- 340.728 Advanced Methods for the Design and Analysis of Cohort Studies (4)

Second Term:

- 140.622 Statistical Methods in Public Health 2 (4)* (or 140.652 Methods in Biostatistics 2 (4)*)
- 340.627 Epidemiology of Infectious Diseases (4)
- 340.645 Introduction to Clinical Trials (3)
- 340.752 Epidemiologic Methods 2 (5)
- 550.865 Public Health Perspectives on Research (2)
- 340.863 Doctoral Seminars (3) (2nd year for doctoral students only)

Third Term:

- 140.623 Statistical Methods in Public Health 3 (4)* (or 140.653 Methods in Biostatistics 3 (4)*)
- 140.664 Causal Inference (4)
- 340.753 Epidemiologic Methods 3 (5)

Year 2:

- 340.863 Doctoral Seminars (3) (2nd year for doctoral students only)

Fourth Term:

- 140.624 Statistical Methods in Public Health 4 (4) (or 140.654 Methods in Biostatistics 4 (4)*)
- 340.754 Methodologic Challenges in Epidemiologic Research (5) +
- 340.715 Problems in the Design of Epidemiologic Studies (4) (2nd year for doctoral students only)

Additional Courses:

550.860 Research Ethics (1 credit) this course meets the School requirements. Students may also take 306.665 to satisfy the ethics requirement.

*This course has a separate lab.

-Required for doctoral students; usually taken in the second year.

+ Required for doctoral students only

AREAS OF CONCENTRATION

GENERAL EPIDEMIOLOGY AND METHODOLOGY

Recommended Coursework per term:

Recommended courses are generally taken during years 2 and 3 except for alternate year courses. Please review the pre-requisites for any courses in case you need to take those in year 1.

First Term:

- 330.657 Statistics for Psychosocial Research: Measurement. (4)
- 340.646 Epidemiology and Public Health Impact of HIV and AIDS (4)

Second Term:

- 140.658 Statistics for Psychosocial Research: Structural Models (4)
- 183.631 Fundamentals of Human Physiology (4)
- 260.631 Immunology, Infection, and Diseases (3)
- 305.612 Epidemiologic Methods in Injury and Violence Control (3)
- 330.603 Psychiatric Epidemiology (3)
- 340.620 Principles of Clinical Epidemiology (2)
- 340.624 Etiology, Prevention & Control of Cancer (4)
- 340.641 Healthcare Epidemiology (4)
- 340.666 Foundations of Social Epidemiology (3)
- 380.603 Demographic Methods for Public Health (4)

Third Term:

- 140.640 Statistical Methods for Sample Surveys (3)
- 140.655 Analysis of Longitudinal Data (4)
- 180.640 Molecular Epidemiology and Biomarkers in Public Health (4)
- 222.647 Nutrition Epidemiology (3)
- 309.616 Introduction to Methods for Health Services Research and Evaluation I (2)
[multi-term course, 309.617 must be taken in 4th term]
- 340.606 Systematic Reviews and Meta-Analysis (5)
- 340.607 Introduction to Cardiovascular Disease Epidemiology (4)
- 340.609 Concepts and Methods in Infectious Disease Epidemiology (2)
- 340.631 Methods for Association Analysis in Genetic Epidemiology (3)

Fourth Term:

- 140.632 Introduction to the SAS Statistical Package (3)
- 309.617 Introduction to Methods for Health Services Research and Evaluation II (2)
[multi-term course, follows 309.616 taken in 3rd term]
- 340.616 Epidemiology of Aging (3)
- 340.653 Epidemiologic Inference in Outbreak Investigations (3)
- 340.677 Infectious Disease Dynamics: Theoretical and Computational Approaches (3)
- 380.664 Reproductive and Perinatal Epidemiology (4)
- 390.675 Outcomes and Effectiveness Research (3)
- 340.680 Environmental and Occupational Epidemiology (4)
- 340.711 Evaluation of Tests for Diagnosis, Prediction and Screening (5)
- 340.764 Professional Epidemiology Methods II (3)

AREAS OF CONCENTRATION

GENERAL EPIDEMIOLOGY AND METHODOLOGY

DrPH Electives by Discipline (approved listing as of August 1, 2008):

Questions, substitutions, and waiver requests must be directed to the DrPH program office.

1. Ethics (3 credits)

221.616	Ethics of Public Health Practice in Developing Countries (2)
306.655	Ethical Issues in Public Health (3)
306.663	Legal and Ethical Issues in Health Services Management (3)
306.665	Research Ethics and Integrity: US and International Issues (3)
550.860	Research Ethics (1)

2. Epidemiology (2 courses)

(+ these 3 courses are required for Epidemiology DrPH students):

+340.751	Epidemiologic Methods I (5)
+340.752	Epidemiologic Methods II (5)
+340.753	Epidemiologic Methods III (5)
340.754	Methodologic Challenges in Epidemiologic Research (5) (strongly recommended)

3. Biostatistics (4 courses)

140.621 - 624	Statistical Methods in Public Health 1 - 4 (4 credits per term) OR
140.651 - 654	Advanced Methods in Biostatistics 1 - 4 (4 credits per term)

4. Leadership Electives (1 course)

551.610	Foundations of Leadership - A Leadership Survey Course (3) OR
380.681	Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries (4)

6. Health Policy (1 course)

180.629	Environmental and Occupational Health Law and Policy (4)
300.600	Introduction to Health Policy (4) (or 300.601 and 300.602)
300.652	Politics of Health Policy (4)
300.711	Health Policy I: Social and Economic Determinants of Health (3)
300.712	Health Policy II: Public Health Policy Formation (3)
300.713	Health Policy III: Health Policy Research and Evaluation Methods (4)
306.650	Public Health and the Law (3)
380.624	Maternal and Child Health Legislation and Programs (4)

7. Management Sciences (3 credits)

221.722	Quality Assurance Management Methods for Developing Countries (4)
551.601 - 602	Managing Health Services Organizations and Exercises (4)
551.603	Fundamentals of Budgeting and Financial Management (3)
551.605	Case Studies in Management-Decision Making (3)
551.608	Managing Non-Governmental Organizations in the Health Sector (3)

AREAS OF CONCENTRATION

GENETIC EPIDEMIOLOGY

Dr. M. Daniele Fallin, Director

In the “post-genomic era” where larger amounts of genetic data are now readily available, it has become increasingly important to design studies and analytical techniques that will accurately detect and describe the role genes play in human disease. Genes alone can cause some human diseases, and the public health impact of such Mendelian diseases must be considered. For many complex diseases, however, both genes and environmental factors contribute to risk. The field of genetic epidemiology is focused on designs and analytical techniques to identify how genes contribute to risk for disease. The academic program in the area of genetic epidemiology provides a solid background in human genetics and a comprehensive introduction to study designs and statistical approaches used genetic epidemiology, including assessment of heritability, segregation analysis and association analyses of genetic polymorphisms, their interactions, and the interaction of genes and environments in both population and family based studies.

The sequence of genetic epidemiology courses taken during the first year offers a broad based introduction to techniques of gene identification and risk estimation. These courses complement the required epidemiological and biostatistics sequence, and emphasize how genetic techniques can be merged with conventional epidemiologic study designs. Other requirements of the genetic epidemiology concentration (e.g., Introduction to Molecular Biology) are designed to insure the student has a firm understanding of the molecular underpinnings of genetics. In addition to the required courses, a number of informal discussion groups and tutorials are scheduled throughout the year. The monthly Genetic Epidemiology Seminar Series serves as a forum for both faculty and students to present ongoing research projects.

The genetic epidemiology faculty are actively engaged in a wide range of research projects, including research into neuropsychiatric disorders, birth defects, infectious diseases, cancer, eye diseases and diabetes, in addition to methodologic research to develop and assess statistical methods for genetic epidemiology. Current and former students have conducted their thesis research on many topics including genetic susceptibility to diabetes, AIDS, bipolar disorder, breast cancer, and asthma. Through collaborative research projects both within and outside the Department, students are offered the opportunity to develop their own ideas and implement the analytical methods introduced in the required courses.

AREAS OF CONCENTRATION

GENETIC EPIDEMIOLOGY

Required Courses (Basic Core Curriculum Plus:)

340.664	Introduction to Genetic Epidemiology (4)
340.630	Genetic Epidemiology 2: Fundamentals (3)
340.631	Genetic Epidemiology 3: Methods for Association Analysis (3)
340.632	Genetic Epidemiology 4: Methods for Linkage Analysis (3)
120.602	Introduction to Molecular Biology (4) [pass/fail, suggested for 2 nd year]
140.688	Statistics for Genomics (3)

Introduction or Survey Course in a Substantive Area of Epidemiology:

Possible examples:

340.607	Introduction to Cardiovascular Disease Epidemiology (4)
340.624	Etiology, Prevention & Control of Cancer (4)
330.603	Psychiatric Epidemiology (3)
380.664	Reproductive and Perinatal Epidemiology (4)
340.616	Epidemiology of Aging (3)
340.627	Epidemiology of Infectious Disease (4)

Recommended Courses

120.608	Genomics for Public Health (3)
140.636	PERL for Bioinformatics (4)
140.637	Biological Databases and Distributed Computing (3)
140.644	Practical Machine Learning: Methods and Algorithmics (4)
140.632	Introduction to SAS Statistical Package (4)
140.641	Survival Analysis (3)
180.640	Molecular Epidemiology and Biomarkers in Public Health (4)
260.611	Principles of Immunology I (4)
260.612	Principles of Immunology II (4)
340.717	Health Survey Research Methods (4)

School of Medicine Courses (also recommended)

*ME 710.700 Human Genetics (3rd Q)

*ME 710.702 Molecular Mechanisms of Disease (4th Q)

* for more information, please call Dr. David Valle at 410 955-4260.

AREAS OF CONCENTRATION

GENETIC EPIDEMIOLOGY

Required Courses by Term

First Term:

340.751 Epidemiologic Methods 1 (5)
140.621 Statistical Methods in Public Health I (4) **OR** 140.651 Methods in Biostatistics 1(4)*
340.664 Introduction to Genetic Epidemiology (4)
120.602 Intro. to Molecular Biology (4)[Pass/Fail]

Additional course in substantive area of Epidemiology

Second Term:

340.752 Epidemiologic Methods 2 (5)
140.622 Statistical Methods in Public Health 2 (4) **OR** 140.652 Methods in Biostatistics 2(4)*
340.630 Genetic Epidemiology 2: Fundamentals (3)
550.865 Public Health Perspectives on Research (1)

Additional course in substantive area of Epidemiology

Third Term:

340.753 Epidemiologic Methods 3 (5)
340.631 Genetic Epidemiology 3: Methods for Association Analysis (3)
140.623 Statistical Methods in Public Health III (4)* **OR** 140.653 Methods in Biostatistics III (4)*

Additional course in substantive area of Epidemiology

Fourth Term:

+340.754 Methodologic Challenges in Epidemiologic Research (5)
140.624 Statistical Methods in Public Health IV (4) **OR** 140.654 Methods in Biostatistics IV (4)*
340.632 Genetic Epidemiology 4: Methods for Linkage Analysis (3)
+340.715 Problems in the Design of Epidemiologic Studies (4) (2nd yr doctoral students)
140.688 Statistics for Genomics (3)

Additional course in substantive area of Epidemiology

Additional Course:

550.860 Research Ethics (1) offered each term; students may also take 306.665 or 360.670 to satisfy the ethics requirement.

+ Required for doctoral students only

*This course has a separate lab.

AREAS OF CONCENTRATION

GENETIC EPIDEMIOLOGY

Recommended coursework for the second year of the program is listed below. Masters' students should choose electives from available epidemiology and non-departmental courses in accordance with their own interests, after consulting with their advisor. All master's students should enroll for some credits of 340.820, Thesis Research credits, no later than the second term of the second year in order to complete their thesis within the two years allotted by the program.

Recommended Courses by Term:

First term:

140.636 PERL for Bioinformatics (4)
260.611 Principles of Immunology I (4)

Second Term:

260.612 Principles of Immunology II (4)
340.717 Health Survey Research Methods (4) (2nd yr doctoral students)
340.624 Etiology, Prevention & Control of Cancer (4)

Third Term:

140.637 Biological Databases and Distributed Computing (3)
140.641 Survival Analysis (3)
180.640 Molecular Epidemiology and Biomarkers in Public Health (4)
*ME 710.700 Human Genetics

Fourth Term:

120.608 Genomics for Public Health (3)
140.632 Introduction to SAS Statistical Package (4)
380.664 Reproductive and Perinatal Epidemiology (3)
*ME 710.702 Molecular Mechanisms of Disease

AREAS OF CONCENTRATION

INFECTIOUS DISEASE EPIDEMIOLOGY

Dr. William Moss Co-Director
Dr. Taha El-Tahir Taha, Co-Director

The development of antibiotics, improved access to safe foods and clean water, sewage disposal and vaccines have made dramatic progress in controlling infectious diseases. Despite these remarkable achievements, infectious diseases remain the leading causes of death in many parts of the world. Emerging diseases, such as antibiotic-resistant bacteria, SARS coronavirus, and avian and swine influenza viruses have been identified and become established in both the developed and developing world. The aim of the infectious disease area of concentration is to build upon the core epidemiology curriculum to provide students with the requisite knowledge of the epidemiology, analytical and laboratory methodology, immunology and pathogen biology necessary to understand the dynamic interactions of infectious agents and their hosts, vectors and environment. Capitalizing on the wide range of infectious disease interests at the school, students in this area of concentration take a range of courses offered in the Department of Epidemiology and other departments to obtain a broad and thorough understanding of infectious disease epidemiology.

A strength of the Infectious Disease Epidemiology concentration is the substantial involvement of faculty with preeminent national and international studies of infectious diseases. The department is particularly strong in the area of HIV/AIDS, where faculty established vanguard studies, including the Multicenter AIDS Cohort Study (MACS) and AIDS Link to Intravenous Experience (ALIVE) that have made fundamental contributions to the epidemiology of HIV/AIDS in the United States. Research studies within the program range from the molecular to behavioral to societal levels, from traditional observational analyses to the evaluation of therapies in observational studies to large-scale intervention and vaccine initiatives, and from acute to chronic infections. Through seminars and discussions with faculty, students become familiar with ongoing projects within the Infectious Disease Epidemiology concentration. These projects afford unique opportunities to gain research experience not obtained through coursework, as well as valuable settings for masters and doctoral thesis projects.

In the Infectious Disease Epidemiology area of concentration, masters and doctoral students are required to complete a minimum number of credit hours in required and elective courses in four broad categories as listed below. These four categories are: 1) required core courses in infectious disease epidemiology; 2) biology and pathogenesis of infectious diseases; 3) advanced analytical and statistical methods (for PhD and ScD students); and 4) electives in infectious disease epidemiology. Students should meet with their academic advisors to plan an enriching program that will meet their individual academic goals. Required and elective courses may be revised periodically.

AREAS OF CONCENTRATION

INFECTIOUS DISEASE EPIDEMIOLOGY CURRICULUM

I. Required Core Courses in Infectious Disease Epidemiology

All students are required to take the courses listed below.

340.627 Epidemiology of Infectious Diseases (3)*

340.653 Epidemiologic Inference in Outbreak Investigation (3)

340.841 Concepts and Methods in Infectious Disease Epidemiology (3)

260.611 Principles of Immunology I (4) AND 260.612 Principles of Immunology II (4)

OR

260.631 Immunology, Infection and Disease (3)

340.717 Health Survey Research Methods (4)

OR

340.660 Practical Skills in Conducting Research in Clinical Epidemiology & Investigation (3)

183.631 Fundamentals of Human Physiology (for non-MD doctoral students) (4)

II. Biology and Pathogenesis of Infectious Diseases

All students are required to take at least one of the courses listed below.

340.654 Epidemiology and Natural History of Human Viral Infections (6)

260.622 Principles of Bacterial Infection (3)

260.623 Fundamental Virology (4)

260.627 Pathogenesis of Bacterial Infection (4)

260.636 Evolution of Infectious Disease (3)

260.650 Vector Biology and Vector Borne Diseases (3)

III. Advanced Analytical and Statistical Methods for PhD and ScD Students in Infectious Disease Epidemiology

PhD and ScD students are required to take at least one of the courses listed below.

340.677 Infectious Disease Dynamics: Theoretical and Computational Approaches (3)

340.728 Advanced Methods in the Design and Analysis of Cohort Studies (4)

140.662 Spatial Analysis and GIS I (3)

140.663 Spatial Analysis and GIS II (4)

330.657 Statistics for Psycho-social Research: Measurement (4)

140.658 Statistics for Psycho-social Research: Structural Models (4)

140.641 Survival Analysis (3)

140.655 Analysis of Longitudinal Data (4)

140.656 Multilevel Statistical Models in Public Health (4)

AREAS OF CONCENTRATION

IV. Electives in Infectious Disease Epidemiology

All students are required to take one of the courses listed below.

340.646 Epidemiology and Public Health Impact of HIV and AIDS (4)

340.651 Emerging Infections (2)

340.612 Epidemiologic Basis for Tuberculosis Control (2)

340.641 Healthcare Epidemiology (4)

340.744 Advanced Topics on Control and Prevention of HIV/AIDS (4)

340.763 Professional Epidemiology Methods I (3)

340.764 Professional Epidemiology Methods II (3)

340.845 Applied Aspects of Cohort Studies (4)

340.869 Research Methods in Sexually Transmitted Diseases (2)

182.640 Food and Water-Borne Diseases (3)

223.662 Vaccine Development and Application (3)

223.663 Infectious Diseases and Child Survival (3)

223.665 Infection, Immunity and Undernutrition: Interactions and Effects (2)

223.682 Clinical and Epidemiological Aspects of Tropical Diseases (3)

223.687 Vaccine Policy Issues (3)

223.689 Biologic Basis of Vaccine Development (3)

260.652 Principles of Public Health Ecology (4)

260.656 Malariology (4)

380.762 HIV Infection in Women, Children, and Adolescents (4)

*numbers in parentheses indicate the number of credits

AREAS OF CONCENTRATION

Required courses by term

First term:

340.751 Epidemiologic Methods 1 (5)
140.621 Statistical Methods in Public Health I (4)* **OR**
140.651 Methods in Biostatistics 1 (4)
340.863 Doctoral Seminars Epid. (3) (2nd yr doctoral students only)

340.717 Health Survey Research Methods (4) (2nd yr doctoral students)
OR

340.660 Practical Skills in Conducting Research in Clinical Epidemiology & Investigation
260.611 Principles of Immunology I (4)

260.623 Fundamental Virology (4)
260.636 Evolution of Infectious Disease (3)
340.728 Advanced Methods for Design and Analysis of Cohort Studies (4)
330.657 Statistics for Psycho-social Research: Measurement (4)
140.641 Survival Analysis (3)

340.646 Epidemiology and Public Health Impact of HIV and AIDS (4) (also offered online in 2nd term)
340.845 Applied Aspects of Cohort Studies (4)

Second term:

340.752 Epidemiologic Methods 2 (5)
140.622 Statistical Methods in Public Health II (4) **OR**
140.652 Methods in Biostatistics II (4)
340.863 Doctoral Seminars (3) (2nd yr doctoral students only)
550.865 Public Health Perspectives on Research (1)

340.627 Epidemiology of Infectious Diseases (4)
260.631 Immunology, Infection and Disease (3) **OR**
260.612 Principles of Immunology II (4)
183.631 Fundamentals of Human Physiology (4) (non-MD, 2nd yr doctoral students)

260.627 Pathogenesis of Bacterial Infections (4)

223.662 Vaccine Development and Application (3)
260.652 Principles of Public Health Ecology (4)

AREAS OF CONCENTRATION

Third term:

- 340.753 Epidemiologic Methods 3 (5)
- 140.623 Statistical Methods in Public Health III (4) **OR**
- 140.653 Methods in Biostatistics III (4)
- 340.863 Doctoral Seminars (3) (2nd yr doctoral students only)

340.609 Concepts and Methods in Infectious Disease Epidemiology (3)

- 340.728 Advanced Methods for Design and Analysis of Cohort Studies (4)
- 340.654 Epidemiology and Natural History of Human Viral Infections (6) (also offered online 1st term)
- 260.650 Vector Biology and Vector-Borne Diseases (3)
- 140.662 Spatial Analysis and GIS I (3)
- 140.658 Statistics for Psycho-social Research: Structural Models (4)
- 140.655 Analysis of Longitudinal Data (4)

- 182.640 Food and Water-Borne Diseases (3)
- 223.663 Infectious Diseases and Child Survival (3)
- 223.687 Vaccine Policy Issues (3)
- 223.665 Infection, Immunity and Undernutrition (3)
- 260.650 Vector Biology and Vector-Borne Diseases (3)
- 340.612 Epidemiology Basis of Tuberculosis Control (2)
- 340.641 Healthcare Epidemiology (4)
- 340.744 Advanced Topics on Control and Prevention of HIV/AIDS (4)
- 340.763 Professional Epidemiology Methods I (3)

Fourth term:

- + 340.754 Methodologic Challenges in Epidemiologic Research (5)
- 140.624 Statistical Methods in Public Health IV (4) **OR**
- 140.654 Methods in Biostatistics IV* (4)
- 340.715 Problems in the Design of Epidemiologic Studies (6)
(2nd year doctoral students)

340.653 Epidemiologic Inference in Outbreak Investigations (3)

- 260.622 Principles of Bacterial Infection (3)
- 340.677 Infectious Disease Dynamics (3)
- 140.663 Spatial Analysis and GIS II (3)
- 140.656 Multilevel Models in Public Health (4)

- 223.682 Clinical and Epidemiological Aspects of Tropical Diseases (3)
- 223.689 Biologic Basis of Vaccine Development (3)
- 260.656 Malariology (4)
- 340.651 Emerging Infections (2)
- 340.869 Research Methods in Sexually Transmitted Diseases (2)
- 380.762 HIV in Women, Children, and Adolescents (3)
- 340.763 Professional Epidemiology Methods II (3)

AREAS OF CONCENTRATION

550.860 Research Ethics (1)++ course is offered each term. This course meets the School requirements. Students may also take 306.665 or 360.670 to satisfy the ethics requirement.

+ Required for doctoral students only

Black=department/school wide requirements

Red=ID EPI required courses

Blue=ID EPI requirement – one biology and one advanced analytical course

Purple=ID EPI electives

AREAS OF CONCENTRATION

OCCUPATIONAL & ENVIRONMENTAL EPIDEMIOLOGY Dr. Eliseo Guallar, Director

Occupational and Environmental Epidemiology examines the epidemiology of diseases associated with industrial and other occupational exposures as well as environmentally induced illness in general populations. Faculty and students are currently exploring gene-environment interactions in cancer research; effects of air pollution, risks from radiation and the occurrence of asthma in selected childhood populations and reproductive effects from environmental exposures. Other faculty and students in the department examine the science of risk assessment; and the effects of tobacco on specific populations.

In addition to the course work outlined below, students are required to attend monthly Occupational and Environmental Epidemiology Journal Club meetings to encourage discussion of current topics with both faculty and students. These meetings are interdisciplinary. They foster exchange of information between faculty and students of several departments. The Journal Club is of particular benefit to students preparing for comprehensive exams and keeps advanced students abreast of current literature in the field. The Journal Club provides the students with experiences in public speaking, in exposure to current research, and in development of critical thinking and logic related to the scientific methods. Students are also expected to attend both the Monday and Friday Departmental Seminars which are held throughout the year.

Students interested in the risk sciences are encouraged to complete the Certificate in Risk Sciences and Public Policy. Please contact Ron White (rwhite@jhsph.edu) for more information. Details about the program and applications are online at: <http://commprojects.jhsph.edu/academics/prop.cfm?id=15>

Required Courses (Basic Core Curriculum Plus:)

340.680.01 Environmental and Occupational Epidemiology (4)

Recommended Courses:

The following courses are recommended. Students are encouraged to discuss the selection of recommended courses with their advisors.

Environmental Health Sciences

180.601 Environmental Health (5)
180.640 Molecular Epidemiology and Biomarkers in Public Health (4)
182.615 Airborne Particles (3)
182.625 Principles of Occupational and Environmental Hygiene (4)
183.641 Health Effects of Indoor and Outdoor Air Pollution (3)
187.610 Public Health Toxicology (4)
188.680 Fundamentals of Occupational Health (3)
188.681 Occupational Health (5)

Health Policy and Management

317.600 Introduction to the Risk Sciences and Public Policy (3)
317.605 Methods in Quantitative Risk Assessment (4)
317.610 Risk Policy, Management and Communication (3)
317.615 Topics in Risk Assessment (2)

Epidemiology

340.624 Etiology, Prevention & Control of Cancer (4)
340.623 Epidemiologic Aspects of Selected Childhood Diseases (2) (alternate year course, next offered in 2010-2011)
340.717 Health Survey Research Methods (4) (2nd yr doctoral students)

AREAS OF CONCENTRATION

OCCUPATIONAL & ENVIRONMENTAL EPIDEMIOLOGY

Required Courses by Terms:

First Term:

- 340.751 Epidemiologic Methods I (5)
- 140.621 Statistical Methods in Public Health I (4) OR
- 140.651 Methods in Biostatistics I (4)
- 550.865 Public Health Perspectives on Research (1)

Year 2: Doctoral Students

- 340.863 Doctoral Seminars (3)

Second Term:

- 340.752 Epidemiologic Methods II (5)
- 340.627 Epidemiology of Infectious Diseases (3)
- 140.622 Statistical Methods in Public Health /I (4) OR
- 140.652 Methods in Biostatistics /I (4)

Year 2: Doctoral Students

- 340.863 Doctoral Seminars (3)

Third term:

- 340.753 Epidemiologic Methods III (5)
- 140.623 Statistical Methods in Public Health II (4) OR
- 140.653 Methods in Biostatistics 11(4)

Year 2: Doctoral Students

- 340.863 Doctoral Seminars (3)

Fourth Term:

- 340.754 Methodologic Challenges in Epidemiologic Research (5)
- 340.680 Environmental and Occupational Epidemiology (4)
- 140.624 Statistical Methods in Pubic Health IV (4)
- OR
- 140.654 Methods in Biostatistics IV (4)

Year 2: Doctoral Students

- 340.715 Problems in the Design of Epidemiologic Studies (6)

Additional course

- 550.860 Research Ethics (1) offered each term.

AREAS OF CONCENTRATION

OCCUPATIONAL & ENVIRONMENTAL EPIDEMIOLOGY

Recommended Courses by Term:

First Term:

187.610	Public Health Toxicology (4) (also offered online 2nd term)
188.680	Fundamentals of Occupational Health (3)
317.600	Introduction to the Risk Sciences and Public Policy (3)

Second Term:

182.625	Principles of Occupational and Environmental Hygiene (4) (also offered online 4th term)
317.610	Risk Policy, Management and Communication (3)
340.624	Etiology, Prevention & Control of Cancer (4)
340.717	Health Survey Research Methods (4)

Third Term:

180.601.81	Environmental Health (5) (also offered summer term)
180.640	Molecular Epidemiology and Biomarkers in Public Health (4)
317.605	Methods in Quantitative Risk Assessment (4)

Fourth Term:

182.615	Airborne Particles (3)
183.641	Health Effects of Indoor and Outdoor Air Pollution (3)
188.681	Occupational Health (5)
317.615	Topics in Risk Assessment (2)
340.623	Epidemiologic Aspects of Selected Childhood Diseases (2) (alternate year course; next offered 2010-2011)

**Special Students
Limited and
Regular
and
Post-Doctoral
Fellows
and
Master of Public
Health Candidates**

EXTRA-DEPARTMENTAL AND NON-DEGREE PROGRAMS

SPECIAL STUDENTS

Special Students Limited and Regular are designations by the School for non-degree seeking students. These individuals are seeking professional development, additional training, or "just trying out the school" are expected to maintain satisfactory academic progress (2.75 grade point average with no F grades) and must adhere to the rules and regulations of the School.

Special Students Limited may take 16 credits at the School. There is no application process or review. Special Students Limited may be restricted from classes with a maximum enrollment as degree candidates' registration takes priority. Tuition is calculated per credit. Registration for classes taken as a Special Student Limited is handled directly through the Office of Records and Registration in E1002 or registra@jhsp.edu.

Online listing of courses per term and course descriptions is:

<http://commprojects.jhsp.edu/courses/>

Online listing of tuition and fees is:

http://www.jhsp.edu/student_affairs/financial/tuition/

Online Academic Calendar is:

<http://www.jhsp.edu/academics/calendar/2011-2012.html>

Special Students Regular

The category "special students regular" is used for individuals who desire additional academic training or skills beyond the 16 credits allowed as a special student limited. Students pursue these professional development courses without the restrictions of a formal degree program and are considered non-degree seeking students. Students wishing to pursue this status must apply to the School and submit all relevant application materials and be formally admitted to the special student regular program. Students admitted to this level may take as many courses as they wish during one academic year and maintain continuous registration each term for four terms. *Students may request additional years of training but must request to be re-evaluated each year by the Admissions and Credentials Committee in writing with the endorsement of the advisor and receive approval prior to registering for each subsequent year.*

It is possible to request a transfer to a degree program after having completed coursework as a special student. Students who have completed up to half the required number of credits for a degree program may request these be transferred into the degree program. Special Students who wish to enter a degree program must submit a new application through the Admissions Office. In most cases, credits earned as a Special Student may be applied to the requirements for the degree.

However, the credits may not be older than three years at the time of matriculation, the student must petition the Departmental Admissions and Credentials Committee and the School's Committee on Academic Standards to transfer the credits, and only up to half the required number of credits may transfer. The University does not accept transfer credit for courses taken outside the University. See the School Catalog for guidelines and restrictions.

EXTRA-DEPARTMENTAL AND NON-DEGREE PROGRAMS

POST – DOCTORAL FELLOWS

The Department welcomes individuals who have completed doctoral degrees to one or two year affiliations. Post-doctoral fellows (PDF's) identify a mentor or study population (or bring access to an outside study with them) and enjoy a mentoring relationship with faculty and use of the School's facilities. PDF's are considered non-degree seeking students at the School and must submit an application for the position as well as maintain registration each term: 16 credits for 340.830 post-doctoral research.

Appointments are for one year and may be extended upon written request to the Admissions and Credentials Committee. Fellows wishing to extend their position will need to include a letter of request, a report of accomplishments or work completed over the past year, and an endorsement of the request from the advisor or preceptor.

Tuition for PDF's is set at \$200 per term by the School and a post-doctoral scholarship covering tuition is generally granted. PDF's do not normally take academic classes unless directed to do so by their research mentor (advisor). Credits are accumulated at ¼ the level of degree candidates and may not be transferred into a degree program at a later date. Please visit this website and PDF guide for additional critical information:

<http://www.jhsph.edu/GER/Postdocs.html>

FELLOWS VS TRAINEES:

Post - doctoral fellows may be different from post - doctoral trainees. Post-doctoral trainees are degree seeking students holding doctoral degrees and funded for full-tuition on various NIH-supported grants. They are required to complete all degree requirements including coursework as mandated by the training grant and thesis or dissertation.

Doctoral degree candidates (PhD, ScD, and DrPH) or masters students who hold a doctoral degree and who will be completing their dissertations or theses may choose to "stay on and finish" their work with their advisor. The proper mechanism for doing so is the post-doctoral fellows program. Students who wish to continue their collaborations or research or submit their manuscripts for publication should submit a formal application to the School through the Admissions Office, submit a letter of support from their mentor, and a brief statement of their intended research.

Post doctoral fellows cannot register, cannot be paid, and cannot buy health insurance until verification of their doctoral degree requirements is filed and their application is formally approved. Fellows may choose one or two year periods of study as arranged with their mentor. PDF's are evaluated annually and must maintain an appropriate level of professionalism and scientific research for the duration of their program. PDF's must adhere to the student code of conduct for all students of the Johns Hopkins University. The Policy and Procedure Manual for post-doctoral fellows is located: http://www.jhsph.edu/schoolpolicies/ppm_students_5.html

Upon completion of their program, PDF's are issued a certificate of completion. PDF's must complete a request form and provide an updated curriculum vitae, a forwarding address, and the start and end dates approved by their mentor to the Academic Support Core. Further questions may be directed to the Academic Coordinator at fburman@jhsph.edu.

EXTRA-DEPARTMENTAL AND NON-DEGREE PROGRAMS

MASTER OF PUBLIC HEALTH DEGREE PROGRAM

The Department of Epidemiology is one of the 10 departments of the school hosting the School-wide Master of Public Health Degree Program. Professor Susan Tonascia is an Associate Chair of the MPH Program and the Executive Board Member for the Department of Epidemiology. She serves as faculty liaison for MPH students interested in Epidemiology. She meets with students throughout the year to help them identify areas of concern and resolve issues.

Master of Public Health degree candidates interested in epidemiology are urged to follow the Department's basic core curriculum, to attend the departmental seminars on Mondays and Fridays, and participate in journal club meetings. Students seeking research experience in epidemiology, beyond the MPH Capstone project, should make contact with appropriate faculty early in the academic year.

COURSES

The Epidemiology Methods sequence, 340.751, 752, and 753, and a Biostatistics sequence 140.621-624 or 140.651-654, provide an excellent background for understanding and analyzing program and research data. For some MPH students who will not be continuing into doctoral programs, the Observational Epidemiology 340.608 and Biostatistics 140.611 and 612 may be adequate.

ELECTIVES

MPH students should also consider the courses in subject matter areas such as cardiovascular diseases, cancer, occupational, environmental, infectious disease, and childhood disease epidemiology as well as other methodologic courses offered by the Department such as Design and Conduct of Clinical Trials and Meta-Analysis.

FURTHER TRAINING

MPH students wishing to submit doctoral applications should take all of the departmental required courses. Students should also become involved with the journal clubs in their particular area of interest, as well as research in progress meetings, and should plan on taking the departmental comprehensive exam during the last week of May following completion of the MPH program. Applicants should submit their

applications as early as the middle of second term (December 1 deadline).

A complete application includes a copy of the academic record, letters of recommendation from both their advisor and their MPH Capstone mentor, and a complete application form with statement. Please contact the Department of Epidemiology Academic Coordinator for further details.

MPH Students: please refer to your MPH Student Manual for complete information, guidelines, and requirements for the MPH program. Specific questions should be directed to the MPH Office. For online information see: <http://www.jhsph.edu/mph>

MPH PROGRAM OFFICE STAFF

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410-955-4749 (fax); mphprog@jhsph.edu

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EXTRA-DEPARTMENTAL AND NON-DEGREE PROGRAMS

OVERVIEW OF THE MPH PROGRAM

There are MPH core competencies in a number of critical areas, students are required to complete a core MPH curriculum that comprises approximately half the credits required for graduation. Students have flexibility to design the other half of their curriculum in order to customize their electives or concentrate the program to their area of interest and achieve the appropriate balance between depth and breadth.

1. **Biostatistics and Epidemiology**
2. **Environmental Health Sciences**
3. **Public Health Biology**
4. **Management Sciences**
5. **Social & Behavioral Sciences**

Required Courses

The following courses are required of all MPH students:

- 180.601: Environmental Health (5)
- 340.601: Principles of Epidemiology (5)
or
- 550.694-695: Fundamentals of Epidemiology I & II (6)
- 300.645: Making Change Through Policy (5)
or
- 550.608: Problem Solving in Public Health (4)
- 550.867: Introduction to MPH Studies (1) full time students only
- MPH Individualized Goals Analysis (requirement)
- MPH Capstone Project (requirement)

MPH concentrations for 2011-2012

Concentrations jointly sponsored by the Department of Epidemiology are highlighted in **bold**. Students interested in these concentrations or any of the others are encouraged to contact the faculty listed and the MPH Program Office.

- Child & Adolescent Health
- **Epidemiologic & Biostatistical Methods for Public Health & Clinical Research**
- **Food, Nutrition and Health**
- Global Environmental Sustainability and Health
- Health in Crisis and Humanitarian Assistance
- Health Leadership & Management
- Health Systems & Policies
- **Infectious Diseases**
- Social & Behavioral Sciences in Public Health
- Women's and Reproductive Health

EPIDEMIOLOGIC AND BIostatistical METHODS FOR PUBLIC HEALTH AND CLINICAL RESEARCH

Faculty Concentration Directors:

Rosa Crum, MD, Professor, Epidemiology
410-614-2411; rcrum@jhsph.edu

Marie Diener-West, PhD, Professor, Biostatistics
410-502-6894; mdiener@jhsph.edu

FOOD, NUTRITION & HEALTH

Faculty Concentration Directors:

Laura E. Caulfield, PhD, Professor, Center for Human Nutrition, International Health,
410-955-2786; lcaulfie@jhsph.edu

Cheryl Anderson, PhD, Assistant Professor, Epidemiology
410 614-0760; chanderson@jhsph.edu

INFECTIOUS DISEASES

Faculty Concentration Directors:

Clive Shiff, PhD, Associate Professor, Molecular Microbiology & Immunology
410-955-1263; cshiff@jhsph.edu

Ken Nelson, MD, Professor, Epidemiology
410-955-1296; kenelson@jhsph.edu

Neal Halsey, MD, Professor, International Health
410-955-6964; nhalsey@jhsph.edu

**MASTER OF HEALTH
SCIENCE
AND
MASTER OF SCIENCE
DEGREE
REQUIREMENTS**

MASTER OF HEALTH SCIENCE (MHS) AND MASTER OF SCIENCE (SCM) DEGREES

Dr. Michel Ibrahim serves as the director and faculty liaison for masters' students. We hold sessions throughout the year to help students identify areas of concern and resolve issues. Dr. Ibrahim can be reached at mibrahim@jhsph.edu or E6140 or 410-502-6650.

DEFINING THE MHS AND SCM PROGRAMS IN EPIDEMIOLOGY

Both degree programs equip students with the knowledge and skills to do epidemiologic research in the health field. The two programs train students in basic epidemiologic methods, concepts, and principles and provide opportunities for research and field work in epidemiology. Both degrees require that students develop a research and experiential plan with their advisors, pass written comprehensive exams in general knowledge and in their particular area of concentration, and complete a publishable-quality manuscript to fulfill the thesis requirement.

The MHS degree can be viewed as a starting point in epidemiology that meets the needs of different groups of students. It can be an entry to the field for recent college graduates who wish to gain the skills necessary to work on public health projects. It can also be useful for physicians and other health professionals who wish to acquire research skills. The MHS thesis can be based on original or secondary data analysis.

The ScM degree can be viewed as a starting point in epidemiology but is designed to give students a solid grounding in epidemiologic methods. Students in this program are usually interested in pursuing a research career. The ScM thesis is based on either original data analysis or other research data that is approved by the University Graduate Board.

The following is a lighthearted look at what you could expect during the masters programs:

The First - Year Student:

Oh, the confusion, the possibilities! Courses, more courses, quite a number of sleepless nights, a real break for the Winter Holidays, a roller coaster of responsibilities culminating with the Comprehensive Exams in June! Some hints: try to make friends at your lab tables - these people will be invaluable to you throughout your program. Attend the journal clubs and Monday / Friday seminars to begin to get a feel for the kind of research going on in the field and at the School. Introduce yourself to your student mentor and ask lots of questions. Come to the parties, stop by the student room (always a good place for leftovers), join our intramural teams or just come and cheer. Try to get to know the second and third year students - they are invaluable for getting to know faculty, taking the "right" courses, studying for comps, and showing you the ropes!

Beginning first or second term, take at least one credit of "Special Studies and Research" with your advisor. This gives you a formal way to begin a dialogue, identify directed readings in areas which may be of interest to you, and will serve as a springboard for thinking of research topics and hypotheses.

During Winter Intersession or third term set up an internship or other experience for the summer. It is possible to use your summer experience for your thesis. Start thinking, but not worrying, about your thesis topic. You will have plenty of time for that after you pass the Comprehensive Exams.

The Second - Year Student or "What do I do now?" Congratulations! You survived the first year, but you're not finished yet! Amazingly, you will find that you have a few more minutes in your day. You may begin drifting - thinking you have months before your thesis is due. Don't wait too long to refocus. The secret is to stay involved: become a Teaching Assistant for one of the first year courses, volunteer to be a mentor for a new student, sign up for thesis research with your advisor and set up biweekly or monthly discussions, and take the classes that interest as well as challenge you: meta-analysis, childhood diseases, epi of cancer or cardiovascular diseases. Continue to attend journal clubs and the Monday / Friday seminars. Join SER and APHA and read the journals!

It seems that no one actually completes the thesis on the topic submitted on the application. Just like undergrads, most graduate students change their topics three to four times between matriculation and graduation. This is normal and it's ok! But if you are feeling frustrated, see your advisor, or stop in at the Academic Coordinator's office.

RESIDENCY

The department requires up to two years of full-time registration dependent upon course and thesis completion. The residency requirement (four terms of at least 16 credits each) must be completed during the first year of the program. Those with pertinent prior training represented by a master's or doctoral degree or equivalent experience may complete the degree in as little as one calendar year subject to the approval of their advisors, the Departmental Admissions and Credentials Committee, and the Department Chair. For students in the Human Genetics / Genetic Epidemiology Program, two full years are required. It is understood that students will spend the first year of their programs completing the course requirements. It is the student's responsibility to maintain a minimum overall 3.0 grade point average in courses required in his/her Epidemiology Area of Concentration. One grade of C will be permitted, two grades of C or one grade of D or F will result in probationary review by the Departmental Admissions and Credentials Committee.

COMPREHENSIVE EXAMINATION

A written examination covering the general methods, principles, history of epidemiology, contemporary issues and leaders in public health, and the student's area of concentration is administered at the end of the first academic year. By the time of the exam, students should have completed 64 credit units (one full year of residence), Epidemiology 340.751 - 753, Biostatistics 140.621 - 624 or 651 - 654; and the required Epidemiology coursework in their area of concentration. The content of the examination is directly related to the Department's listing of competencies and students should use the competencies in developing a study plan for the examination. General knowledge of epidemiology and public health will be tested, even though such material may not be specifically covered in courses.

Students must pass both parts of the written comprehensive exams in order to begin the thesis portion of the degree and to qualify for the master's tuition scholarship. Students failing this examination should consult with their advisor and consider the possibility of an appeal to the Admissions and Credentials Committee.

The committee may accept or reject the appeal, and may allow a repeat examination or request an alternative process of evaluation for the student. Offering a second attempt at passing the examination to all students is not standard departmental procedure. Once examinations have been graded, students may view their exams in the Student Academic Core Office, Room W6508, but may not remove them from that office. Students successfully completing the exam may proceed to thesis proposal development and qualify for the master tuition scholarship.

MASTER'S TUITION SCHOLARSHIP (MTS)

Masters' students who have completed one year of residence, maintained a 3.0 GPA in required courses, and passed both parts of the written comprehensive examination are automatically eligible for a Master's Tuition Scholarship (MTS), provided that they have no other School, Departmental, or external tuition support. Master's Tuition Scholarship provides a 75% tuition waiver from the School. Students must register for a minimum of 12 credits per term (16 preferred) to receive the MTS. The MTS covers 4 terms of tuition support only. Additional support to complete the degree program is not available.

What makes a good thesis topic?

Visit the Student Room (W6309) and review the past dissertations. Read the journals. Attend seminars. Go to professional conferences like SER or APHA. Ideas will come to you. Discuss them with your friends, faculty members, and professionals in the field to see if you can turn your ideas into valuable research.

THESIS REQUIREMENT

Masters' candidates are expected to spend at least one year working on a thesis that is evaluated by the Department and / or School's faculty and is of sufficient quality to be considered acceptable for publication in a recognized journal. Students will produce a thesis (30-50 pages double-spaced) for binding and will present their research at a Poster Symposium held annually in May.

Master of Health Science (MHS) students must complete a satisfactory thesis in their area of concentration. **The thesis must be approved by two members of the Department's faculty in addition to the advisor.** The thesis may be a critical review of the literature pertaining to a specific area of interest, new analyses of existing data, or original research of a limited nature. It is expected that the student will meet with the three identified individuals throughout the duration of the research project. MHS students must send the title of their project and the names of their readers to the Academic Coordinator by April 1st. The policy and procedures manual for the MHS - Academic degree program is located online at http://www.jhsph.edu/schoolpolicies/ppm_academic_programs_8.html.

Master of Science (ScM) students must complete a thesis based on original research. **The readers committee is comprised of the advisor, one additional Epidemiology faculty member and two members from two different departments of the University.** Prior to embarking upon the thesis project, the student and advisor should work together to select a thesis committee consisting of the advisor, one other Epidemiology faculty member and two members from two departments outside of Epidemiology with the rank of assistant professor or higher. The student should submit a three- to five-page protocol to each member of this committee. The thesis committee members will meet and decide whether the proposed work is of the scope and depth appropriate for a master's thesis in the Department, and whether it is conceptually valid and feasible. Upon completion, the thesis is submitted to these four readers for their approval. ScM students must

complete the appointment of thesis readers' form and submit it to the Registrar's Office by February 20th in order to be considered for Graduation 2009. The form is located at <https://my.jhsph.edu/C13/MastersCandidateInformation/default.aspx>. The policy and procedures manual for the ScM program is located online at http://www.jhsph.edu/schoolpolicies/ppm_academic_programs_10.html.

RESEARCH RESPONSIBILITIES AND ETHICS

All research students including MHS and ScM candidates must complete a course in responsible conduct of research. This requirement can be satisfied by either course 550.860.01, "Research Ethics", which is offered in the second term; or, course 306.665, "Research Ethics and Integrity", which is offered in the third term. In addition, there may be other courses within the University that may satisfy this requirement. Approval of alternative courses must be obtained in writing from the Associate Dean.

In addition, students are required to take course 550.865, "Public Health Perspectives on Research." This course is designed to introduce the breadth and methodological bases of public health research. Principles of high quality research, including the value of a population perspective, interdisciplinary cooperation, the importance of measurement techniques, and the interface between theory and practice will be stressed. This course is automatically waived for students holding an MPH earned within 10 years of enrollment or who are enrolled in the MPH program.

INSTITUTIONAL REVIEW BOARD

Effective January 1, 2007 the JHSPH IRB will be offering a new required web-based training program called the Collaborative IRB Training Initiative (CITI) Program. The CITI program replaces the former CHR computer based human subjects training module. ... All investigators, students and staff listed on new application submissions and/or progress reports must meet this criterion. Please note that the CITI program must be completed prior to submitting to the IRB for initial review of a protocol, or for continuing review or amendment of a previously approved protocol. Completion of the JHSPH IRB required modules also satisfies the requirements of the Homewood campus IRB. The CITI training certificate expires after three years. The CITI learner must then successfully complete a refresher course.

DEADLINES

The Registrar's Office has provided dates to assist you in completing your degree requirements in time for graduation in May. Students must be continuously registered up to and including the term of completion. Completion means submission of the thesis to the Department (MHS) or the Registrar (ScM) and submission of letters of acceptance to the Academic Support Core Office in W6508 (for MHS) or to the Registrar's Office in Suite E1002 (for ScM). **These deadlines are firm.** If a student misses the graduation deadlines, he/she will not be able to participate in the graduation ceremony and the degree will not be awarded at that year's convocation ceremony. The University awards degrees only once a year. If the student completes his/her degree requirements at any time after the deadlines, the following notation will be placed on the student's transcript: "degree requirements completed (and the date)" and the degree will be awarded at the next University convocation (the following May).

University regulations require a student be registered during the term in which he/she completes the degree requirements. Therefore, if a student anticipates completing the degree requirements during the summer term, he/she must be registered for that term. If a student anticipates completing during September, he/she does not need to be registered for summer but does have to be registered for first term. If a student completes during the Winter Institute, he/she must register for third term. Minimum registration for masters' students is two (2) credits per term. Please visit the Registrar's Office for further details.

Timetable for Completion of Degree Requirements : **ScM and MHS Candidates**
If **Graduation** is planned for **AY 2011-2012**

Master of Science

If Graduation is planned for AY 2011-2012 Requirement	Due Dates for Summer Conferral August 26, 2011	Due Dates for Fall Conferral December 30, 2011	Due Dates for Spring Conferral May 24, 2012
Student has: <i>Verified with their Academic Coordinator that all academic requirements for the degree (except for submission of the thesis) have been fulfilled.</i>	Friday June 17, 2011	Friday October 21, 2011	Friday February 17, 2012
Student has submitted: <i>Appointment of Thesis Readers Form to the Office of Records & Registration.</i>	Friday June 17, 2011	Friday October 21, 2011	Friday February 17, 2012
Student has submitted: <i>Final copies of the dissertation and thesis acceptance letters to the Office of Records & Registration.</i>	Friday August 19, 2011	Friday December 16, 2011	Friday April 27, 2012

Master of Health Science

If Graduation is planned for AY 2011-2012 Requirement	Due Dates for Summer Conferral August 26, 2011	Due Dates for Fall Conferral December 30, 2011	Due Dates for Spring Conferral May 24, 2012
Special Project, OR Scholarly Report, OR paper, OR thesis <i>has been submitted to the department chair or advisor.</i>	Friday June 24, 2011	Friday October 21, 2011	Friday April 6, 2012
Department Chair has: <i>indicated in writing to the Office of Records & Registration that all degree requirements have been fulfilled;</i> <i>certified the student's eligibility for award of degree.</i>	Friday August 19, 2011	Friday December 16, 2011	Friday May 4, 2012

Wednesday, May 25, 2011

School Convocation*

Thursday, May 26, 2011

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

DOCTORAL
(PhD, ScD, DrPH)
DEGREE
REQUIREMENTS

Obtaining a doctoral degree is a major scholarly and professional achievement. Our program is designed to prepare students to become independent researchers / academicians in Epidemiology or public health professionals. The information provided below is meant to augment the School-wide requirements and specify requirements of the Department of Epidemiology for doctoral students.

DEGREE PROGRAMS

Doctoral students in the Department of Epidemiology pursue the Doctor of Philosophy, Doctor of Science, or the Doctor of Public Health. **Dr. Stephen Gange** directs the PhD/ScD programs. **Dr. Carlos Castillo-Salgado** directs the DrPH program and represents the department on the School-wide DrPH executive board.

The focus of the PhD and ScD is on using the scholarship of discovery to contribute to the general body of knowledge in an area of interest. A newly graduated PhD or ScD student would be likely to undertake a postdoctoral fellowship or accept a junior faculty appointment. The PhD degree is governed by the University-wide Graduate Board; the ScD degree is granted by the School of Public Health.

The focus of the DrPH is on the application, translation and practice of epidemiology. Individuals pursuing a DrPH in epidemiology will receive training in the application of epidemiology to public health practice and policy. Graduates of this program pursue careers in public health practice settings and private health institutions.

It should also be pointed out that holding a PhD does not preclude the graduate from working in a practice setting and likewise holding a DrPH does not preclude the graduate from working in an academic setting.

POLICIES AND PROCEDURES MANUALS

Official policies guiding the doctoral degree programs are part of the School's Policy and Procedures manual:

PhD guidelines are available at:

https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_03_Doctor_Of_Philosophy_Degree.pdf

ScD guidelines are available at:

https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_05_Doctor_of_Science_Degree.pdf

DrPH guidelines are available at:

https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_04_Doctor_of_Public_Health_Degree.pdf

DURATION OF PROGRAM

Doctoral students are expected to satisfy their degree requirements in an expeditious manner; this typically takes 4-5 years. During the first 2 years, students are involved primarily in coursework and identifying a suitable research topic. Afterwards, students are involved primarily in dissertation research.

ADVISORS

Upon admission to the program, students are assigned an academic advisor based on students' interests and faculty availability. This academic advisor is a full-time faculty member with a primary appointment in Epidemiology. The advisor helps the student navigate their new academic surroundings and works with the student in choosing appropriate coursework during the first two years of the program. The academic advisor is the Registrar's 'advisor of record' and certifies that each step of the degree program is met.

An important part of the doctoral program is establishing academic mentorship. As you develop more specific research interests and begin to formulate ideas for a dissertation, it is important to identify a faculty member who will serve as a thesis advisor. This faculty member may or may not be the academic advisor and may hold a primary appointment outside of the Department. Students may elect to switch academic advisors during the course of their program. Alternatively, the student may elect to keep their assigned academic

advisor as 'advisor of record' and have their thesis advisor and/or other faculty members officially acknowledged as 'co-advisors.'

Requests for changing advisors should be directed to the Academic Coordinator and require the approval of the Admissions and Credentials Committee.

SEMINARS AND JOURNAL CLUBS

The Department organizes several seminar and journal club series. Students are expected to attend and participate in seminars and the Journal Clubs. Doctoral students take a leadership role in coordinating the journal clubs. Students are granted 1 academic credit per term for attending seminars through enrollment in 340.860.01 Current Topics In Epidemiologic Research. Doctoral students are required to complete 8 credits.

The course series 340.863 Doctoral Seminars in Epidemiology is designed for second-year doctoral students and is a critical component of the second year curriculum. The doctoral seminar series provides students with a forum for in-depth readings and discussions designed to provide thoughtful, engaging interaction leading to strong research in the field. PhD and ScD students are required to participate. DrPH students are strongly encouraged to participate and are also required to take the DrPH Schoolwide Leadership Seminars during their first year for four consecutive terms.

OUTSIDE COURSES

At least 18 credit hours must be taken for letter grade and earned in other departments. ScD and DrPH candidates must successfully complete at least three courses in two or more departments of the School of Public Health. PhD candidates must successfully complete at least three courses in one or more departments of the School of Public Health. The remaining outside credits may be earned in any department or division of the University.

RESEARCH ETHICS AND PERSPECTIVES

All research students are required to take a course on responsible conduct in research. For PhD or ScD students, this requirement can be satisfied by taking either course 306.665, "Research Ethics and Integrity", which is offered in the third term or 550.600 Responsible Conduct of Research during first term. The DrPH students must take 3 credits of ethics, a requirement most easily satisfied by 306.665 Research Ethics and Integrity. Approval of alternative courses must be obtained in writing from the Senior Associate Dean for Academic Affairs.

In addition, all students are required to take course 550.865 "Public Health Perspectives on Research." This course is designed to introduce the breadth and methodological bases of public health research. This course is automatically waived for students holding an MPH from a CEPH accredited program earned within 5 years of enrollment at the School.

WRITTEN COMPREHENSIVE EXAMINATION

The Comprehensive Examination is typically taken at the end of the first academic year. The content of the examination is directly related to the Department's listing of competencies; students should use these competencies in developing a study plan for the examination. Part A covers general knowledge of epidemiology and may include material not specifically covered in coursework. Part B is specific to each area of concentration. Doctoral degree candidates must perform satisfactorily on both Part A and Part B.

Students failing either portion of the examination should consult with their advisor. Each student should review their exam on their own and then with their advisor.

Doctoral students who fail one or both sections of the exam may be dismissed from the doctoral program or from the Department altogether depending on the outcome of the exam, a review of the student's academic record by the Admissions and Credentials Committee, and upon the recommendation of the advisor. DrPH students failing the exam are also reviewed by the DrPH Executive Board.

TEACHING REQUIREMENT

Experience in teaching is a vital part of the doctoral training in the Department of Epidemiology. Obtaining a solid foundation in the fundamentals of epidemiologic methods and practice is central to doctoral student training in the Department, and is reinforced by instructing others in these principles. Moreover, because epidemiologic research interfaces directly with public policy, most graduates will be faced with the need to communicate to larger groups.

For these reasons, PhD and ScD students are expected to serve as a teaching assistant (TA) in a course for which the primary focus is epidemiologic methods. DrPH candidates are permitted to fulfill the TA requirement through several courses and are not limited to the on-campus methods-sequence courses.

Students should register for one unit of special studies (340.840) credit with the course instructor for completing the student teaching assistant requirement. Students serving as TA's during the Summer Institute or Summer Term should register for the one credit in the following first term.

A student is expected to invest a minimum of 12 hours per week in preparing for and offering instructions, attending lectures, directing readings and, as time allows, gaining experience in other aspects of the course. The TA is expected to attend lectures, gain knowledge of how the lecture was organized, and offer critiques of selected lectures. In addition, the student's time is not to be spent on assisting with administrative aspects of the course (e.g., photocopying handouts, class exercises, etc.).

Students can request a waiver of the student teaching requirement if they demonstrate prior teaching experience deemed sufficient to meet the objectives noted above. A request for the waiver, including details of prior teaching experience and countersigned by the student's advisor, should be submitted in writing to the Department's Admissions and Credentials Committee for approval.

INSTITUTIONAL REVIEW BOARD (IRB)

All JHSPH investigators, including students, must complete an online training program called the Collaborative Institutional Training Initiative (CITI) Program. The CITI program must be completed **prior** to submitting to the IRB for initial review of a protocol, or for continuing review or amendment of a previously approved protocol. The CITI training certificate expires after three years.

All JHSPH students who plan to do *human subjects research* must have IRB approval before working with human data or samples, or contact with human subjects commences. The School maintains a website to help students navigate requirements for review of student research:
http://www.jhsph.edu/irb/Student_Projects.html

If the student will be conducting research within a parent study that has already been approved by an IRB, the Principal Investigator may request that the student be added as a named student investigator. The investigator should submit an amendment to the IRB application.

Otherwise, a JHSPH faculty member must submit a new application for review and approval, naming him or herself as Principal Investigator and listing the student as a student investigator. Only JHSPH faculty members can serve as Principal Investigator projects submitted for IRB review. The final determination as to whether an activity is human subjects research lies with the IRB and is made on a case-by-case basis. **All research must be approved by an IRB before it is initiated.** Human subjects research that is begun without prior approval by the IRB cannot be approved retroactively.

TIME LIMITS FOR COMPLETION OF MILESTONES AND DEGREE REQUIREMENTS

The School allows doctoral students seven years (28 terms) from the day of enrollment until the completion of degree requirements. Additionally, each doctoral candidate must sit for the school-wide preliminary oral exam within three years (12 terms) of enrollment in the doctoral program. The matriculation date is the first day of the term in which the accepted doctoral degree student begins his / her course work. The matriculation date is not changed when a student transfers within a degree from another department, but does restart with each new degree program.

During this 7-year period of time, the student must remain continuously registered in an acceptable registration status. Active registration status requires a minimum registration of three credits per term (part-time) or 16 credits per term (full-time); Registration is not mandatory for the summer and intersession terms; however, students must register for the term in which they complete their degree requirements. Requests for non-residence and part-time status must be reviewed and approved by the Committee on Academic Standards. Only students who have been approved for formal leaves of absence may extend beyond the 7 year time limit.

DrPH Part-time students only: Students formally admitted to the DrPH Part-time program are permitted up to nine years or 36 academic terms to complete their degree requirements and four years to hold the preliminary oral exam.

GRADUATION

The Office of Registration and Records is responsible for coordinating the commencement and graduation ceremonies each year. A timetable for graduation is located at the end of this section and online. There are three degree conferral dates throughout the year but only one ceremony.

The following website contains useful administrative materials and guidelines: <https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>

As students begin planning for the completion of their degree requirements, they should complete the Graduation Application Form three terms prior to their expected defense date. It is very easy to cancel this application but very difficult to submit it after the deadline.

Additionally, students who have completed and defended their research should know that they are not quite finished. The "After the Defense checklist" is helpful in identifying and completing all of the administrative steps involved in finally receiving your diploma.

REQUIREMENTS FOR DOCTOR OF PHILOSOPHY AND DOCTOR OF SCIENCE DEGREE PROGRAMS

PhD and ScD students have the following requirements:

- Fulfill University residency & time limit requirements
- Complete required coursework with a minimum 3.0 GPA
- Pass Comprehensive Exams at the Doctoral Level
- Present Doctoral Proposal Seminar
- Serve as a teaching assistant for one methods-series course
- Pass Department Oral Examination
- Pass School-wide Preliminary Oral Examination
- Have experience with primary data collection
- Develop and conduct independent research culminating in a doctoral dissertation in an approved format
- Present research to the public in a Final Defense Seminar
- Defend dissertation successfully at the Final Oral Examination

RESIDENCE REQUIREMENT FOR PHD AND SCD DEGREE STUDENTS

Two consecutive full-time years of registration on campus are required at the time of matriculation. Since most epidemiologic competencies require extracurricular activities (e.g., journal clubs, seminars) to be met, the two-year residency requirement serves to fully prepare students for their oral examinations through full-time involvement in the department.

'Full-time' means attending departmental and research-in-progress seminars and journal clubs, working on a departmentally-sponsored research project, and/or taking classes on campus. Exemptions may be made on a case-by-case basis upon petition to the Admissions and Credentials Committee and approval by the Committee on Academic Standards.

Once this residency requirement is completed, doctoral students may register for part-time status. Typically, this is when

doctoral students are writing their dissertations and enroll for 3 credits with their thesis advisor and only if they have a full time commitment elsewhere or are located off-site..

POLICY ON PRIMARY DATA COLLECTION (PDC)

All PhD and ScD graduates of the Department of Epidemiology should have primary experience with all of the steps in the design and analysis of an observational or experimental study during their graduate training including:

1. Protocol / proposal development
2. Instrument design
3. Data collection
4. Data management, quality assurance, and quality control
5. Data analysis and interpretation
6. Report writing

The Curriculum Committee has determined that steps 2 through 4 describe "primary data collection" (PDC) experience. Primary data collection is vital to understanding the realities of the data collection process, from the initiation of a hypothesis, the implementation of a plan to collect data addressing that hypothesis, the entry and organization of such data for ultimate interpretation, and the pitfalls and compromises necessary at each step of this process. Appreciating the complexities of primary data collection is of fundamental importance to graduates of this department.

Primary data collection has traditionally been a requirement of the dissertation work towards a doctoral degree. However, the field of epidemiology has expanded in many ways, including moving toward large, collaborative efforts. In these cases, data collection for important questions may be centralized and systematic, limiting the involvement of a particular graduate student in a study's data collection process.

Thus, the department only requires that students demonstrate some experience of PDC, not that it is part of the dissertation research. At the time of proposal submission to their thesis committee, students must document their plan for obtaining primary data

collection experience(s). This PDC plan must be approved by the thesis committee along with the thesis proposal. The PDC experience may be gained through a role that encompasses the requirement in a single study, or may be a compilation of several experiences that together meet the spirit of this requirement. They can be obtained in the course of paid work; however, the PDC experience should not be too fragmentary; e.g., conducting a participant interview as part of one study and designing a database for another study may not adequately expose a student to issues that arise as part of the integrated *process* of instrument design, data collection, management and interpretation. Reviewers of PDC plans should be alert to this issue.

At each thesis committee meetings, progress in the PDC experience(s) must be documented and approved by the committee. Approval for PDC experiences that occurred prior to matriculation to the doctoral program will be decided by the thesis committee. Any questions regarding PDC experience approvals or disputes should be directed from the thesis committee to the doctoral degree program director.

Regardless of how the PDC experience is obtained, students must demonstrate that they understand the data collection processes of the study upon which their dissertation analysis is based. This includes understanding the primary data forms, instruments and/or other measurement processes relevant to the question they are exploring, the quality control/assurance procedures, and the potential threats to validity in the processes extending from primary measurement to the analytic dataset.

All approved PDC plans will be collected in a centralized and searchable Epi Department database comprising the types of primary data collection experiences among our students, to serve as models for both students and faculty.

FORMING THE THESIS ADVISORY COMMITTEE

The School and University are committed to supporting the academic and research programs. To this end, each student should identify mentors to assist in developing a research topic and who will serve as resources for the student throughout the duration of the research project. While different faculty and offices use the terms interchangeably, the thesis committee or dissertation committee are known formally as the *Thesis Advisory Committee*. The student, together with the academic advisor, identifies at least two additional Epidemiology faculty members who hold either primary or joint appointments in the Department of Epidemiology. Additional faculty within and outside of the School may be recruited to serve as well. Please keep in mind that each member must attend each thesis committee meeting. In recognition of the dynamic nature of research and of the faculty time / commitments/ and locations, substitutions may be made as necessary throughout the program.

It is up to the full Thesis Advisory Committee membership to decide when the student is ready to proceed through each of the milestones needed to complete the degree requirements including seminar proposal, departmental and school-wide orals, commencement and final defense.

It is up to the Committee to decide how often and in what format meetings should be held. Prior to each meeting, the student should draw up an agenda for discussion and distribute a one-page progress report. After each meeting, the student should send a written report of the items discussed and decisions reached to the members for approval. The student and the advisor should maintain a log of the meetings to aid in writing the annual progress report and financial support documentation.

A step-by-step outline of the tasks necessary to move from hypothesis to commencement of research follows at the end of the doctoral section and is described in detail below and online under each PPM.

The student should submit a short protocol to each member of this committee. In addition to describing the study design, the protocol should include a brief review of pertinent literature, as well as a discussion of the major methodological problems or limitations. The dissertation protocol must also include a separate section on protecting the rights of human subjects, the use of informed consent where appropriate, and a description of how confidentiality of the data will be maintained.

The dissertation committee members will meet and decide whether the proposed work is of the scope and depth appropriate for a doctoral dissertation in the Department of Epidemiology and decide whether it is both conceptually valid and feasible.

Thesis Advisory Committee members may **not** serve on the student's Departmental Oral Committee; however, they may serve on the School-wide Preliminary and Final Oral Examination Committees.

After the School - wide Preliminary Oral Examination and after approval by the Committee on Human Research, the Thesis Advisory Committee will decide whether the research proposal is acceptable and that the student can commence research. Please note that the proposal is not considered officially approved until after the School Preliminary Oral Examinations, approval by the Thesis Advisory Committee and the Committee on Human Research. Before carrying out any research, the student and the advisor should complete the Research Commencement Form, which authorizes the student to proceed with dissertation development.

The Thesis Advisory Committee will continue to meet periodically with the student, at least once per year. It is the student's responsibility to schedule these meetings. The Committee may require more frequent meetings with the student depending on the student's rate of progress with the research work.

DOCTORAL RESEARCH PROPOSAL SEMINAR

The Doctoral Proposal Seminar is a presentation by the student to the Department during which the student describes the intended research project and conducts a discussion session on the proposed topic. The Advisor must attend the seminar. Thesis Advisory Committee members should be strongly encouraged to attend as well.

Prior to scheduling a formal Seminar, the student must make a presentation of their research proposal in a 'research-in-progress' venue. This venue should consist of faculty who have subject-specific knowledge and are able to provide specific technical feedback to the student. This might be in a journal club, one of the Area of Concentration seminars, or another technical conference.

To set up a Seminar date contact the Academic Coordinator. You must file a *Dissertation Committee Form* and the *Seminar Reservation Form* in the Academic Support Core Office at least 30 days prior to your seminar in order to reserve the date.

Keep in mind that the discussion portion is a necessary and valuable part of the learning experience. While faculty attendance at doctoral research proposal seminars is strongly encouraged, many faculty members do have multiple commitments. You should personally invite faculty and colleagues you wish to attend and participate in your seminar.

DEPARTMENTAL ORAL EXAMINATION

The Departmental Oral Examination is taken after the student presents his or her dissertation proposal at a Departmental Seminar. The examining committee is concerned with the student's breadth of knowledge of Epidemiology and Public Health, and knowledge of the methods used in Epidemiology. Discussion of a specific research proposal may serve as a vehicle for determining the student's general knowledge and research capacity. However, this examination is **not** intended as a defense of a specific research proposal.

The Departmental Oral Examination is scheduled by the student and the advisor and filed with the Academic Coordinator's Office. Students must submit the Departmental Oral Request Form providing the list of thesis committee members and the list of examiners along with the exam date, time, and title at least 21 days prior to the date of the exam. The ASC will schedule the room and send the memo announcing the exam to the examiners. It is the student's responsibility to distribute the proposal to the examiners.

Should the student be unsuccessful in this oral examination, only one additional examination will be permitted and must be taken within the following six months. Two failures of the Departmental Oral Exam will result in dismissal from the program. Students must pass the Departmental Oral before sitting for the Schoolwide Preliminary Oral Exam.

Students may make a short presentation at the beginning of the exam summarizing their research proposal, but this should be very brief to allow adequate time for the exam. Students should NOT expect to present material to the same depth as in their Departmental Seminar.

SCHOOLWIDE PRELIMINARY ORAL EXAMINATION

The Schoolwide Preliminary Oral Examination determines whether the student has both the ability and the knowledge to undertake significant research in his/her general area of interest. Examiners will be concerned with the student's capacity for logical thinking, the breadth of knowledge in relevant areas, and the ability to develop and conduct research leading to a completed dissertation.

Discussion of a specific research proposal may serve as a vehicle for determining the student's general knowledge and research capacity. However, this examination is not intended as a defense of a specific research proposal.

Students who are missing grades or who have grades of Incomplete will not be allowed to take the oral examination until all grades are filed with the Registrar's Office.

The student and his/her advisor are responsible for selecting School Preliminary Oral Examination Committee members, for scheduling the examination, the room, and for timely filing of the exam request form. The Exam Committee membership is proscribed by the University Graduate Board and consists of 5 members and two alternates from at least three departments of the University.

Because the Office of Registration and Records holds departments responsible for verifying the committee make-up, students should schedule 20-30 minutes to review the selected faculty with the Academic Coordinator. **Please make sure you meet with the Academic Coordinator 3-4 days prior to the due date for the form.** Formal appointment of the members and scheduling of the examination are confirmed by the Academic Coordinator and approved by the Department Chair. **The Registrar's Office requires that the Request for Preliminary Oral Examination Form be completed and submitted in typed form to Room E1002 a minimum of 30 days in advance of the proposed examination date.**

The outcome of the exam is either Pass, Pass with Conditions, or Failure. Should the student receive a conditional pass, the Committee remains standing until the conditions have been met, at which point, the Committee Chair notifies the Registrar's Office in writing and the conditions are removed.

THESIS RESEARCH DOCUMENTATION

The oversight body for degree programs of the School of Public Health is the Office of Graduate Education and Research. They strongly encourage students to form the Thesis Advisory Committee and to obtain clearance from the IRB to begin research within six months of passing the School-wide Preliminary Oral Exam. The link to the form is: <https://myjhsph.edu/sites/EPI/Departmental%20Forms/ThesisResearchDocumentation.pdf> and will be forwarded to each student at three months past exam from the Director of the Office.

FORMAT OF DOCTORAL DISSERTATIONS

PhD and ScD students must complete an original investigation presented in the form of a dissertation. The dissertation should be based on original research involving data generation by the student, worthy of publication, and acceptable to the Department of Epidemiology and to a committee of dissertation readers. During the student's application process, various research ideas may have been discussed with faculty members. However, each student's dissertation proposal must be reviewed and found acceptable to the Department of Epidemiology while the candidate is enrolled as a doctoral student in the Department.

Doctoral students have two options for the format of their dissertation:

TRADITIONAL FORMAT: The first is a 'traditional' format whose core typically includes (1) An introductory chapter, outlining the theme, hypotheses and/or goals of the dissertation coupled with a review of the literature; (2) Research chapters that are coherently structured for the research aims, each providing a reader enough detail to apply similar methods in another study; and (3) A concluding chapter with overall analysis and integration of the research and conclusions of the dissertation in light of current research in the field.

MANUSCRIPT FORMAT: The advantage of a manuscript format is to more clearly prepare the student for submission of their research as publication-ready manuscripts. A manuscript oriented dissertation must meet the following criteria:

- (1) The thesis includes at least two manuscripts, linked by a common theme;
- (2) The doctoral student must be the first author on each of the manuscripts;
- (3) A manuscript will not be accepted as part of the dissertation if it was submitted before the student's dissertation topic was approved by the dissertation committee;
- (4) The manuscripts must be found acceptable for publication according to the internal peer review process described below; and
- (5) The dissertation should be organized as follows:

- The body of the dissertation should include a series of papers that are linked by a common theme (i.e., the student's dissertation topic).
- The first chapter should be a comprehensive critical literature review suitable for publication. It should introduce the scientific hypothesis for the dissertation.
- Chapters two and three (or more) would be the papers, possibly with a transitional short chapter between each relating one to the other.
- The final chapter should integrate and discuss the findings reported in the papers. It should include a discussion of the conclusions drawn from research, and should make recommendations for further studies.
- The dissertation should include an appendix outlining in detail the study methods and any accompanying data tables deemed necessary to fully understand the data.

All manuscripts to be submitted must have been reviewed by members of the dissertation committee, and the dissertation must meet all other criteria and guidelines as stated in the Guidelines for dissertation preparation:

http://www.jhsph.edu/student_affairs/registrar/DocScmThesisGuide.html

The advisor serves as a "journal editor", and will follow the guidelines for manuscript review of the *American Journal of Epidemiology* and *Epidemiologic Reviews*. Dissertation readers will have specific guidelines from the Department upon which to base their comments. The manuscript will be judged to be either: **Acceptable**, **Acceptable with revisions**, or **Unacceptable**. Students will work with their Advisor and Thesis Advisory Committee until manuscripts are judged acceptable.

For clarifications of these requirements, please see the Graduate Coordinator in the Office of Records and Registration in E1002 or 410 955-3514.

**FINAL ORAL EXAMINATION
(Defense of the Dissertation)**

Students scheduling their defense should schedule a 3-hour time block with their examining committee. Ideally planned for the afternoon when more students and faculty may be able to attend, the exam time will necessarily fluctuate according to the availability of the examining committee members. Students prepare and present a 30 minute overview of their research and hold a 10-15 minute question and answer session. The formal exam follows this seminar. Students should schedule 2 rooms (W2029 and W2030 or W2008 and W2009 for example) through schedule@jhsph.edu at least 30 - 45 days prior to the exam. In addition, no student will be certified for graduation unless all incomplete grades are satisfied by the date indicated by the Registrar's Office.

Students are welcomed to invite family members, colleagues, and friends to the public presentation; however, items of celebration (flowers, balloons, food and drink) should be held until the exam results are announced to the student.

DOCTOR OF PUBLIC HEALTH DEGREE PROGRAM**PROGRAM MISSION**

The Doctor of Public Health (DrPH) is a school-wide advanced professional degree program designed for the student who holds a Masters of Public Health (MPH) or its equivalent and who intends to pursue a leadership career in the professional practice of public health. The focus of the DrPH program is on integrating and applying a broad range of knowledge and analytical skills in leadership, practice, policy analysis, program and budget management, and communication coupled with preparation in the field of epidemiology. The DrPH program prepares graduates to apply these skills and methods in academic, non-academic, public, or private settings where the emphasis is on improving the health of the public.

The DrPH Program has school-wide and departmental components. The school-wide component emphasizes the advanced, cross-cutting knowledge and skills associated with leadership, integration and application of skills, and the practical context for their application. The departmental component emphasizes the epidemiologic knowledge, methods, and skills. Each component is grounded in specific competencies.

ACADEMIC PREREQUISITES

Applicants for admission to the DrPH are expected to have completed an MPH degree at an accredited public health program. Candidates may apply with an equivalent professional masters degree (MSW, MBA, MHS, other), but may be required to complete additional course work in conformity with the core curriculum of the MPH Program at the Bloomberg School of Public Health. Students admitted to the DrPH program with an MPH degree from another accredited school may be asked to complete additional requirements to fulfill specific competencies of the Johns Hopkins MPH program. *Such decisions are made on an individual basis by the department of epidemiology in consultation with the DrPH Program.*

CORE CURRICULUM

The DrPH Executive Committee is responsible for establishing the school-wide core competencies to be mastered by DrPH graduates. They include the core knowledge and skills of the MPH Program and advanced expertise in health and disease in human populations, public health leadership and methodologies essential to the solution of public health problems, as well as the administration and evaluation of public health programs. The core curriculum shall include formal coursework plus a DrPH School seminar, where informal interactions among students and faculty enhance student professional development. Thus DrPH students complete 3 sets of requirements:

- Epidemiology Departmental Core
- MPH Core (assumed complete with MPH or upon approval of DrPH Executive Board as a above) and described online: http://www.jhsph.edu/academics/degreeprograms/mp/current_students/student_manuals.html
- DrPH Core (check the website for updated information: <http://www.jhsph.edu/academics/degreeprograms/drph/>)

1. Ethics (3) credits
2. Quantitative Sciences (Epidemiology) 340.751 - 340.753 Epidemiology Methods
3. Biostatistics (4 courses) 140.621-624 or 140.651 – 654
4. Leadership Electives (optional)
5. Health Policy (1 course)
6. Management Sciences (1 course)

RESIDENCYFull time

A minimum of four consecutive terms of registration as a full time student is required for the DrPH degree. If the student completes a master's program full-time at the School and continues into a doctoral program within three years, then the subsequent four-term full-time residency requirement may be waived by the department of epidemiology. In addition, required course work and departmental comprehensive exams may be waived if completed at JHSPH within three years of matriculation.

Because of the professional focus of the DrPH, the School recognizes that students can be fully engaged in their academic and professional development while working in certain health and health-related professions. In these cases, the DrPH Executive Committee may, upon request from the student, with support from the department of epidemiology, waive the full-time residency requirement and/or approve registration for part-time study. To do so, the Committee must find acceptable a written academic plan of study submitted by the student after approval by his/her advisor, department of epidemiology and the DrPH Executive Committee.

The time necessary to complete the doctoral degree depends on the student's background, previous coursework, program area, and doctoral dissertation. During the first year, students are expected to complete required coursework and the department's comprehensive examination and to consider dissertation topics. The remaining time is devoted to taking electives and completing the dissertation research. A typical fulltime DrPH student in epidemiology generally takes 3 - 4 years to complete the degree.

Part time

The focus of the DrPH program is on the preparation of graduates for leadership careers in the practice of public health. Therefore, the program encourages both the recruitment of practicing professionals to the degree program and the ongoing involvement of DrPH candidates with health agencies and organizations. To facilitate these connections with the practice community, the DrPH program may be designed as part-time, and will therefore be earned on a part-time basis. Part-time DrPH students must develop a sound academic plan for completion of the degree and maintain the same high standard of academic performance as any full-time doctoral candidate.

The time-limits to completion will be extended for part-time DrPH students: The preliminary oral examination must be completed within 4 years, and the final defense of the dissertation within 9 years of matriculation.

An individual plan for course and dissertation completion should be submitted to the Academic Support Core and the DrPH Program by the end of the second term of the first year and reassessed each year with the advisor.

The candidate must discuss this plan with the employer and obtain a letter of acknowledgement and consent. The candidate must work with the advisor and the employer to plan work schedules and academic schedules to avoid unnecessary delays in completion of the degree program.

All part-time DrPH students must enter the program in September and take first term courses with other incoming DrPH and doctoral students. Part-time DrPH students must remain continuously registered during their program of study. Active registration status requires a minimum registration of three credits per term; other acceptable status include non-residency (as approved by the Committee on Academic Standards,) and approved leaves of absence. Registration is not mandatory for the summer and intersession terms. Enrollment in either winter or summer institutes can fulfill enrollment requirements for either the term preceding or following the institute.

The Required Epidemiology Departmental Core Courses for the DrPH Program are

Four-Course Sequence in Epidemiologic Methods

Epidemiology Methods Track:

340.751	Epidemiologic Methods 1 (5)
340.752	Epidemiologic Methods 2 (5)
340.753	Epidemiologic Methods 3 (5)
340.754	Methodologic Challenges in Epidemiologic Research (5)*

*DrPH – E754 is recommended

One of the Four-Course Sequences in Biostatistics

- 140.621 Statistical Methods in Public Health I
(4) Lecture and Lab Sections
- 140.622 Statistical Methods in Public Health II
(4) Lecture and Lab Sections
- 140.623 Statistical Methods in Public Health III (4)
Lecture and Lab Sections
- 140.624 Statistical Methods in Public Health IV (4)
Lecture and Lab Sections
- OR**
- 140.651 Methods in Biostatistics I
(4) Lecture and Lab Sections
- 140.652 Methods in Biostatistics II
(4) Lecture and Lab Sections
- 140.653 Methods in Biostatistics III
(4) Lecture and Lab Sections
- 140.654 Methods in Biostatistics IV
(4) Lecture and Lab Sections

One Introductory Survey Course:

All students must complete one overview / survey courses (for a total of 3 credits minimum) from outside their selected area of concentration from the list of approved courses below:

- 340.624 Etiology, Prev. & Control of Cancer
(4 cr., 2nd term)
- 340.664 Introduction to Genetic Epidemiology
(4cr., 1st term; Internet)
- 340.627 Epidemiology of Infectious Diseases
(4 cr., 2nd term, Summer Inst., Internet)
- 340.607 Intro. Cardiovascular Disease Epid.
(4 cr., 3rd term)
- 340.616 Epidemiology of Aging
(3 cr., 2nd term)
- 340.618 Occupational Epidemiology
(4 cr., 4th term alternate year)
- 340.637 Environmental Epidemiology
(2 cr., 3rd term)
- 340.623 Epidemiologic and Policy Aspects of
Selected Childhood Diseases
(2 cr., 4th term – alternate year)
- 330.603 Psychiatric Epidemiology
(3 cr., 2nd term, Internet)
- 380.664 Reproductive and Perinatal
Epidemiology
(4 cr., 4th term)

Monday and Friday Seminars

All full-time students in the Department of Epidemiology must attend the Monday and Friday seminars. Masters students (MHS and ScM) must take 4 terms and doctoral students (PhD, ScD, DrPH) must take 8 terms during their enrollment. Special students, post-doctoral fellows, and MPH students are encouraged to take 4 terms as well:

- 340.860 Current Topics in Epidemiologic
Research (1)

School-wide requirements:

Students must take one course in ethics and the Public Health Perspectives in Research course:

- 550.860 Responsible Conduct of Research (1)
OR
- 306.665 Research Ethics and Integrity (3)
AND
- 550.865 Public Health Perspectives in Res. (2)

Recommended Courses:

- 340.863 Doctoral Seminar in Epidemiology
(1st – 3rd terms) (3 credits each)
- 340.715 Problems in the Design of
Epidemiologic Studies
4th term (6 cr)
AND
- 340.763 Professional Epidemiology
Methods 1
- 340.764 Professional Epidemiology
Methods 2

The milestones and procedures are the same as those for the PhD and ScD. Additional information for DrPH students is noted below:

COMPREHENSIVE WRITTEN EXAMINATION

DrPH candidates must complete the department's comprehensive written exam and pass at the doctoral level. The exam covers the general principles of epidemiology **and the DrPH core knowledge and skills.** DrPH students who do not pass the departmental written exams face **review by the DrPH Committee of the School** as well as departmental review. DrPH students must take the Part B (Day 2) exam in the area of General Epidemiology and Methodology as this is the official home area of concentration for all DrPH epidemiology students.

FORMING THE THESIS ADVISORY COMMITTEE

In addition to the academic advisor and two additional epidemiology faculty members who hold either joint or primary appointments in the Department of Epidemiology, DrPH students have a fourth member representing the area of public health practice. The public health professional (a faculty member or an individual working in a practice setting) should be involved in the student's DrPH work from the beginning of the student's dissertation work. Additional faculty within and outside of the School may be recruited to serve as well.

DOCTORAL PROPOSAL SEMINAR

The **academic advisor and public health practitioner committee member** must attend the seminar. In addition to the guidelines suggested in the PhD / ScD description, DrPH students should end with a discussion of the proposed implementation plan based on the anticipated results. Students should address the political, social, economic, cultural, and demographic mores and laws in context of the identified community.

DEPARTMENTAL ORAL EXAMINATION

The DrPH examining committee is made up of four members: The advisor, the **public health practitioner** and two other faculty members representing the program areas in the department

DISSERTATION

The focus of the DrPH degree program is on the scholarship of application and translation as carried out in the practice of public health. Knowledge contributed by individuals with this degree is expected to have a direct application to public health practice. The content of the dissertation should reflect the focus of the degree program and the career paths of DrPH graduates. The DrPH dissertation demonstrates the student's capacity for public health analytic work and its specific content is to be developed by the student in consultation with the faculty advisor. The dissertation must be based on original research, worthy of publication, and acceptable to the department of epidemiology. DrPH original research may include collecting and analyzing data addressing the public health problem to be studied. However, the DrPH program does not require original data collection.

During the student's application process, various research ideas may have been discussed with faculty members. However, each student's dissertation proposal must be reviewed and found acceptable to the department of epidemiology while the candidate is enrolled as a student in the department

The DrPH dissertation should:

- Address a practical problem confronting a leader in public health practice,
- Represent an original work,
- Include a rigorous and scientifically defensible analytic component, and
- Be based on a conceptual model that relates the work to existing knowledge and to practice.

FINAL ORAL EXAMINATION

The oral defense of the dissertation shall be conducted by the committee of dissertation readers after the dissertation committee and advisor agrees that the candidate is ready for the formal defense. During this defense the committee shall evaluate: (a) the originality of the scholarship and publication potential of the dissertation work; (b) the candidate's understanding of the details of the methods and analytic work; (c) the candidate's understanding of the potential impact of the work on public health practice, programs and policy and (d) the final quality of the written document.

The DrPH Executive Committee shall, upon request of the student's department chair, approve a recommended committee of five readers, including the student's dissertation advisor, who serves as a departmental reader. A minimum of three departments of the University must be represented on the Committee. At least one reader other than the advisor shall have professional practice experience related to the public health problem addressed in the dissertation.

The following is a lighthearted accumulation of some of the challenges and expectations that doctoral students face each year.

THE FIRST-YEAR STUDENT:

Courses, more courses, a number of sleepless nights, a nice long break for the Winter Holidays, and a roller coaster of responsibilities! The meetings of the Doctoral Program will start early in the School year and you will get to know the other members of your doctoral "cohort". Chances are that you will develop long-lasting friendships and professional collaborations with some of them. Towards the end of the year, your focus will shift to the Comprehensive Exams that you will be taking at the end of May or early June.

Many students take one credit per term of "Special Studies and Research" with a faculty member. This gives you a formal way to begin directed readings in areas which may be of interest to you and will serve as background/ training for your dissertation identification and literature review. During third term begin to set up an internship or other experience for the summer. This is not the time to worry about your dissertation topic. You will have plenty of time for that after you pass the Comprehensive Exams.

Some hints from students and alumni: make friends at your lab tables - these people will be invaluable to you throughout your program. Introduce yourself to your student mentor and ask lots of questions. Get to know the second and third year students - again they are also an invaluable resource for getting to know faculty, taking the "right" courses, studying for comps, and showing you the ropes! By the way, if something is really bugging you, talk to

friends, mentors, advisors, or the academic coordinator. Remember, the students in your classes and the faculty around the School will become your colleagues as you grow in your career.

THE SECOND-YEAR STUDENT:

Congratulations! You survived your first year! The first year is so intense with coursework, homework, exams, and papers; as well as getting to know Baltimore and making new friends. The second year seems overwhelming in its simplicity: take the doctoral seminar series; finish courses, find a research topic, get started.

During the second year, you will get to know your fellow doctoral students well in Doctoral Seminar. As you will have done with most of the course requirements for your degree, the selection of other courses at this stage should reflect your research interests. Make sure that you allow enough time to start working on a thesis proposal. You will need it for fourth term!

After the first year, it is vital to stay involved with the Department: become a Teaching Assistant for one of the first year courses, volunteer to be a mentor for a new student, set up regular meetings with your advisor, and take the classes that interest as well as challenge you. Continue to attend journal clubs and the departmental seminars. Join SER and APHA and actually read the journals!

What makes a good dissertation topic?

First of all, remember that the dissertation is TRAINING for your future in academic or professional research. It is not (we hope) the only research you will ever do. Conversely, the topic you choose will

probably follow you for a few years after graduation until you further establish yourself in your career. Realistically, you want to be able to conduct the data collection and analysis in a two to three year period. Many doctoral students, however, change their topics several times between matriculation and graduation. This is normal and is okay! It can be hard to find a research topic (and funding) for one's doctoral dissertation. "Doctoral dissertation" and "life's work" are not synonymous. One might lead to the other but the School gives you just seven years to complete your project.

Choosing a topic:

Stop by the Student Room and take a look at some of your predecessors' doctoral dissertations; you might even see those of some of the current faculty. Borrow them, read them, and follow this up with a conversation with these renowned individuals. Ask faculty or alumni where their path has taken them. Ask if they have any hints or advice to give you. Ask lots of questions. Don't just talk with your own advisor. You may find that the person in the next suite or office has a project waiting for your talents. Read the journals. Listen to the seminars and talk with the speakers. Go to professional conferences like SER or APHA. Ideas will come to you. Discuss them with your friends, faculty members, and professionals in the field to see if the ideas can be turned into valuable research.

Doctoral Seminar is oriented towards helping you put ideas into aims, hypotheses, and match these with appropriate methods. The series culminates with "Grant Writing" that requires you to assemble a research proposal. Use this opportunity to begin working on your dissertation topic, with a

goal of identifying three or four specific aims. Work with your advisor to put together a three to five page proposal. This is a good time to evaluate your advisor-advisee relationship. Don't be afraid to change advisors - faculty understand that students' interests evolve and won't take it personally.

When you and advisor have made progress in formulating a direction for your dissertation, you should work together to assemble a Thesis Committee. Then work on developing your full proposal for their review. Once approved, this will serve as the basis for your doctoral seminar. You may also want to think about applying for external funding for your project or for individual training awards. Also, you should file the application for the Institutional Review Board approval. Because the approval process can take a while, you will want to submit this as soon as possible. This will allow you to begin your research when you pass your orals and have clearance from your Committee.

Departmental Seminar:

Plan well in advance. You have to do this twice - once as a research-in-progress to folks who REALLY KNOW the subject intimately and can give you specific feedback, and once to the full Department at Seminar where more epidemiologic methods and bigger picture questions are generally covered. Scheduling is one of the major challenges during this year.

Learn PowerPoint and review techniques for enhancing readability of slides. Focus on the innovative and fascinating parts of your research proposal and share your excitement about the topic with the audience. Do not spend more than 5 minutes on background and do not read

from a script. Also, try not to hide behind the podium. It's dark and cramped and it looks like you've built yourself a fort. The more dynamic your presentation, the more likely you are to feel confident and to impress the faculty who may be sitting on your exams! Limit the use of animation to your strongest points. In fact, why not give your audience homework? You can supply a background paper for the audience to read prior to your seminar that sets the issue or problem for you. Just email the Academic Coordinator a week (or more) prior to your seminar.

The Seminar may very well be the first time you have ever spoken about your topic (or any) to a group of students and faculty. If you have not had many speaking opportunities, practice your talk with your classmates or join the Hopkins Toastmasters Club. They will teach you to speak on your feet - a valuable tool for the Question-and-Answer period that follows your presentation. Get your friends to take on the personalities of the faculty who may ask you tough questions. In fact, TAing is probably your best practice for the Q & A session.

By the time you present your seminar, you should have attended 30-40 doctoral seminars. Talk to those students whose presentation style impressed you and ask for their input or advice. You'll find that many students have practiced their seminar in the mirror, for their loved ones, or by Skype to their parents. You should practice by standing in front of a mirror and remembering to look up - make eye-contact with your audience. Record yourself to see if you can speak without "ums" and "likes".

Oral Exams:

The presentation at Seminar is good practice for your departmental oral exam. The Departmental Oral Exam can be the most stressful event of the entire program. Knowing this, try to relax. You should know your research topic in-depth, including not only its epidemiological components but also its biological, clinical, and societal elements. You should also know the history of your disease or problem, the methodology you will use and the reasons for selecting this methodology versus others, ethical concerns, and public health implications of your project. You are the best judge of what you need to prepare in order to pass the exam. Study your Epi 751-754 notes. If you still have them, study your review notes for the Comprehensive Exam. Some students choose to re-review their actual comprehensive exam, but go easy on yourself- you know so much more now than you did then.

The Departmental orals are preparation for the School-wide Preliminary Exam (aka "School orals"). The School requires that you take the School-wide Preliminary Exam within three academic years of starting the doctoral program. Please notify your academic advisor or the academic coordinator if you are having problems meeting this deadline. This is when you use your analytic skills the most. You will need to find six people of acceptable faculty rank, able to be in the same room for the same two hours, and who come from at least three different departments of the University.

Timeframe:

You are supposed to have finished all required coursework and resolved any incomplete or missing grades prior to the School-wide Preliminary Oral Exam. Check with the Academic Coordinator if you want to take oral exams prior to completing your course work.

Students should be aware that several forms need to be completed prior to each of the above steps (Seminar Reservation Form, Departmental Oral Exam Form, School-wide Preliminary Oral Form). Many students prefer to wait until one hurdle is met before attempting the next. This is not necessary but ok as long as you do not delay too long. Please try to plan ahead. Many students find they need to do this due to faculty travel schedules (or their own). Remember, you may have conditions to fulfill or even to retake the Departmental Exam that could mean rescheduling the Preliminary Exam. There is no required waiting period between the seminar and each oral exam. You also do not want to lose the momentum you have built from studying.

CONTINUING AS A STUDENT AFTER ORAL EXAMS (YEARS 3+):

Congratulations! You have passed all of the hurdles and can begin your research. Good luck! You can now call yourself ABD: All But Dissertation (or all but done!)

The Department has funds for doctoral research (\$3000 - \$5000 grants). Apply for these through the Student Financial Coordinator in the Academic Support Core. The faculty meet quarterly to award these funds.

Remember to meet with your Thesis Advisory Committee frequently throughout the year (even if just by email). You should meet as a group face-to-face at least once a year. Set up your own schedule for data collection, writing, and data analysis and stick to it. If you are on-campus or within commutable distance, try to attend journal clubs and weekly seminars. They will help you keep updated on new developments, and your contribution will be invaluable to those coming behind you. You may even want to TA to keep in contact with faculty and new students. We always need seminar coordinators and student representatives for various departmental and school-wide committees.

The faculty meet every Spring to review each student's progress. Please remember to update your Advisor, Thesis Advisory Committee, and the Academic Coordinator of any problems or concerns that may become major delays. We can help!

You should start engaging in the professional opportunities and establishing a network in your field - joining professional associations, attending regular meetings (perhaps presenting your latest findings or chairing a session), considering serving as a reviewer for scientific journals (your mentors might be happy to recommend you), etc. If you are making good progress on your project, consider participating in other research or practice initiatives that might extend your skills and knowledge.

When you think you are roughly six months from completing your dissertation, schedule a half-hour meeting with the Academic Coordinator to check deadlines, file graduation paperwork, and to make sure you have completed all requirement. In addition to your thesis work, the most challenging aspect of finishing is scheduling!

Remember that your advisor, the Academic Coordinator, the Department Chairs and other faculty are committed to help you achieve your goals of completing the program. Don't hesitate to knock on doors if you need professional or personal support!

**Timetable for Completion of Degree Requirements: All Doctoral Candidates
If Graduation is planned for AY 2011-12**

Requirement	Due Dates for Summer Conferral August 26, 2011	Due Dates for Fall Conferral December 30, 2011	Due Dates for Spring Conferral May 24, 2012
Student has: <ul style="list-style-type: none"> ◦ <i>Verified with their Academic Coordinator that all academic requirements for the degree (except for submission of the thesis) have been fulfilled.</i> ◦ <i>Submitted the Appointment of Thesis Readers and Final Oral Exam Form to the Office of Records & Registration. Thesis has already been distributed to readers.</i> 	Friday June 10, 2011	Friday September 9, 2011	Friday February 10, 2012
Final Oral Exam has been held and passed.	Friday July 8, 2011	Friday October 14, 2011	Friday March 16, 2012
Student has: <ul style="list-style-type: none"> ◦ <i>Submitted Thesis Acceptance Letters from Committee Chair and Thesis Advisor to the Office of Records & Registration.</i> ◦ <i>Submitted Departmental copies of the dissertation to the Office of Records & Registration and Eisenhower Library (PhD).</i> 	Friday July 29, 2011	<p align="center">Option 1 Wednesday November 2, 2011 2nd term Registration NOT Required</p> <p align="center">Option 2 Friday November 11, 2011 2nd term Registration Required</p>	<p align="center">Option 1 Friday April 6, 2012 4th term Registration NOT Required</p> <p align="center">Option 2 Friday April 13, 2012 4th term Registration Required</p>

* Students who expect to graduate need to pass Final Oral Examination by the date listed to be eligible for the listed graduation date.

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

† 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 cannot be held for the ceremony.

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

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

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration,

ebudlow@jhsph.edu

Checklist: Dissertation Concept to Commencement of Research:
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_____ Student writes 3 - 5 page proposal of dissertation research (*usually January - March of the 2nd year of program*).

_____ Student and advisor meet to approve 3-5 page proposal and together the student and advisor identify possible Thesis Advisory Committee Members. [*Upon faculty agreement, the student submits the Thesis Committee Approval Form with members' signatures to W6503.*]

_____ Student schedules 30-45 minute appointment with academic coordinator to review all degree requirements and discuss scheduling seminar.

_____ Student writes a no more than a 25 page (double-spaced, 12-point font) proposal by the end of the third term of year two (prior to "Grant Writing").

_____ Advisor approves proposal to be circulated to members (*upon approval - normally 1 month*).

_____ Student and advisor meet with the Thesis Advisory Committee members; student incorporates feedback into proposed research (*patience regarding scheduling is required!*)

_____ Student schedules research in progress presentation and the departmental proposal seminar (*upon approval by advisor and thesis committee members*).

_____ Student completes the Institutional Review Board application and submits it for review and approval.

_____ Student presents the proposal at a research - in - progress, a journal club meeting, or other venue as approved by thesis committee and incorporates feedback into proposal.

_____ Student presents proposed research to Department as the doctoral research proposal seminar and incorporates feedback into proposal.

_____ Student requests scheduling of the departmental oral exam.
[FORM DUE IN W6503 a minimum of 30 days prior to the exam and *upon approval of thesis committee members*].

_____ Student gives proposal to examiners 20-30 days prior to departmental oral exam (*students should ask examiners whether electronic or printed copies are preferable*).

_____ Student and advisor select examiners and submit request for the preliminary oral exam
[FORM DUE IN E1002 AT LEAST 30 days prior to the exam. *The exam may be scheduled before sitting for the departmental oral exam.*]

_____ Advisor convenes the Departmental Oral Exam as scheduled by student and advisor. (*Once exam is passed, student may sit for School-wide Preliminary Oral Exam.*)

_____ Faculty Chair (identified by Registrar's Office) convenes Preliminary Oral Exam as selected and scheduled by student and advisor and verified by the Graduate Board and the Registrar's Office.

_____ Research on dissertation may begin (commence) once IRB approval is granted and the thesis committee approves the Commencement of Research. Copy of Commencement of Research Form should be submitted to the Academic Coordinator. Original is submitted to the Office of Graduate Education.

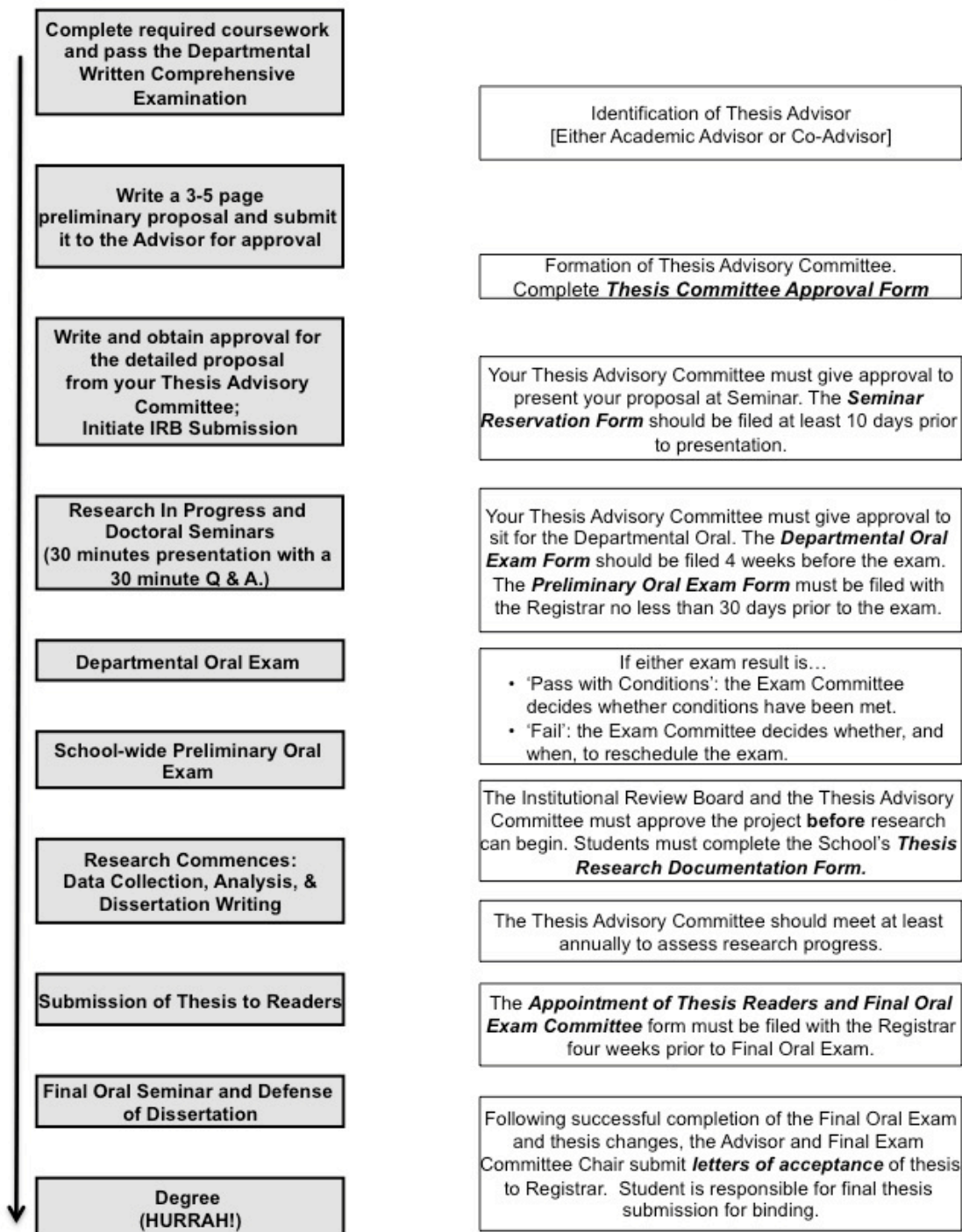
Guide for Forms and Compositions of Committees

	Dissertation Committee	Departmental Oral Exam
Governing Body	Department of Epidemiology, Admissions and Credentials Committee	
Mission	Guide students' research project	Ascertain students' readiness to sit for the School-wide Preliminary Oral Exam and to judge students' knowledge of epidemiology methods and history
Who selects members	Advisor and student	
Who can serve?	Faculty advisor, any 2 faculty members with any appointment in Epidemiology. Additional members as invited.	Any non-dissertation committee faculty member in Epidemiology of rank with "professor" or "scientist" in title.
Required Epidemiology Faculty	At least 2 faculty with Dept of Epidemiology appointment are absolutely required	Any non-dissertation committee faculty member in Epidemiology of rank with "professor" or "scientist" in title.
Non-Epi Department Faculty	Members of other departments of JHSPH or SOM / SON may serve after 3 Epid faculty are named.	No non-departmental faculty may serve.
Number of faculty involved	3 (minimum) including advisor	5: Advisor, 3 non dissertation committee Epi faculty, and 1 alternate
Form Required	Dissertation Committee Approval Form	Departmental Oral Request Form
Signatures	Students' responsibility	
Submit form to	Academic Coordinator's Office (Fran) W6503	Academic Coordinator's Office (Ebony) W6503
When to submit	Once dissertation aims are formulated and Advisor approves student to begin 3-5 page proposal.	Minimum of 30 days prior to requested exam date.
Procedure for changes?	Complete new form, have advisor and newest member sign form.	Notify Ebony and Fran in writing of any date changes and include reasons.
Advisor participation required?	Required	Required
Thesis Advisory Committee	Required	Not permitted as members.

Guide for Forms and Compositions of Committees

	Preliminary / School-wide Exam	Dissertation Readers and Final Oral Defense
Governing Body	Johns Hopkins University Graduate Board	
Mission	School's opportunity to judge student's readiness and competence to begin independent research.	Final defense of dissertation work, presentation of knowledge and findings to the University community.
Who selects members	Advisor and Student	
Who can serve?	Any faculty member in Epidemiology of rank with "professor" or "scientist" in title. Must have representation from 3 Departments of JHU (2 from JHSPH), at least 2 faculty with rank of professor or associate professor to serve as committee chair and alternate. Only one adjunct or scientist may serve on the committee.	Any faculty member in Epidemiology of rank with "professor" or "scientist" in title. Must have representation from 3 Departments of JHU (2 from JHSPH), at least 2 faculty with rank of professor or associate professor to serve as committee chair and alternate. Only one adjunct or scientist may serve on the committee.
Required Epidemiology Faculty	At least 1 faculty member and one alternate, plus the advisor, with primary appointment in Epidemiology of rank with "professor" or "scientist" in title. Only one adjunct or scientist faculty member may serve on the committee.	At least 1 faculty member and one alternate, plus the advisor, with primary appointment in Epidemiology of rank with "professor" or "scientist" in title. Only one adjunct or scientist faculty member may serve on the committee.
Non-Epi Department Faculty	Five total members plus two alternates. Must have representation from three departments of JHU (1 from JHSPH not counting EPI), must have at least 2 faculty with rank of professor or associate professor to serve as chair and alternate. One adjunct or scientist may serve on the exam. <i>DrPH only: requires one member from the professional practice arena.</i>	Four total members plus two alternates. Must have representation from three departments of JHU (1 from JHSPH not counting EPI), must have at least 2 faculty with rank of professor or associate professor to serve as chair and alternate. One adjunct or scientist may serve on the exam. <i>DrPH only: requires one member from the professional practice arena.</i>
Number of faculty involved	[7] total: Advisor, 1 more Epi faculty member, 1 Epid alternate, 5 faculty in at least 2 different departments of university including one additional department of JHSPH represented.	[6] total: advisor, 1 Epi faculty, 1 Epid alternate, 4 faculty in at least 2 different departments of university, including one additional department of JHSPH represented. <i>DrPH requires [7] including the member from professional practice arena.</i>
Name of Required Form	Preliminary Oral Exam Request Form	Appointment of Dissertation Readers and Final Defense Request Form
Signatures?	Student is responsible for obtaining signatures from: Advisor, Academic Coordinator, and Chair or Deputy Chair. Registrar's Office obtains others.	
Submit form to	Registrar's office (Ms. Edda Budlow) in E1002. ebudlow@jhsph.edu or 410-955-3514	
Deadline on submission	No later than 30 days prior to the date of the exam. Plan ahead. Schedule rooms through schedule@jhsph.edu Room requests take 72 hours as do signatures...	
Procedure for changes?	Formal written memo to the Graduate Board and submitted to E1002, requesting change or substitution.	
Advisor participation?	Required	
Thesis Committee Participation?	Optional, up to individual faculty preference.	

**DEPARTMENT OF EPIDEMIOLOGY
SUMMARY OF DOCTORAL DEGREE REQUIREMENTS**



Advisor / Advisee Manual

INTRODUCTION

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

This manual has two goals:

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

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

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

An Academic Advisor should:

1. Provide oversight of the student's academic progress by:

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

2. Provide leadership in matters of academic integrity:

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

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

Resources:
Academic Advisor's Handbook,
Northeastern State University
Roles and Responsibilities of the Academic Advisor,
Tufts University
Advisor Handbook,
The University of Texas at Arlington.

THE ADVISOR / ADVISEE RELATIONSHIP

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

The Deputy Chairs and the Directors of the Areas of Concentration together with the Academic Coordinator have tried to balance the advising loads among the full-time faculty who hold primary appointments in Epidemiology. Students may choose to work with faculty members who have joint appointments in Epidemiology but will not be assigned to them at the start of their program. Co-advising is permitted in the case of a new-to-Hopkins faculty member working with a doctoral student for the first time or when a faculty member whose primary appointment is from a department outside of Epidemiology is selected to mentor an Epidemiology degree candidate. Co-advisors serve as the first two of three required faculty members on the doctoral thesis advisory committee and should both be consulted on all aspects of the thesis research. Special requests for advising by faculty without an appointment in Epidemiology are handled through the area of concentration director and reviewed by the Admissions and Credentials Committee.

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

Advising students is an integral part of every faculty member's responsibilities. Thus, the student should not feel that he/she is imposing by asking for advice. Faculty members expect to be available to students, although the students should be respectful of

the faculty's time by scheduling and respecting appointments. The responsibility for arranging meetings lies with the student. Students should not expect advisors to seek them out for needed appointments.

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

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

STUDENTS MAY EXPECT THE FOLLOWING FROM THEIR ADVISORS:

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

ADVISOR / ADVISEE MANUAL

RIGHTS AND RESPONSIBILITIES:

ADVISOR

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

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

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

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

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

To provide guidance throughout the academic program.

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

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

Students: determine from your advisor the best time and means by which he/she may be reached. For instance, will you use e-mail to communicate? How quickly should you expect an answer? Do you need to make appointments directly with the advisor, or do you go through someone else? Are there certain times of the day that your advisor prefers to meet?

RIGHTS AND RESPONSIBILITIES:

ADVISEE

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

To identify and develop professional career goals and interests.

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

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

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

CHANGE OF ADVISOR

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

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

Requests to change advisors and areas of concentration require discussion with the current advisor and a letter of request submitted to the Admissions and Credentials Committee through the office of the academic coordinator. Advisors are expected to endorse each request or provide explanation for declining to endorse a specific request.

REQUIRED COURSES CHECKLIST

One purpose of this Academic Guide is to assist students in monitoring their progress in completing the requirements for their degree program. Students are responsible for making sure that they have fulfilled all requirements for the degree program in which they are registered. If there are specific questions regarding requirements, students may consult the Academic Coordinator, in Room W6503, correspond by email at fburman@jhsph.edu, or call extension 5-3926.

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

BASIC CORE CURRICULUM:

FIRST TERM

- _____ 340.751 Epidemiologic Methods 1 (5) Lecture and Lab Sections
- _____ 140.621 Statistical Methods in Public Health I (4) Lecture and Lab Sections
- OR
- _____ *140.651 Methods in Biostatistics I (4) Lecture and Lab Sections
- _____ +340.863 Doctoral Seminar in Epidemiology (3) *required year 2 for doctoral students*

SECOND TERM

- _____ 340.752 Epidemiologic Methods 2 (5) Lecture and Lab Sections
- _____ 340.627 Epidemiology of Infectious Diseases (3)
or another approved introductory survey course
- _____ 140.622 Statistical Methods in Public Health II (4) Lecture and Lab
Sections
- OR
- _____ * 140.652 Methods in Biostatistics II (4) Lecture and Laboratory Sections
- _____ 550.865 Public Health Perspectives in Research (2)
- _____ 550.860 Research Ethics (1) *can take 306.665 instead, offered third term.*
- _____ +340.863 Doctoral Seminar in Epidemiology (3) *required year 2 for doctoral students*

THIRD TERM

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

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

OR

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

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

_____ +340.86 Doctoral Seminar in Epidemiology (3) *required year 2 for doctoral students*

FOURTH TERM

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

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

OR

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

_____ + 340.715 Problems in the Design of Epidemiologic Studies (4) (*required year 2 for doctoral students*)

* Required only if taking the biostatistics methods sequence.

+ Required for doctoral students only.

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

ADVISOR / ADVISEE MANUAL

MHS & ScM Students:

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

Year One: First Term

Check off activities / Dates of Meetings

Minimum of two meetings --

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

Appt #1 _____ Appt #2 _____

Items that may be covered: _____

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

Discuss plans for Special Studies course _____

Enculturation process; "Getting acquainted"/Special Studies tutorial review paper or directed readings (minimum of one unit during first or second terms)

Year One: Second Term

One meeting: _____

Review first term transcript & student's progress _____

- Monitor student's progress, evaluate, discuss first term grades
- Provide feedback on first term courses

Continue process of discussing possible thesis activities _____

Follow up on plan set out in first term _____

Complete registration plan for third and fourth terms _____

Year One: Third Term

One meeting: _____

- Monitor student's progress; evaluate; discuss second term grades
- Provide feedback on second term courses

Discuss preparation for comprehensive examination, student study groups _____

Discuss experiences for student to diversify exposure; i.e., internships _____

ADVISOR / ADVISEE MANUAL

MHS & SCM Students

Year One: Fourth Term

One or two meetings:

Review 3rd term transcript _____
 Monitor student's progress; evaluate; discuss third term grades
 Provide feedback on third term courses

Encourage participation in study groups for comprehensive examination _____

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

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

Assist student in identifying thesis topic and outlining timeline of events _____

Year Two: First and Second Terms

Monitor thesis progress, following timeline set out during thesis proposal _____

Students should begin working with the Career Development Services Office for post-graduate positions or programs _____

Year Two: Third Term

Help student choose thesis readers _____

Review masters thesis _____

Discuss job prospects, assist in identifying dep't and school-wide resources, encourage participation in Career Fair, and other networking possibilities _____

Year Two: Fourth Term

Assist in poster preparation for the Masters' Poster Symposium _____

Attend Masters' Poster Symposium _____

Conduct exit interview _____

ADVISOR / ADVISEE MANUAL

PhD, ScD, & DrPH Students

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

Year One: First Term

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

Appt #1 _____ Appt #2 _____

Items that may be covered:

- Identify professional goals and educational objectives _____
- Review competencies, departmental requirements, develop a written plan of courses and experiences to meet the student's educational goals
- Review administrative deadlines
- Identify additional people or offices and resources of which students should be aware
- Discuss possible concurrent MHS programs or Certificate programs that may be appropriate to the student's research / professional goals. _____

Discuss plans for Special Studies course _____

- Enculturation process; "Getting acquainted"/Special Studies tutorial review paper or directed readings (minimum of one unit during first or second terms)
- How to organize readings, discuss and extend Epi 1 topic, attendance required at Departmental Seminars and Journal Club _____

Year One: Second Term

One meeting: _____

Review first term transcript & student's progress _____

- Monitor student's progress, evaluate, discuss first term grades
- Provide feedback on first term courses

Continue process of discussing possible thesis activities _____

Follow up on plan set out in first term _____

Complete registration plan for third and fourth terms _____

Discuss research ideas _____

Financial Aid packet deadline is February 15th _____

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

Complete registration forms for third and fourth terms _____

ADVISOR / ADVISEE MANUAL

PhD, ScD, & DrPH Students

Year One: Third Term

One meeting:

Monitor student's progress; evaluate; discuss second term grades
Provide feedback on second term courses _____

Discuss preparation for comprehensive examination, student study groups _____

Complete Departmental Request for Financial Support form _____

Begin discussing summer internship opportunities, research or job prospects _____

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

Year One: Fourth Term

One or two meetings:

Review 3rd term transcript _____

Monitor student's progress; evaluate; discuss third term grades
Provide feedback on third term courses _____

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

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

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

Assist student in identifying thesis topic and outlining timeline of events _____

Planning for summer term

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

Discuss experiences for student to diversify exposure; i.e., internships or fellowships in local,
national, or international settings. _____

ADVISOR / ADVISEE MANUAL

PhD, ScD, & DrPH Students

Year Two

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

Develop a plan timeline and plan for dissertation development _____

Monitor academic progress in Doctoral Seminars courses: 340.863
(*Five papers assigned. Advisors should assist in monitoring progress.*) _____

Encourage development of research proposal and grant for 340.715 *Problems in the Design of Epidemiologic Studies*. Proposal is due prior to Spring break. _____

Assist student in identifying dissertation committee members, establish meeting schedule _____

Guide preparation for oral examinations, including participation in reading list study groups, scheduling journal clubs, research-in-progress presentation and Doctoral Proposal Seminar _____

Year Three

Maintain routine contact and support _____

Prepare/edit proposal, including IRB _____

Schedule and pass Departmental and School (Preliminary) Oral Exams _____

Dates identified: Dept _____ School-wide _____

Review IRB paperwork when project is about to begin _____

Monitor adherence to plan, continue meeting each term by phone, email, or in - person _____

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

ADVISOR / ADVISEE MANUAL

PhD, ScD, & DrPH Students

Years Four and Five

Monitor adherence to plan _____

Encourage students to submit abstracts or posters for appropriate conferences _____

As student begins the writing phase of dissertation:

Help student choose dissertation readers _____

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

Prepare for final defense (including final seminar) _____

Conduct exit interview _____

Years Five through Seven

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

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