



# Department of Health, Behavior and Society

2009-2010  
Student Handbook



Department of Health, Behavior and Society  
Johns Hopkins University  
Bloomberg School of Public Health

Student Handbook  
2009-2010

<http://www.jhsph.edu/dept/hbs/>

The Department of necessity reserves the right to change without notice any programs, policies, requirements or regulations in this Handbook.

## University Statement on Equal Opportunity

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Each year the university formally reaffirms its commitment to equal opportunity for its faculty, staff, and students. As a matter of policy to which it is staunchly committed, the university does not discriminate on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status or other legally protected characteristic. The university is committed to providing qualified individuals access to all academic and employment programs, benefits and activities on the basis of demonstrated ability, performance and merit without regard to personal factors that are irrelevant to the program involved.

The university's equal opportunity policy is essential to its mission of excellence in education and research and applies to all academic programs administered by the university, its educational policies, admission policies, scholarship and loan programs and athletic programs. It applies to all employment decisions, including those affecting hiring, promotion, demotion or transfer; recruitment; advertisement of vacancies; layoff and termination; compensation and benefits; and selection for training. Consistent with its obligations under law, it also extends to the maintenance of affirmative action programs for minorities, women, persons with disabilities and veterans.

The university assigns a high priority to the implementation of its equal opportunity policy, and significant university resources are devoted to assuring compliance with all laws prohibiting discrimination in employment and educational programs. Ray Gillian, the university's vice provost for Institutional Equity, is responsible for assisting me and other university officers in the implementation of equal opportunity and affirmative action programs. Members of the university community are encouraged to contact the Office of Institutional Equity in Garland Hall 130, Homewood campus, 410-516-8075 (TTY 410-516-6225), or the divisional offices of Human Resources regarding any questions or concerns about these matters.

**Policy on the Reserve Officer Training Corps.** Present Department of Defense policy governing participation in university-based ROTC programs discriminates on the basis of sexual orientation. Such discrimination is inconsistent with the Johns Hopkins University nondiscrimination policy. Because ROTC is a valuable component of the University that provides an opportunity for many students to afford a Hopkins education, to train for a career and to become positive forces in the military, the university, after careful study, has continued its ROTC program but encourages a change in federal policy that brings it into conformity with the university's policy.

JOHNS HOPKINS  
UNIVERSITY

**Bloomberg School of Public Health**

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**David Holtgrave, Ph.D.**  
Professor and Department Chair

August 1, 2009

Welcome to the Department of Health, Behavior and Society (HBS). Established in 2005 with a generous gift from a donor who wishes to remain unnamed, the Department is unique in its approach to identifying, understanding, and preventing the human behaviors that are the root cause of nearly half of all illness and premature deaths in the United States.

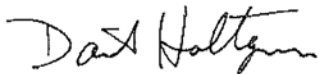
The Department focuses on research to test ways to improve healthy behaviors, especially on how multi-level interventions, from national legislation to individualized behavioral counseling education, work together to improve health. For example, smoking was dramatically reduced in the United States when education programs were combined with higher taxes on cigarettes and regulations restricting smoking in public buildings.

The Department draws upon the Bloomberg School's strengths in the social and behavioral sciences, communication, marketing, economics, and other core public health tools to offer a multidisciplinary research program of health-related behaviors, develop health interventions, and foster graduate programs to train new leaders in the field.

The Department of Health, Behavior and Society has a unique opportunity to generate scientific findings with the real potential to change behavioral and social aspects of public health for decades to come.

I welcome you to what I believe is a historic enterprise in the Department of Health, Behavior and Society. I trust that you will find your work here rewarding, and I appreciate your thoughts in shaping the Department in its formative years. If there is anything you ever wish to discuss during your time in HBS, please do not hesitate to contact me. I look forward to working with you in the years ahead.

With best regards,



David Holtgrave, PhD  
Professor and Chair



Protecting Health, Saving Lives — *Millions* at a Time

**JOHNS HOPKINS UNIVERSITY**  
**Bloomberg School of Public Health**  
**Academic Ethics Code**

Students enrolled in the Bloomberg School of Public Health assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education. In response to a request by the Academic Ethics Board to educate students and faculty about academic ethics, and to develop strategies to prevent academic ethics violations, an online academic ethics module has been developed and is required of all matriculated students. It can be found at <http://apps2.jhsph.edu/academicethics> .

The module includes information about the School's Academic Ethics Code, case studies illustrating important academic ethics concepts, a short section to test knowledge of academic ethics, and links to resources for those desiring additional information.

The module is required of all students within the first two terms of their matriculation. It takes, on average, less than 30 minutes. The module can be accessed from the faculty, staff, or student resource areas of the School homepage. You must use your @jhsph.edu email address to access the module.

To be approved for graduation, a student must have completed the academic ethics module and must have all outstanding charges of misconduct and violations of academic ethics resolved. A complete copy of the Academic Ethics Code may be found in the School's Student Handbook, and at [http://www.jhsph.edu/schoolpolicies/policy\\_academic\\_ethics.html](http://www.jhsph.edu/schoolpolicies/policy_academic_ethics.html)

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## **DEPARTMENT MISSION AND OVERVIEW**

### **Mission**

The Department of Health, Behavior and Society utilizes a multidisciplinary, multi-level approach to study the determinants of disease and injury, and to develop, test and disseminate effective public health interventions. We are interested not only in the behavior of individuals, but also in their genetic predispositions, social context, physical environment and policy milieu. We emphasize theoretical, methodological and applied studies in three signature areas:

- social determinants of health, and structural- and community-level interventions to improve health
- health communication and health education
- behavioral and social aspects of genetics and genetic counseling

Of most interest are public health challenges related to the top international and domestic causes of death, as well as diseases and injuries that disproportionately impact racial, ethnic and vulnerable communities. The Department feels a special responsibility to address public health challenges in its own locale – specifically, health issues that disproportionately impact urban communities.

The public health areas we address include HIV/AIDS, sexually transmitted diseases, substance use, cancer, violence, unintentional injury, cardiovascular diseases, diabetes, obesity, respiratory diseases and emerging infectious diseases, as well as the improvement of quality of life.

### **Faculty**

The HBS faculty members are dedicated to research and training that advances scientific understanding of behaviors related to health and how to influence them and improve health outcomes. We seek to understand how behaviors and environmental context interact to affect health, including factors that operate at the individual, organizational, community, and societal levels. We work to develop, implement, evaluate, and disseminate interventions that facilitate healthy behaviors and improve health outcomes.

Many public health problems are integrally related to behavior, cultural norms, and societal factors such as inequities. Interventions to prevent and ameliorate diseases and injuries often depend on change at individual, organizational, community and societal levels. Some of the greatest public health accomplishments – e.g., tobacco control, motor vehicle safety, vaccination – have involved such multi-level interventions to successfully change personal health and safety behaviors. Social and behavioral sciences theories and methods are essential to improve understanding of the determinants of health problems, the behavior change process and effective public health interventions.

The Department is fortunate to have a distinguished part-time faculty including leaders in behavioral and social sciences and public health. These faculty members have appointments as adjunct professors, senior associates, and associates. They teach courses, serve as preceptors, and are available to guide students seeking career counseling. We list our full-time faculty below.

### **Faculty Research Interests**

#### David Abrams, PhD

Professor & Executive Director, The Schroeder Institute for Tobacco Research and Policy Studies, The American Legacy Foundation. Dr. Abrams was recently appointed Professor in HBS and is Executive Director of the Steven A. Schroeder National Institute for Tobacco Research and Policy Studies at the American Legacy Foundation, of which HBS is the academic partner. Dr. Abrams' enduring programmatic research interest remains focused on tobacco and alcohol addiction/dependence, and related psychiatric co-morbidity.

#### Stella Babalola, PhD

Associate Professor. Dr. Babalola has served as Senior Research Officer at the Johns Hopkins University Center for Communication Programs (JHU/CCP), Baltimore since 1998. She has over 18 years working experience in international health, education, communication and research in Africa and the Caribbean. Prior to joining JHU/CCP, she consulted for various international agencies in the design, implementation and evaluation of behavior change programs for HIV/AIDS, family planning, child survival, women's political empowerment, early childhood education, adolescent health, and democratic participation. Her areas of research interest include: adolescent reproductive health, positive deviance, democracy and governance, and gender issues.

#### Lee Bone, MPH

Associate Professor. Ms. Bone's research interests include community-based participatory research, intervention, evaluation, and sustainability strategies that incorporate multi-disciplinary collaborative partners. Her research is focused on adult health in urban African-American communities as it pertains to cardiovascular disease and related risk factors (e.g., high blood pressure, tobacco, obesity), and diabetes as well as cancer screening and treatment. As part of her efforts, Ms. Bone works with groups of faculty members from the Johns Hopkins University Schools of Public Health, Medicine, and Nursing as well as the Johns Hopkins Hospital. Her research partners also include relevant community-based organizations and institutions (e.g. churches, schools, and local governmental agencies). An important component of much of her research is testing the effectiveness of nurse-supervised indigenous navigators/community health workers (CHWs) who serve as study recruiters, interviewers, and interventionists.

#### Dina Borzekowski, EdD

Assistant Professor. Dr. Borzekowski's area of expertise is children, media, and health. In her research, she investigates how a child or adolescent's demographics, background, and issue involvement influence perceptions of positive and negative health messages. She has examined a range of issues (e.g., alcohol use, smoking, violence,

nutrition, eating disorders, etc.) among diverse samples including preschoolers, third and fourth graders, high school students, incarcerated teenagers, and parents. She has considered print, radio, television, and Internet messages. Dr. Borzekowski has projects evaluating the impact of programming by Sesame Workshop and MTV. Besides work in the U.S., Dr. Borzekowski has ongoing research happening in Indonesia, Tanzania, Kenya, and Trinidad and Tobago.

Marc Boulay, PhD

Assistant Professor. Dr. Boulay's work has focused on the interrelationships between mass media and interpersonal communication and their combined effects on health behaviors. He has evaluated health communication programs related to family planning, HIV/AIDS, adolescent health, and malaria prevention and treatment in Ghana, Tanzania, Nepal, Bangladesh, Russia, and several Eastern European countries. Dr. Boulay has also currently begun work on a media advocacy program promoting increased funding for malaria prevention and treatment in the US and four African countries.

Janice V. Bowie, PhD, MPH

Associate Professor. Dr. Bowie co-directs the school's Kellogg Community Health Scholars postdoctoral program. Her research includes minority and women's health, community-based participatory research, cancer control, and spirituality. Dr. Bowie has established a research portfolio that includes collaborations with the faith-based community and will bring this unique expertise to assist in the development, implementation, and translation phases of the proposed study.

Lawrence J. Cheskin, MD, FACP

Associate Professor. Dr. Cheskin founded and directs the Johns Hopkins Weight Management Center, a multidisciplinary clinical treatment and research program that was established in 1990. The Center offers internships to students in clinical behavior change. Dr. Cheskin's research interests lie in obesity treatment, especially focusing on dietary and behavioral modifications and individualization of treatment approaches, including alternative treatments, and monitoring of behaviors using specially-programmed electronic devices. He is currently working on studies of obese adults with type-2 diabetes, and on a study that substitutes mushrooms for meat products as part of a diet to lose weight and improve immune function and reduce oxidative stress. Prior to moving to the School of Public Health, he was Director of the Division of Gastroenterology at Johns Hopkins Bayview Medical Center. He holds joint appointments in the Department of Medicine, and in the Department of International Health's Center for Human Nutrition.

Melissa Davey-Rothwell, PhD, CHES

Assistant Scientist. Dr. Davey-Rothwell's research focuses on the impact of one's social environment on drug and HIV risk behaviors among urban populations. One area of interest is the relationships among perceived norms, interpersonal communication, and risky behaviors. Another aspect of her research is gender differences in predictors and outcomes of drug behaviors. In addition, her work focuses on evaluation, translation and dissemination of behavioral interventions into the community.

Elaine Eggleston Doherty, PhD

Research Associate. Dr. Doherty is a criminologist whose primary interests include crime and deviance over the life course, longitudinal data analysis and methodology, and the intersection of criminology and public health. Her current research investigates the relationship between crime/drug use and social bonds stemming from a variety of life events (e.g., marriage) over the life course using the Woodlawn study, which is a prospective and longitudinal study of an urban community population of African Americans followed from age 6 to age 42.

Margaret E. Ensminger, PhD

Professor and Vice Chair. Dr. Ensminger's interests include life span development and health; childhood and adolescence; social structure and health; substance use; aggressive and violent behavior. She has been following a cohort of children from an inner city neighborhood, first seen when they were in first grade. They have recently been assessed at age 42. Their mothers were interviewed for a third time as they are about at retirement age. She and her colleagues have been examining the early individual, family and neighborhood antecedents to both healthy and unhealthy outcomes for the cohort of former first graders and their mothers. Dr. Ensminger teaches three courses in the school. Sociological Perspectives on Public Health considers sociological perspectives and how they are relevant for public health problems. It is taught first quarter every other year. Poverty and Health is taught in alternate years and examines in some detail poverty and its relationship to health. She also coordinates the doctoral seminar for first-year doctoral students.

Lori Erby, PhD

Assistant Scientist. Dr. Erby's primary research interests are related to the process of genetic counseling and client outcomes, with a focus on communication to enhance informed decision-making and adaptation. She also has interests in the communication of complex genetics topics outside of the realm of genetic counseling and in the exploration of the psychological and social implications of genetic technologies. Dr. Erby is currently working with Debra Roter on two related projects: 1) an analysis of the results of the Genetic Counseling Video Project, a study of process and outcomes in routine prenatal and cancer genetic counseling using simulated clients and 2) the development and evaluation of an intervention to assist women with low literacy skills in communication with their obstetricians about genetic screening. Dr. Erby is also involved in a project that explores public understanding of genetic tests marketed and sold direct to consumers.

Maria Elena Figueroa, PhD

Assistant Scientist. Dr. Figueroa's research expertise comprises a broad range of qualitative and quantitative methodologies for program development and evaluation. Over the last 10 years her work has focused on the study of health behavior in Latin America, Africa and Asia. Her current research focuses on the understanding of ecological, household, and individual factors affecting hygiene behavior, including household water treatment. Other research interests include: development of conceptual models and indicators to assess the effect of community-based and social change communication interventions; behavior change indicators related to gender and reproductive health communication programs; and the role of household traits on health

behavior and use of health care services. Dr. Figueroa also serves as Director of the Research and Evaluation Division of the Center for Communication Programs, and as the Center's Director of the Global Program on Water and Hygiene. She provides behavior change expertise to several international organizations including the WHO International Network for the Promotion of Household Water Treatment and the World Bank's Public Private Partnership for Hand Washing, among others.

Fannie Fonseca-Becker, DrPH, MPH

Associate Scientist and Director, Johnson & Johnson Community Health Care Scholars Program. Dr. Fonseca-Becker's research goal is to contribute to improved access to quality health care for Latino and other underserved minority populations through: (1) the development of appropriate methodologies that increase the sustainability of community health care programs by improving their in-house capacity in monitoring and evaluation, (2) the development of standard yet flexible methodologies for translating knowledge into practice at the community level in a culturally appropriate manner, (3) identifying the predictors of health competence for the growing Latino population in this country, and (4) studying the role that social networks play in Latino's chronic disease preventive behaviors. Dr. Fonseca-Becker has extensive experience using quantitative, qualitative and social network analysis methods in evaluating health communication and community mobilization programs for health behavior change in the US, Latin America and Africa. She teaches a fourth-term course on Latino Health: Measures and Predictors.

Kate Fothergill, PhD

Assistant Scientist. Dr. Fothergill's areas of interest include development of risk behaviors over the life course, particularly during childhood and adolescence; substance use and abuse and crime; individual, social, and neighborhood determinants of behavior and health; and social capital. Her current research is with Dr. Ensminger and the Woodlawn Project, a prospective study of a cohort of African Americans followed from 1966 (age 6) to 2002 (age 42).

Danielle German, PhD

Assistant Scientist. Dr. German is a recent graduate of HBS and newly appointed faculty member. She is Principal Investigator for the BESURE project, a nationally important behavioral surveillance study sponsored by CDC via the State of Maryland.

Chris Gibbons, MD, MPH

Assistant Professor. Dr. Gibbons is Associate Director of Johns Hopkins Urban Health Institute and Director of Urban Health Institute's Center for Community Health. Dr. Gibbons' research focuses in the following three discrete but related areas.  
1) Integrating evidence-based behavioral interventions into the US medical care system  
2) eHealth applications to reduce racial and ethnic disparities  
3) elucidating the biomolecular mechanisms which undergird socio-culturally determined health outcomes. Dr. Gibbons is advisor to several national and government agencies, including the Robert Wood Johnson Foundation and the Centers for Medicare and Medicaid Services, on issues related to disparities and eHealth.

Andrea Gielen, ScD, ScM

Professor. Dr. Gielen's research interests are the application of behavior change theory, health education and health communication to injury and violence prevention. Her work

focuses on clinic and community based interventions to reduce childhood injuries among low income, urban families and domestic violence among women at risk for and living with HIV/AIDS. With a joint appointment in the Department of Health Policy and Management, Dr. Gielen directs the Center for Injury Research and Policy. The Center is home to 15 core and 20 adjunct faculty whose multidisciplinary research spans work to document the incidence and impact of unintentional and violent injuries, understand the causes, identify effective policy and programmatic interventions, and promote the widespread adoption of these interventions.

#### David Holtgrave, PhD

Professor and Department Chair. Dr. Holtgrave's research has focused on the effectiveness and cost-effectiveness of a variety of HIV prevention interventions, and the relationship of the findings of these studies to HIV prevention policy making. He has served on an Institute of Medicine panel charged with recommending methods to improve the public financing and delivery of HIV care in the United States. Dr. Holtgrave has also investigated the relationship between social capital measures, infectious disease rates, and risk behavior prevalence. He has worked extensively on HIV prevention community planning, and has served as a member of the Wisconsin HIV Prevention Community Planning group.

#### David Jernigan, PhD

Associate Professor. Dr. Jernigan's work has focused on public health practice with a particular interest in alcohol policy. He has written about and worked extensively in the field of media advocacy, the strategic use of the mass media to influence public health policy. He has also served as an adviser to the World Health Organization and the World Bank on the role of alcohol in health and development, and has done research in Malaysia, Zimbabwe and Estonia. Dr. Jernigan was the founding research director of the Center on Alcohol Marketing and Youth at Georgetown University, and in that capacity pioneered in new forms of surveillance of the levels of risk posed to young people by exposure to alcohol advertising. His interests include communications strategies to effect health policy changes, the impact of commercial marketing on health behaviors including alcohol and other drug problems and obesity, and the implementation of effective alcohol policies both in the United States and in developing countries.

#### Vanya Jones, PhD, MPH

Assistant Scientist. Dr. Jones' area of research interest include injury prevention, intervention development and evaluation, and research translation. Her work has focused on low income families. Dr. Jones is currently collaborating with researchers the Division of General Pediatrics in the School of Medicine to pilot several adolescent violence prevention programs. In addition, she is a core faculty member of the Center for Injury Research and Policy where she is collaborating with Dr. Andrea Gielen on an intervention to reduce crashes among elderly drivers. She also serves as the director of a tutoring program for children testing below their current grade math and reading levels in the Harriet Lane Clinic.

Hee-Soon Juon, PhD

Associate Professor. Dr. Juon's research has focused on minority mental health, suicidal behavior, substance use, criminal behavior, obesity, and cancer control behaviors of underserved minority populations including Korean Americans, Asian Indians, and African Americans. Her research interests are primarily prevention of liver cancer for high-risk Asian Americans and screening for early detection of breast, cervical, and colorectal cancer. She also developed culturally integrated educational materials (e.g., photonovel) to improve breast and cervical cancer prevention for Korean American women. Dr. Juon has expertise in advanced statistical analyses of missing data analysis, structural equation modeling (SEM), and trajectory analysis.

D. Lawrence Kincaid, PhD

Associate Scientist. Dr. Kincaid has worked in Asia, Latin America, and South Africa. He developed and tested the ideational model for health communication evaluation; tested new methods for longitudinal analysis of communication impact, structural equation, propensity score analysis, and path modeling; developed theory and computer programs to analyze multidimensional image (mapping) of audience perceptions of health-related behavior; developed and applied computer simulation methods to test a new theory of social influence in communication networks; developed methods to measure the cost-effectiveness of communication campaigns; helped develop a new framework to measure social changes and individual health behavior outcomes of community dialogue and collective action projects; and an elaboration of drama theory and multidimensional scaling for study of entertainment-education programs. Before coming to CCP, he co-authored the first book in the field on communication networks, and he edited the first book on communication theory from both eastern and western perspectives, which won the outstanding book award from the Intercultural Communication Division of the International Communication Association. Dr. Kincaid has worked in the field of health communication for 30 years

Ann C. Klassen, PhD

Associate Professor. Dr. Klassen's research uses multi-level spatially-integrated social theory to examine disparities in the experience of chronic disease, including cancer, organ disease and transplantation, HIV/AIDS, and immunization. Key activities include: development of theory and methods to integrate spatial modeling of individual-level data with community-level behavioral and social indicators, mixed methodologies to contrast lived-experience perspectives with structural and environmental data, the role of perceptions of relative disadvantage in health decision-making, and the contribution of social theory to investigations of diet, body size, and cancer across the lifecourse.

Amy R. Knowlton, ScD

Associate Professor. Dr. Knowlton's research interests lie in HIV prevention and care among disadvantaged populations, HIV/AIDS, informal caregiving, medical service use, medication adherence, illicit drug users, social support networks, network analysis, social context and psychological distress.

Susan Larson, MS

Senior Research Associate. Ms. Larson's research interests are focused on studies of patient-provider communication, specifically through application of the Roter Interaction Analysis System (RIAS).

Carl Latkin, PhD

Professor. Dr Latkin's work has focused on HIV and STI prevention among disadvantaged populations, the psychosocial well-being of people with HIV/AIDS, the role of alcohol and other substances on HIV risk behaviors, domestic and international approaches to behavior change, social and personal network analysis, neighborhood factors and health behaviors, injection drug users, mental health, social context and risk behavior, and integrating qualitative and quantitative methods. Dr Latkin has helped design, implement, and evaluate over a dozen HIV prevention interventions for disadvantaged populations including injection drug users, MSM, and women. He is protocol chair for a network-oriented international HTPN HIV prevention intervention. He serves on an Institute of Medicine committee evaluating the President's Emergency Plan for AIDS Relief.

Lori Leonard, ScD

Associate Professor. Dr. Leonard's current research includes two primary projects. The first is a long-term study of impacts of the development of the oil industry and construction of a major pipeline on households in southern Chad. In addition to testing whether the pipeline project is a "model" for other infrastructure-as-development projects, as the World Bank and others have suggested, the research project is also designed as a study of health transition and health transition theory. Dr. Leonard's second project is an ethnographic study of the social worlds of young women in four major US cities (Chicago, Miami, New Orleans, and New York City) who are living with HIV. One of the aims of this work is to problematize the concepts of "adherence" and "compliance" as these terms are commonly used and understood in clinical settings, and to show how young women's use (or non-use) of therapeutic possibilities fits into the much broader context of their lives. The ethnographic portion of the study involves regular interviews with 6 to 8 young women at each of the four sites, as well as regular interviews with their friends and family members. This work is part of a NIDA-funded study on care use among HIV-positive adolescent females that also includes the collection of structured clinical data on mental health, drug use, sexually transmitted diseases, and contraceptive use for approximately 300 young women, as well as data collected from their parents, guardians, and friends.

Eileen McDonald, MS

Associate Scientist. Ms. McDonald's research involves developing and testing a variety of clinical and community-based interventions on pediatric injury prevention, ranging from enhancing physician counseling approaches to integrating injury prevention services into pediatric health maintenance visits to establishing and testing the impact of a mobile safety center serving the Baltimore metropolitan area. Ms. McDonald's professional experience includes leadership roles in health education organizations as well as consultancies with state, national and international organizations on topics ranging from trauma and injury prevention to diabetes education to the future of health education.

Phyllis Piotrow, PhD

Professor. Dr. Piotrow was founder and first director of the Center for Communication Programs. Recognized internationally as an expert on population, family planning, and development communication, Dr. Piotrow has played a leading role in family planning

and related health communication programs for 30 years. She currently works part-time as professor. She served as legislative assistant to a U.S. Senator and was the first executive director of the Population Crisis Committee, now Population Action International in Washington. She has played a leading role in the Population Information Programs, which produces Population Reports and POPLINE, and in the worldwide Population Communication Services. She has provided technical assistance in more than 20 developing countries including Ghana, Kenya, Nigeria, and Zimbabwe. She has worked as a consultant to UNFPA, WHO, and the World Bank. Among her many honors are a Ford Mid-Career Fellowship in 1969, the Carl Shultz Award for distinguished service from the Population and Family Planning section of the American Public Health Association in 1989, and a Charles A. Dana Foundation Award for Pioneering Achievements in Health and Education in 1991.

Rajiv Rimal, PhD

Associate Professor. Dr. Rimal's research in health communication theory focuses on the influence of social norms and risk perception on behavior change. He studies how individuals cognitively process health information, particularly information dealing with various risk factors. Through the Center for Communication Programs, he is currently working in three HIV prevention projects in Africa – in Malawi, Ethiopia, and Uganda. His other projects focus on diabetes prevention, health literacy, and breast cancer prevention. Dr. Rimal teaches Theories of Persuasive Communication in the second term.

Judith A. Robertson, BS

Research Associate. Ms. Robertson provides data analysis and management for a large epidemiological, prospective study focused on exploring pathways to drug use and crime in a community cohort of inner city African Americans. This population has been followed from age 6 to 42 with four periods of data collection.

Debra Roter, DrPH

Professor. Dr. Roter's research focuses on the dynamics of patient-physician communication and its consequences for both patients and physicians. She has developed a method of process analysis applied to audio or video recordings of medical encounters which has been widely adopted by researchers, both nationally and internationally. Her studies include basic social psychology research regarding interpersonal influence, as well as health services research. Her work includes clinical investigation of patient and physician interventions to improve the quality of communication and enhance its positive effects on patient health behavior and outcomes, and educational applications in the training and evaluation of teaching strategies to enhance physicians' communication skills. Recent work has investigated the association between physician gender and ethnicity on physicians' communication style and the impact of patients' health literacy on ability to fully participate in the medical dialogue.

Katherine Smith, PhD

Assistant Professor. Dr. Smith is a sociologist with research interests around the social determinants of health behavior. Her particular area of expertise is the role played by the media (particularly the news media) in health knowledge and behavior, as well as the influence of the media in the health policy process. She also has a general interest in

youth health behavior and the use of qualitative methodology in public health research. Dr. Smith is currently leading a research project linking news coverage of tobacco to attitudes around policy change that is funded by the American Cancer Society. She is also part of a research project funded by the National Cancer Institute coding news coverage of cancer, and the evaluation team for the Robert Wood Johnson funded SmokeLess States initiative. Dr. Smith is part of a research team exploring smoking behaviors among young adults in Baltimore.

Frances Stillman, EdD, EdM

Associate Professor. Dr. Stillman has extensive experience working in tobacco control at the local, state, national and international levels. Before joining Johns Hopkins, Dr. Stillman directed the evaluation of the largest federally funded tobacco control effort, entitled "The American Stop Smoking Intervention Study (ASSIST)." She was responsible for developing the conceptual framework that guided this large-scale effort. Dr. Stillman has also been involved with community participatory research and mobilization projects and has conducted and evaluated clinical trials of smoking cessation efforts.

Douglas Storey, PhD

Assistant Professor, Director of the Center for Evaluation Research and Senior Advisor in the Center for Communication Programs. Dr. Storey's research and teaching focus on the design, implementation and evaluation of health and environmental communication programs at the national level, mostly in international settings. Current projects in the Middle East and Southeast Asia address avian and pandemic influenza preparedness and response, integrated family health, refugee health, and the role of narrative communication in behavior and social change programs. He has lived and worked in more than 30 countries and in the past year has provided consultancy on communication and evaluation to NCI, CDC, UNICEF and the World Bank. He is ex-officio Chair of the Health Communication Division of the International Communication Association.

Tara M. Sullivan, PhD

Assistant Scientist. Dr. Sullivan's research focuses on facilitating the use of health information in policy and programs and on improving the quality of family planning and reproductive health services. She is currently spearheading an initiative to develop an original logic model and indicators to guide health information program design, implementation, and monitoring and evaluation. Dr. Sullivan has worked in international health and development for over 10 years, including living and working in Botswana and Thailand.

Stephen Tamplin, MSE

Associate Scientist. Mr. Tamplin has broad-based public health and environment experience in the United States and in Asia and the Pacific covering a range of technical disciplines, including tobacco control, air and water pollution control, chemical safety and hazardous waste management, and health promotion.

Karin E. Tobin, PhD

Assistant Scientist. Dr. Tobin's research interests include examination of social and contextual factors associated with substance abuse and HIV risk, particularly with

marginalized populations. Her current activities include conducting social-network oriented behavioral interventions with high-risk adults and investigation of risk factors associated with drug overdose.

Carol Underwood, PhD

Assistant Professor. Dr. Underwood has worked and conducted research in the area of international development and health communication for 20 years, 12 of which have been with the Center for Communication Programs. Dr. Underwood is the lead researcher for Arab Women Speak Out and African Transformation programs; the former is underway in Arab countries and the latter in Tanzania, Uganda and Zambia. Both programs help community members question existing gender norms, explore how those norms influence health practices, and find sustainable, culturally appropriate ways to alter or reinforce gender norms to enhance health competence in their homes and communities. Dr. Underwood also leads the research component of CCP programs in Zambia, where she works with her counterparts to develop theory-informed and evidence-based programs. She has worked extensively in the Arab world and in Iran. A key aspect has been to translate theory and research findings into workable programmatic recommendations.

Lawrence Wissow, MD, MPH

Professor. Dr. Wissow's work focuses on patient-doctor communication and its role in the detection and treatment of mental health issues during primary medical care visits. Dr. Wissow's clinical training is in child psychiatry and pediatrics; he continues to see patients in the pediatric HIV and Community Psychiatry's Hispanic Clinic. He has been the principal investigator on projects examining various aspects of communication during pediatric visits, and recently completed a multi-site trial that trained primary care providers to better deliver mental health care to children and their parents. Dr. Wissow is also interested in community-based media and with colleagues at Loyola College and in Baltimore City is working establishing the Baltimore Community Radio Consortium.

## **MHS IN HEALTH EDUCATION AND HEALTH COMMUNICATION**

Program Director(s): Dr. Andrea Gielen, Ms. Lee Bone and Ms. Eileen McDonald

Program Contact: Ms. Eileen McDonald, 731 Hampton House, 410-614-0225  
emcdonal@jhsph.edu

### **General Program Information**

The Master of Health Science (MHS) program in Health Education and Health Communication is designed for individuals seeking formal academic training in health education, health promotion and health communication. The program equips students with the fundamental skills and knowledge necessary for a career in these areas in settings ranging from voluntary, community-based agencies to health departments and government positions to for-profit agencies. Four major elements comprise the MHS program in Health Education and Health Communication and are described below: program requirements, academic course requirements, a field placement, and a final written assignment.

### **Program Requirements**

*Student Status.* The program is open to both full-time and part-time students. However, during the field placement, all students are expected to be registered as fulltime students.

*Timing.* Full-time students are required to complete course requirements in their first year of study; part-time students must complete them within three years of matriculating into the program. All students are required to participate in a full-time field placement of at least six months duration.

*Academic Progress.* The Department expects students to maintain satisfactory academic progress for the duration of the degree program. In the Department, satisfactory academic progress is defined as follows:

1. Maintaining a minimum cumulative grade point average of 2.75. Students falling below this minimum will have one term (or 12 additional units of coursework if part-time) to raise the GPA above 2.75.
2. Earning a grade of "A," "B," or "C" (or "P" for those courses offered only P/F) in all required and core area courses). If a grade below a "C" is earned in any of these required or core area courses (or an "F" in P/F courses), the student must retake the course. Students may not take a course more than twice. Students who are not successful after their second attempt will propose, in consultation with their advisor and program director, an alternate course to fulfill the requirement. If a suitable alternate course is not available, the student may be dismissed from the program. All HBS courses must be taken for letter grade except with prior consent of the advisor.
3. Earning no more than three grades below a "B" in required or core area courses. For each additional grade below a "B," a course must be repeated. The course to be repeated will be determined by the program directors and faculty advisor. All grades will be calculated into the student's GPA.

Failure to maintain satisfactory academic progress as defined by any of the criteria above may be grounds for dismissal from the program.

*Course Waivers and Substitutions.* Waiving or substituting a course that the faculty have determined essential to the program is a serious consideration. Students should discuss this thoroughly with their advisor well in advance of the start of the term in which the required course is offered. Course waivers are rare and are appropriate only when the student has completed the course or one very similar to it in prior graduate level training. Course substitutions may be appropriate if the student can provide a rationale for why an alternate course is preferred to the required one. (NB: The alternate course must cover much of the same content as the required course.) If the student and the advisor agree that a waiver or substitution is warranted, a memo from the student (co-signed by the advisor) to the program requesting the waiver should be submitted to the HBS Academic Office no later than the first day of the term of the course in question.

*Course/Credit Load.* The program strongly encourages students to register for not more than 18 credits in any one academic term. While the School allows students to register for up to 22 credits, program faculty believe that the additional course burden prohibits students from dedicating the appropriate time needed to each class. Any decision to register for more than 18 credits should be carefully considered and discussed with the student's advisor prior to registration.

*Certification for Graduation.* MHS students in good academic standing who complete all program components are certified for graduation by the Department's academic administrator. The University holds only one graduation ceremony per year. Students who do not fulfill program requirements within the stated time frame run the risk of delaying their graduation.

## **Academic Course Requirements**

Students must complete a *minimum* of 64 credits, which includes both required and elective courses (see table below), in order to become eligible for field placement. The required curriculum includes course work in core areas of public health and solid academic preparation in behavioral science principles as well as theories and research that form the multidisciplinary basis of health education, promotion and communication practice. The curriculum emphasizes: assessment of educational and communication needs; development and implementation of health behavior change strategies and health communication programs targeting the individual, group, and community; and evaluation of program effects.

Course requirements are designed to give students general competence in the five core areas of public health and more in-depth competence in the theories and practice of public health education, promotion and communication. For a number of required areas, students may select among options to fulfill the requirement. For instance, students can pursue the Biostatistics requirement through one of two options. The first option (Track A) emphasizes interpretation and concepts rather than data analysis. This sequence develops an understanding of statistical methods rather than developing a student's own data analysis skills. The second option (Track B) is aimed at students who intend to analyze data themselves or contribute meaningfully to a group of practitioners or researchers doing so. Students may not switch between tracks after they have begun one. Both courses in the track must be completed to fulfill the Biostatistics requirement. Students will also choose among options to fulfill the Epidemiology, Management

Sciences and Social and Behavioral Science areas. Students are encouraged to consult with their academic advisors and program directors when making course selections.

*Required Courses: Core Areas of Public Health*

AREA	NUMBER	TITLE	CREDITS
Environ Health	180.660	Introductory Principles of Environmental Health	3
Epidemiology	340.601	Principles of Epidemiology	5
	or 550.694*	or Fundamentals of Epidemiology I (Internet) <b>and</b>	3
	550.695	Fundamentals of Epidemiology II (Internet)	3
Biostatistics	140.611	Statistical Reasoning I <b>and</b>	3
	140.612	Statistical Reasoning II	3
	<b>or</b> 140.621	<b>or</b> Methods in Biostatistics I <b>and</b>	4
	140.622	Methods in Biostatistics II	4
Management	<i>Choose <b>one</b> of the following...</i>		
	551.601	Managing Health Service Organizations	4
	221.706	Managing Health Systems in Developing Countries	2
	551.603	Fundamentals of Budgeting and Financial Management	3
	551.608	Managing Non-Governmental Orgs. in the Health Sector	3
305.607	Public Health Practice	4	
Social and Behavioral Sciences – see boxes below			

\* requires completion of *Introduction to Online Learning*

*Required Courses: Health Education, Promotion and Communication*

SBS AREA	NUMBER	TITLE	CREDITS
Theory	410.618	Integrating Social & Behavioral Theory I	4
	410.619	Integrating Social & Behavioral Theory II	4
Planning and Implementation	410.620	Prog Plan for Hlth Beh Change <b>and</b>	3
	410.630	Implementation and Sustainability of CBPH	3
	<b>or</b> 410.654	<b>or</b> Health Communication Programs I <b>and</b>	4
	410.655	Health Communication Programs II	4
Program Evaluation	410.615	Research Design in the SBS	3
	<b>or</b> 380.611	<b>or</b> Fundamentals of Program Evaluation	4
Communication	410.650	Intro to Persuasive Communication: T&P	4
	410.651	Health Literacy: Challenges & Strategies	3
Professional Development	410.865	MHS Seminar in Health Education and Health Prom	1
	410.866	Careers in Health Education and Health Prom	1

## **Elective Courses**

Students have ample opportunity to choose elective courses to tailor their program of study to their own unique needs and interests. Students may use electives to broaden their understanding of major public health issues by taking courses in any of the departments of the School. Electives may also be used to pursue specialized training such as that offered by the Certificate in Injury Control, Certificate in Health Finance and Management, etc. Again, students are encouraged to consult with their advisors and program directors about elective course selections.

## **Master's Tuition Scholarship**

After students complete all required and elective courses totaling a minimum of 64 credits, the Department and program recommend them for the Master's Tuition Scholarship (MTS). The MTS provides a 75% tuition scholarship for four consecutive terms during this stage of the program. Once the scholarship has been awarded, the student must maintain full-time registration for the entire period of the award. Upon completion of the final paper, the MTS will be concluded. Students will not be permitted to enroll in courses using the MTS once they have been certified as complete in the MHS program.

## **Field Placement and Second Year Seminar**

*Field Placement.* The field placement is designed to provide students with an opportunity, under supervision, to apply the knowledge and skills from the classroom to professional health education, promotion and communication practice. The primary purpose of the field placement, an integral component of the MHS program, is skill-building: helping students learn how to apply theories and principles and develop skills essential for functioning as an effective health educator.

The field placement is an activity in which the student, the placement agency, and the faculty share responsibility. All three parties must be involved in developing work objectives to guide the student's field placement experience; provide monitoring, supervision, and feedback during the placement; and complete an evaluation towards the end of the placement.

An appropriate field placement is one that consists of a full-time work experience as a health education, promotion or communication trainee in an agency or organization in which the student participates in some aspect of program/project planning, implementation, and/or evaluation. The placement must last at least six months (consecutive) and provide the student with appropriate supervision and guidance from agency personnel.

*Second Year Seminar.* Students are required to participate in a monthly seminar series required during year two of the program. The purpose of the seminar series is to allow students to learn about each other's placements and to discuss issues relevant to current health education and communication practice. Monthly seminars are held on Friday afternoons and take place either at the School or at one of the agencies hosting a student. In addition, the seminar addresses the final requirement of the program, the final report. Additional field placement information and requirements will be provided to the students by the program directors.

## Final Report

The concluding requirement of the program is the final report prepared by the student. The purpose of the final report is to provide the student with an opportunity to synthesize the information obtained in the academic year with that experienced during the field placement. The final report must display academic rigor and involve a discussion of the following:

- a brief discussion of the agency, program setting and resources;
- a detailed description of the activities undertaken by the student;

### And one of the following:

- a comprehensive literature review of a health behavior, communication or policy issue relevant to the field placement site and student activities that includes background on the health problem, its relevance to public health, theoretical analysis of determinants, effective interventions and future directions for health education or communication practice.
- or
- a grant proposal for use by the agency/organization to conduct formative research, intervention research or other scholarly topic

The final report must be reviewed and approved by the academic advisor and one faculty member from outside the Department. Failure to submit the completed, approved report to the MHS program directors by the specified due date may delay graduation. Until final approval is received, students must maintain their registration. Additional final report information and requirements will be provided to students by the program directors.

## Graduates

Recent graduates from the MHS program in Health Education and Health Communication are employed by such agencies as Academy for Educational Development, Centers for Disease Control and Prevention, National Institutes of Health, Health Resources and Services Administration, Washington DC Department of Health, Ogilvy Public Relations Worldwide, and the Center for Communication Programs at The Johns Hopkins University.

Graduates from this program are eligible to sit for a certification examination conducted by the National Commission for Health Education Credentialing. Upon successful completion of this examination, individuals earn the designation of Certified Health Education Specialist (CHES).

Link to [School PPM on MHS Degree - Professional](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_11_Master_Of_Health_Science_Degree_Professional.pdf)  
[https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic\\_Programs\\_11\\_Master\\_Of\\_Health\\_Science\\_Degree\\_Professional.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_11_Master_Of_Health_Science_Degree_Professional.pdf)

Link to [HBS MHS Degree Program Competencies](http://www.jhsph.edu/dept/hbs/degrees/mhs_behavioral_sciences/)  
[http://www.jhsph.edu/dept/hbs/degrees/mhs\\_behavioral\\_sciences/](http://www.jhsph.edu/dept/hbs/degrees/mhs_behavioral_sciences/)

MILESTONES FOR THE MHS PROGRAM		
Key Dates	Task/Event	Date Completed
<b>First Year</b>		
<b>Term 1</b>		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selections	
	Satisfactory academic progress	
<b>Term 2</b>		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selections	
	Satisfactory academic progress	
<b>Term 3</b>		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selections	
	Satisfactory academic progress	
	Field Placement Options	
<b>Term 4</b>		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selections	
	Satisfactory academic progress	
	Field Placement Options/Selection	
	Completed 64 credits (minimum)	
	Master Tuition Scholarship Certification	
<b>Second Year</b>		
<b>Terms 1-4</b>		
	Registered for Field Placement (each term)	
Before Start Date	Work Agreement Signed	
	Seminar Participation	
	Advisor Meetings #1: #2:	
	#3: #4: #5:	
	Site Visit Completed	
	Evaluation Completed	
	Final Paper Topics Discussed/Selected	
	Final Paper Outline	
	Final Paper Final Draft	
	Second Reader Discussed/Selected	
	Final Paper Approved	
	Certified for Graduation	

## **MASTER OF SCIENCE IN GENETIC COUNSELING**

Program Director: Barbara Biesecker, MS, CGC  
Academic Director: Debra Roter, DrPH  
Program Coordinator: Mary Ann Dunevant, 756 Hampton House, 410-955-2315,  
[mdunevan@jhsph.edu](mailto:mdunevan@jhsph.edu)

### **General Degree Information**

The Genetic Counseling Graduate Program is a joint effort between the Department of Health, Behavior and Society and the National Human Genome Research Institute (NHGRI) at the National Institutes of Health (NIH). This collaboration draws on resources from the two research institutions to address needs in the genetic counseling profession. This program was initiated in 1996 and its goals are to prepare graduates to:

- provide genetic counseling, with an emphasis on clients' psychological and educational needs;
- conduct social and behavioral research related to genetic counseling; and
- educate health care providers, policy makers and the public about genetics and related health and social issues.

### **Course Requirements**

The program requires two and one-half years of full-time study. The curriculum consists of at least 80 credit hours of didactic course work in the areas of human genetics, genetic counseling, public policy, research methodology, ethics, and health education. The coursework is taken on the NIH campus in Bethesda, Maryland, and at Johns Hopkins Medical Campus in Baltimore. Clinical rotations extend in location from northern Baltimore to Washington DC.

Per School regulations, at least 12 credits of formal course work must be completed outside the Department of Health, Behavior and Society, of which at least eight (8) must be earned in another department of the School of Public Health.

### **Satisfactory Academic Progress**

All ScM students in the Department of Health, Behavior and Society are expected to maintain satisfactory academic standards for the duration of the degree program. In the department, satisfactory academic progress is defined as follows:

- (1) A minimum grade point average (GPA) of 3.0. Any ScM student who does not obtain the minimum 3.0 GPA will not be eligible to present their written research proposal. If this minimum grade point average is not maintained, the program directors will meet to determine the appropriate course of action.
- (2) Grades of "A," "B," or "C" in all courses required by the department and program. Note, a grade of "D" received in a required course is not acceptable. Any required course in which a "D" is received

must be repeated. All courses required for the program must be taken for a letter grade - the pass/fail option may only be used for elective courses and only with the consent of the course instructor, student's advisor and the program director.

(3) ScM students are required to pass all of their clinical rotations and are required to pass a minimum of four semesters of supervision. In the event a student fails to pass a rotation, criteria for repeating and successfully passing the rotation will be determined and communicated by the program director.

(4) No more than three (3) grades below a "B" in required department or program courses. If a fourth grade below a "B" is received, one course must be repeated. The course to be repeated will be determined by the program directors and faculty advisor. Both grades for the repeated course will be calculated into the student's GPA.

### **Clinical Rotations**

In addition to didactic course work, the program requires a minimum of four hundred contact hours of supervised clinical rotations in a variety of settings. Clinical rotations begin in the second quarter of the program and are required throughout. They are scheduled during two half-days each week. These rotations provide a critical opportunity for students to learn directly about genetic conditions and their impact on individuals and their families, as well as about roles of the professional counselor. Most of the preceptors for clinical rotations are board-certified genetic counselors. Those who are not (medical social workers, health educators, physicians) enhance the clinical training by exposing students to a variety of disciplines. This type of broad experience is endorsed by the American Board of Genetic Counseling that accredits the program.

### **Thesis**

Students are expected to develop experience in research by conducting an original master's thesis study. Throughout the program, students are required to take courses that will provide them with the training and experience to develop, carry out and publish their research. A thesis project is required for this program. Students are expected to develop a thesis proposal by the middle of the second year of study and to conduct the thesis study during the second and third years of the program. Students present a research seminar on the results of their thesis study in January of their third year on the NIH campus in Bethesda.

### **Written Examinations**

By December of the student's second year, the student must submit a written thesis research proposal, which forms the basis of the written examination. The written proposal is to be submitted two weeks prior to a scheduled meeting of the Executive and Thesis Committee faculty. The proposal includes the following sections: an abstract, specific aims, hypotheses (if applicable), background, research plan, plan for analysis, significance of the proposed work and a timeline. Written feedback is returned to the student for response during an oral examination with the Executive Committee. The student receives a final written evaluation with the stipulations and recommendations detailed. The student's response to this evaluation serves as the written component of the comprehensive exam. The Executive Committee faculty members will award a pass/fail grade based on both the written and oral presentations. This grade is recorded as the comprehensive exam.

## **IRB**

An application for SRC (Scientific Review Committee) and NHGRI IRB (Institutional Review Board) review at the NIH must be submitted after successful completion of the comprehensive exam and prior to beginning any work on the thesis research.

Johns Hopkins Bloomberg School of Public Health recognizes NHGRI IRB approval as sufficient for human subjects protection at Hopkins, unless Hopkins patients will be recruited for study. In this case, approval must also be sought from the Bloomberg School of Public Health IRB. [www.jhsph.edu/irb](http://www.jhsph.edu/irb)

Students should discuss any questions about the use of human subjects in their research activities with their advisor.

## **Program Accreditation**

The American Board of Genetic Counseling re-accredited the program in 2008 for eight years. Graduates of the program are eligible to sit for the genetic counseling board examinations after completion of the degree program and a clinical log book demonstrating significant involvement in the evaluation and counseling of at least 50 patients seen in approved rotation sites.

## 2009-10 CURRICULUM FOR ScM PROGRAM IN GENETIC COUNSELING

COURSE LISTING	INSTRUCTOR	COURSE #	CREDITS
<u>YEAR 1 - 1st quarter</u>			
Principles of Epidemiology	Moss	340.601.01	5
Statistical Methods in Public Health I	Bandeen-Roche	140.621.02	4
*Counseling Theory & Practice	Muratori	861.502.02	2
Introduction to Genetic Counseling	Biesecker	415.610.92	2
Genetic Counseling Practice	Madeo	415.620.92	2
Genetic Counseling Supervision	Biesecker	415.870.92	1
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	<u>2</u>
			18
<u>YEAR 1 - 2nd quarter</u>			
Statistical Methods in Public Health II	Bandeen-Roche	140.622.02	4
*Counseling Theory & Practice	Muratori	861.502.02	1
Intro to Human Genetics I	L. Biesecker	415.611.92	2
Genetic Counseling Practice	Madeo	415.621.92	2
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	2
Supervised Clinical Rotation	Biesecker	415.851.92	4
Genetic Counseling Supervision	Biesecker	415.870.92	1
^Introduction to Online Learning	Klass/Saylor	non-credit	<u>-</u>
			16
<u>YEAR 1 – 3rd quarter</u>			
Statistical Methods in Public Health III	Bandeen-Roche	140.623.01	4
Intro to Human Genetics II	L. Biesecker	415.612.92	2
Therapeutic Genetic Counseling	Biesecker	415.630.92	2
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	2
Supervised Clinical Rotation	Biesecker	415.851.92	4
Genetic Counseling Supervision	Biesecker	415.870.92	1
Intro Methods for Health Services Research & Eval I	Weiner	309.616.81	<u>2</u>
			17
<u>YEAR 1 – 4th quarter</u>			
+New Genetic Tech and Public Policy	Frosst	415.619.92	3
Intro Methods for Health Services Research & Eval II	Weiner	309.617.81	2
*Intro to Medical Genetics	Hart	415.613.92	2
Therapeutic Genetic Counseling	Biesecker	415.631.92	2
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	2
Supervised Clinical Rotation	Biesecker	415.851.92	4
Genetic Counseling Supervision	Biesecker	415.870.92	1
Genetic Counseling Thesis Proposal Dev	Erby	415.880.92	2
Cancer Genetics as a Model for Common Disease	Facio	415.675.92	2
Special Studies and Research in GC (PH Genomics)	Roter	415.840.92	<u>2</u>
			22

\*Course offered through the Johns Hopkins School of Continuing Studies

\*FAES courses

+ This course is taught every other year. This course will be taught in the spring of 2010.

^This non-credit, online mini-course MUST be completed during the first or second quarters so that you can take 309.616 3rd quarter. You must enroll yourself. The course includes one mandatory LiveTalk session. See <http://distance.jhsph.edu/iol/> for more information and to enroll.

COURSE LISTING	INSTRUCTOR	COURSE #	CREDITS
<u>YEAR 2 – 1st quarter</u>			
Genetic Counseling Thesis Proposal Development	Erby	415.881.92	2
Public Health Perspectives on Research	Kumar	550.865.01	1
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	2
Supervised Clinical Rotation	Biesecker	415.851.92	4
Genetic Counseling Supervision	Biesecker	415.870.92	1
Fac. Family Adaptation to Loss and Disability	Wray	415.650.01	2
Developmental Bio and Human Malformations I	L. Biesecker	415.670.92	<u>1</u>
			13
<u>YEAR 2 – 2nd quarter</u>			
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	2
Supervised Clinical Rotation	Biesecker	415.851.92	4
Genetic Counseling Supervision	Biesecker	415.870.92	1
Public Health Perspectives on Research	Kumar	550.866.01	1
Genetic Counseling Thesis Proposal Development	Erby	415.882.92	2
Concepts in Qual Research for Soc and Behav Sci	Smith	410.710.92	3
Developmental Bio and Human Malformations II	L. Biesecker	415.671.92	<u>1</u>
			14
<u>YEAR 2 – 3rd quarter</u>			
Fac Family Adaptation Loss and Disability	Wray	415.651.92	2
*Current Topics in Molecular Genetics	Hart	415.866.92	1
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	2
Supervised Clinical Rotation (optional)	Biesecker	415.851.92	optional
GC Supervision	Biesecker	415.870.92	1
Special Studies and Research	Faculty	415.840.92	2
Health Literacy	Roter	410.651.01	3
Research Ethics and Integrity	Kass	306.665.01	<u>3</u>
			14
<u>YEAR 2 – 4th quarter</u>			
*Current Topics in Molecular Genetics	Hart	415.867.92	1
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	2
Supervised Clinical Rotation	Biesecker	415.851.92	4
Genetic Counseling Supervision	Biesecker	415.870.92	1
Special Studies and Research (PH Genomics)	Roter	415.840.92	4
+New Genetic Technologies and Public Policy	Frosst	415.619.92	<u>3</u>
			15
+ This course is taught every other year.			
* FAES courses			

COURSE LISTING	INSTRUCTOR	COURSE #	CREDIT/
<u>YEAR 3 – 1st quarter</u>			
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	2
Supervised Clinical Rotation	Biesecker	415.851.92	4
Advanced Genetic Counseling	Biesecker	415.701.92	2
Genetic Counseling Supervision	Biesecker	415.870.92	1
Thesis Research in Genetic Counseling	Roter	415.820.92	4
Developmental Bio and Human Malformations I	L. Biesecker	415.670.92	<u>1</u>
			14

<u>YEAR 3 – 2nd quarter</u>			
*Genetic Counseling Seminar: Topics in the Field	Biesecker/Madeo	415.861.92	2
Supervised Clinical Rotation	Biesecker	415.851.92	4
Advanced Genetic Counseling	Biesecker	415.702.92	2
Genetic Counseling Supervision	Biesecker	415.870.92	1
Thesis Research in Genetic Counseling	Roter	415.820.92	8
Developmental Bio and Human Malformations II	L. Biesecker	415.671.92	<u>1</u>
			18

\*FAES courses

**Year 1- Summer:**

Supervised Clinical Rotation	Madeo	415.851.92	2
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**Year 2-Summer:**

Supervised Clinical Rotation	Madeo	415.851.92	2
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Link to [School PPM on ScM Degree](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_10_Master_of_Science_Degree.pdf)  
[https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic\\_Programs\\_10\\_Master\\_of\\_Science\\_Degree.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_10_Master_of_Science_Degree.pdf)

Link to [HBS ScM Degree Program Competencies](http://www.jhsph.edu/dept/hbs/degrees/scm_genetic_counseling/)  
[http://www.jhsph.edu/dept/hbs/degrees/scm\\_genetic\\_counseling/](http://www.jhsph.edu/dept/hbs/degrees/scm_genetic_counseling/)

MILESTONES FOR THE Genetic Counseling ScM PROGRAM			
Meeting Dates	Task/Event	Key Deadlines	Date Completed
<b>First Year</b>			
<b>Terms 1 and 2</b>			
Before 3 <sup>rd</sup> term registration	<b>Academic Advisor Meeting</b>		
	Course Selections		
	Satisfactory academic progress		
<b>Terms 3 and 4</b>			
Before the end of the term	<b>Academic Advisor Meeting</b>		
	Course Selections		
	Satisfactory academic progress		
	Discuss potential thesis topics		
	Discuss thesis advisor choice (choose a second advisor to serve as thesis advisor or use academic advisor in both capacities)		
	Discuss summer internship/rotation plans		
<b>Second Year</b>			
<b>Term 1</b>			
Before 2 <sup>nd</sup> term registration	<b>Academic Advisor Meeting</b>		
	Course Selections		
	Satisfactory academic progress		
	Discuss potential thesis topics		
	Discuss thesis advisor decision		
At least twice during the term	<b>Thesis Advisor Meetings</b>		
	Discuss proposal draft progress		
	Decide on other thesis committee members		
<b>Term 2</b>			

**MILESTONES FOR THE Genetic Counseling ScM PROGRAM**

Meeting Dates	Task/Event	Key Deadlines	Date Completed
At least twice during the term	<b>Thesis Advisor Meetings</b>		
	Discuss proposal draft progress	<b>mid-November</b> Proposal due to the Executive Committee 2-3 weeks before the meeting	
	Thesis Advisor meeting/phone call to discuss strategy for Executive Committee Meeting	The day before the Executive Committee meeting	
	Thesis Advisor attends the Executive Committee meeting	<b>early-mid Dec</b>	
	Thesis Advisor meeting/phone call to plan for the written response to the Executive Committee	After the Executive Committee meeting	
<b>Term 3</b>			
At least once during the term	<b>Thesis Advisor Meetings</b>		
	Discuss proposal revisions and the written response to the Executive Committee (written comprehensive exam)	<b>January 30</b> written response due  <b>March 30</b> deadline to submit revisions to Executive Committee if conditional pass	
	Discuss submission to the NHGRI SRC and IRB	<b>February-March</b>	
	Monitor progress toward thesis timeline		
<b>Term 4</b>			
Before the end of the term	<b>Academic Advisor Meeting</b>		
	Course Selections		
	Satisfactory academic progress		
	Discuss summer internship/rotation/research plans		
At least once during the term	<b>Thesis Advisor Meetings</b>		

**MILESTONES FOR THE Genetic Counseling ScM PROGRAM**

Meeting Dates	Task/Event	Key Deadlines	Date Completed
	Monitor progress toward thesis timeline	<b>April 15</b> deadline to submit revised proposal and reschedule exam if Exec Committee exam was not passed.	
<b>Third Year</b>			
<b>Term 1</b>			
Before 2 <sup>nd</sup> term registration	<b>Academic Advisor Meeting</b>		
	Course Selections		
	Satisfactory academic progress		
	Discuss potential career directions		
At least once during the term	<b>Thesis Advisor Meetings</b>		
	Monitor progress toward thesis timeline	Data collection should be completed by the end of the term	
	Discuss data analysis issues		
	Review thesis draft		
	Discuss potential thesis readers		
	Review student's poster for NHGRI research retreat		
<b>Term 2</b>			
At least twice during the term	<b>Thesis Advisor Meetings</b>		
	Final thesis reader choice	<b>November 1</b> readers' names submitted	
	Review written thesis document	<b>January 1</b> deadline to give final thesis to readers  <b>February 1</b> deadline for readers' letters to registrar	
	Assist in preparation for final thesis seminar		

## **PhD/ScD Program**

Program Director:  
HBS Academic Coordinator  
[bdiehl@jhsph.edu](mailto:bdiehl@jhsph.edu)

Margaret Ensminger, PhD  
Barbara Diehl, 263 Hampton House, 410-502-4415,

## **Course Requirements**

The PhD and ScD programs are designed for students seeking training for careers in social and behavioral sciences, health education, and health communication in the public health arena. The emphasis of the curriculum is on the application of behavioral and social science perspectives to research on contemporary health problems. Understanding and influencing health behaviors which are risk factors in disease and illness, and on behaviors which can be considered protective and health enhancing, is a strength of the program. Rigorous training in research methods and program evaluation is also a key element of the curriculum.

Both the PhD and ScD degrees represent outstanding achievement in the scholarship of discovery, signify a capacity for independent research, and are primarily degrees for those individuals with research and/or teaching as their goal. A university-wide Graduate Board oversees the granting of the PhD degree for all divisions of the University.

The Department focuses its research in the following two areas:

### ***Social and Psychological Influences on Health***

This area focuses on social and psychological factors and processes in the etiology and prevalence of disease, in health care seeking behavior, adaptation and coping, and disease prevention. Students are exposed to current research on health knowledge, attitudes and beliefs; social and psychological factors in disease etiology; risk reduction; and cultural influences in public health, including cross-cultural studies.

This area emphasizes sociological and psychological conceptualizations of health and illness, theories of stress and coping, as well as the special problems in the design and measurement of social and psychological variables. Emphasis is placed on the interactive and independent roles of psychosocial factors for disease, with a focus on the social context in which illness is defined and treated. The influence of major social structural divisions such as gender, socioeconomic status, and ethnicity is highlighted. The basic structure and function of health care systems of societies are also considered in their social-political context.

### ***Health Education and Health Communication***

Research and practice in this area focus on how principles from educational, behavioral, social, psychological, and communication theory influence health practices and behaviors conducive to optimal health in individuals, groups, and communities. Students are exposed to current research on health education and communication, with a particular focus on ecological models of health, evaluating multi-faceted intervention programs, and patient-provider communication.

Health education and communication programs are laboratories for the study of effective intervention strategies. Students in this area focus on needs assessment, planning, implementation and evaluation of comprehensive health promotion programs with an eye

toward improving both theory and practice. Specific intervention strategies of interest may include individual behavior change strategies based on learning theory and theories of psychosocial dynamics; use of mass media communication; interpersonal communication; mobilization of social and community support; and advocacy. Program implementation issues such as administrative and staff development and support are also considered. Interventions studied include those directed at patients, health care professionals, administrators, legislators, the general public, or combinations of the above.

Our curriculum is designed to master the following competencies [HBS Doctoral Degree Program Competencies](#)

The doctoral curriculum has required and recommended courses that are designed to achieve these competencies. Courses listed as required must be taken by all doctoral students. Students should meet with their advisors prior to registering for courses each term to discuss the selection and sequence of HBS recommended courses, as well as courses offered by other departments and divisions, appropriate for their individual areas of interest.

At the end of the first year of coursework, first-year doctoral students take the qualifying exam. This exam tests whether the student has mastered the basic knowledge of the field (as exemplified by the competencies) and whether the student is ready to specialize in a specific area of study.

Students take the departmental and School-wide preliminary oral examinations by the end of their third year in residence. Faculty members examine the student's readiness to conduct independent research. Upon passing, students pursue a research topic under the guidance of an academic advisor and faculty committee. The student's written dissertation is defended at a final School-wide oral examination, and then presented in a formal public seminar. It should be possible to complete the doctoral degree in four years of full-time study.

Students are also expected to take methods courses relevant to the field of their dissertation research. Students who wish to take advanced biostatistics courses (140.651-654 Methods in Biostatistics I-IV) in place of the basic requirements are encouraged to do so. To register for the advanced series, a working knowledge of calculus and linear algebra is required.

### **Course Requirements - School**

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

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

## Curriculum - Social and Behavioral Sciences

**Note: Minimum of 16 credits required each term throughout doctoral program.**

### *First year, first term*

#### **Required Courses**

140.621	Statistical Methods in Public Health I (4)
340.601	Principles of Epidemiology (5)
410.618	Integrating Social and Behavioral Theory into Public Health I (4)
410.860	Graduate Seminar (2)

**Students who plan to take the online TA orientation in 2<sup>nd</sup> term should take Introduction to Online Learning in 1<sup>st</sup> term. <http://distance.jhsph.edu/iol/>**

### *First year, second term*

140.622	Statistical Methods in Public Health II (4)
410.619	Integrating Social and Behavioral Theory into Public Health II (4)
410.860	Graduate Seminar (2)

Teaching Assistant Orientation Seminar – Required for students who plan to be Teaching Assistants – **Note that this is an online course and students must complete Introduction to Online Learning prior to the term they are taking their first online course. See web site for more information on when the course is offered <http://distance.jhsph.edu/iol/>**

### *First year, third term*

140.623	Statistical Methods in Public Health III (4)
410.615	Research Design in the Social and Behavioral Sciences (3)
410.860	Graduate Seminar in Social and Behavioral Sciences (3)

### *First year, fourth term*

140.624	Statistical Methods in Public Health IV (4)
410.860	Graduate Seminar in Social and Behavioral Sciences (3)

**Second year, first term**

550.865 Public Health Perspectives on Doctoral Research I (1)

(Certain students may obtain waivers: 1. students with an MPH degree from a domestic institution within the last ten years 2. students enrolled in a professional MHS program or in the DrPH program, 3. students who have taken graduate-level courses in the five CEPH core areas that are biostatistics, epidemiology, social and behavioral sciences, environmental health sciences, and health systems administration. Waivers to this course can be obtained from Dr. Nirbhay Kumar [nkumar@jhsph.edu](mailto:nkumar@jhsph.edu))

410.870 HBS Research and Proposal Writing Process for Doctoral Students I (2)

**Second year, second term**

550.866 Public Health Perspectives on Doctoral Research II (1)  
See note for 550.865 PH Perspectives I

410.871 HBS Research and Proposal Writing Process for Doctoral Students II (2)

**Second year, third term**

306.665 Research Ethics and Integrity (3)

**Recommended HBS courses**

Students should discuss the selection and sequence of courses relevant to their research interests with their advisors. Students will select some HBS recommended courses in their first year; other courses may be taken in their 2<sup>nd</sup> and later years of the program. Note methodological training requirements in next section.

It is highly recommended that students take either a **Health Education sequence** of two courses:

410.620 Program Planning for Health Behavior Change (3)

410.630 Implementation and Sustainability of Community-Based Health Programs (3)

Or

A **Health Communication sequence** of two courses:

410.654 Health Communication Programs I (4)

410.655 Health Communication Programs II (4)

**HBS courses required (noted above) and recommended for doctoral students and offered in 09-10, by term:**

Term 1:            Course Title and # Credits

- 410.612            Sociological Perspectives on Health (3)
- 410.618            Integrating Social and Behavioral Theory into Public Health. Part I: Foundations (4)
- 410.620            Program Planning for Health Behavior Change (3)
- 410.653            Contemporary Issues in Health Communication (1)
- 410.656            Entertainment Education for Behavior Change and Development (4)
- 410.860            Graduate Seminar (2)
- 410.861            Graduate Seminar in Community-Based Research (1)
- 410.870            HBS Research and Proposal Writing for Doctoral Students I

Term 2:

- 410.619            Integrating Social and Behavioral Theory into Public Health. Part II: Applications (4)
- 410.631            Introduction to Community-Based Participatory Research: Principles and Methods (3)
- 410.650            Introduction to Persuasive Communications: Theories and Practice (4)
- 410.710            Concepts in Qualitative Research for Social and Behavioral Sciences (3)
- 410.860            Graduate Seminar (2)
- 410.861            Graduate Seminar in Community-Based Research (1)
- 410.871            HBS Research and Proposal Writing for Doctoral Students II

Term 3:

- 410.610            Health and Homelessness (3)
- 410.613            Psychosocial Factors in Health and Illness (3)
- 410.615            Research Design in the Social and Behavioral Sciences (3)
- 410.651            Health Literacy: Challenges and Strategies for Effective Communication (3)
- 410.654            Health Communication Programs I
- 410.626            Alcohol, Society and Health (3)
- 410.690            Ethnographic Fieldwork (4)
- 410.721            Translating Research into Public Health Programs I (2)
- 410.752            Children, Media and Health (3)
- 410.860            Graduate Seminar (3)
- 410.861            Graduate Seminar in Community-Based Research (1)
- 410.862            Research Seminar in Health Communication (2)

Term 4:

- 410.625            Injury Prevention: Behavioral Sciences Theories and Applications (3)
- 410.630            Implementation and Sustainability of Community-Based Health Programs (3)
- 410.632            Introduction to Urban Health (3)
- 410.652            Interpersonal Influence in Medical Care (2)
- 410.655            Health Communication Programs II (4)

410.656	Communication Strategies for Sexual Risk Reduction (3)
410.660	Latino Health: Measures and Predictors (3)
410.663	Media Advocacy and Public Health: Theory and Practice (3)
410.722	Translating Research into Public Health Programs II (2)
410.860	Graduate Seminar (3)
410.861	Graduate Seminar in Community-Based Research (1)
415.623	Ethical and Sociocultural Implications of Genetic and Reproductive Technologies (2)

School of Public Health course listings for courses in HBS and other departments:

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

Students also have the opportunity to take courses in other divisions of the University. Contact Records and Registration regarding interdivisional course registration procedures.

### **Additional Requirements in Methodological Training**

In addition to the specific required courses listed above, students are required to complete, **prior to their preliminary oral examination, at least one course in each of four areas of methodological training in the social and behavioral sciences: quantitative methods (QN), qualitative methods (QL), Evaluation methodologies (EV), and methods applications specific to the social and behavioral sciences (SBS).** From the menu of courses listed below, students should carefully choose methods training by considering both their previous training and future research goals. Departmental faculty, including their advisor, should be consulted as needed.

One course in each of the four areas is considered the minimum; students are encouraged to build their methodological expertise in all areas relevant to their proposed thesis activities and scientific areas of interest.

Students who would like to propose taking a methods course not currently listed in lieu of the listed courses may, with their advisor's consent, request such a substitution in writing to the HBS Curriculum Committee.

Qualitative (QL)
*410.690 Ethnographic Fieldwork (4)
*410.710 Concepts in Qualitative Research (3)
070.347 Discourse Analysis: Stories and Their Structures (3, Homewood)
224.691 Qualitative Data Analysis (4)
Quantitative (QN)
*380.733 Communication Network Analysis in Public Health Programs (4)
380.712 Methods in Analysis of Large Population Surveys (3)

140.640 Statistical Methods for Sample Surveys (3)
140.641 Survival Analysis (3)
140.655 Analysis of Longitudinal Data (4)
140.656 Multilevel Statistical Models in Public Health (4)
140.662 and 140.663 Spatial Analysis and GIS I or II (3 each)
140.765 Bayesian Methods (3, every other year)
330.657 Statistics of Psychosocial Research: Measurement (4)
Evaluation (EV)
*410.721 and 410.722 Translating Research into Public Health Programs I and II (4 total)
*380.611 Fundamentals of Program Evaluation (4)
221.638 Health Systems Research and Evaluation in Developing Countries (4)
300.713 Health Policy III: Research and Evaluation Methods for Health Policy (4)
305.613 Design and Evaluation of Community Health and Safety Interventions (3)
380.612 Applications in Program Monitoring and Evaluation (4)
SBS Applications (SBS)
*410.631 Introduction to Community-Based Participatory Research: Principles and Methods (3)
340.717 Health Survey Research Methods (4)
380.603 Demographic Methods for Public Health (4)
380.711 Issues in Survey Research (3)
*410.840 Seminar in Mixed Methods Research

\*HBS faculty instructor

### **Course/Credit Load**

The Department strongly encourages doctoral students to register for less than 19 credits in any one academic term. While a credit registration of more than 18 credits is possible through the registration system, departmental faculty think that the additional course burden prohibits doctoral students from dedicating the appropriate time needed for their class studies. Any decision to register for more than 18 credits should be carefully considered and discussed with the student's advisor prior to registering.

### **Satisfactory Academic Progress**

Doctoral students in the Department of Health, Behavior and Society are expected to maintain satisfactory academic standards for the duration of the degree program. In the department, satisfactory academic progress is defined as follows:

1. A minimum grade point average (GPA) of 3.25. Any doctoral student who does not obtain the minimum 3.25 GPA by the end of the third term during the first year will not be permitted to sit for the written qualifying exams. In this situation, an appropriate course of action will be determined by the student's advisor, associate chair and the academic office.
2. Grades of "A," "B," or "C" in all courses required by the department and program. Note, a grade of "D" received in a required course is not acceptable. Any required course in which a "D" is received must be repeated. All courses required for the program must be taken for a letter grade. All HBS departmental courses must be taken for a letter grade except with prior consent of the advisor. The pass/fail option may only be used for elective courses and only with the consent of the student's advisor.
3. No more than two (2) grades below a "B" in required department or program courses. For each additional grade below a "B", a course must be repeated. The course to be repeated will be determined in consultation with the student's advisor, associate chair and academic office. All grades will be calculated into the student's GPA.
4. All doctoral students will have their transcript evaluated at the end of their first year. This evaluation will be completed in conjunction with the qualifying exam review process.

### **HBS Departmental Policy on Full-Time Doctoral Registration**

The School and Department are firmly committed to full-time doctoral education. The Department's policy requires full-time registration for the duration of the student's program. Students should register for a minimum of 16 credits per term throughout the program, which will also fulfill the School's residency requirement of four consecutive terms of 16 credits each. Requests for an exception to this policy must be submitted to the HBS Academic Office and will require approval by the Department Chair.

### **Departmental Qualifying Examination**

As stated in the School's Policy and Procedure Memorandum for doctoral degree programs, the examination should constitute a comprehensive inquiry into the student's grasp of the subject matter underlying his/her discipline. It should explore the student's understanding of scientific principles and methods as well as his/her substantive knowledge of the major field and related areas.

Doctoral students become eligible for the departmental qualifying examination upon successful completion of the first-year required courses while maintaining the minimum GPA required.

The exam is offered in June. Specific details on the nature of the exam and policies related to grading will be distributed well in advance of the exam.

## **Research Hours**

The School requires all doctoral students to engage in research in addition to the research conducted as part of their dissertation, so that they will gain exposure to and experience in different research skills and approaches. While HBS encourages students to work within the Department, students are free to pursue opportunities of interest throughout the School, University or off-campus. Research hours can be fulfilled by engaging in either paid or unpaid research tasks.

The research hours can involve participation in any of the following aspects of research, including but not limited to: elements of research design (literature review and development of the conceptual framework of a study); community development and liaison activities; community needs assessment and its related social, epidemiological, behavioral, or political diagnosis; development and piloting of health interventions or materials; quantitative or qualitative data collection; data analysis and interpretation; policy analysis; literature reviews; manuscript preparation; grant preparation and any other form of research approved by the advisor.

Students must discuss their plan for fulfilling the research hours requirement with their academic advisor and have the plan approved by their academic advisor prior to engaging in the research tasks. Students are expected to engage in at least two different research tasks, which may be related to a single study or two separate studies. These tasks should reflect different elements of the research design as outlined above. The student must identify a primary mentor to work with for each of the tasks, and this mentor must agree to serve in this capacity by signing the research hours form in advance. Up to 50% of the required hours can be accomplished through off-campus work, as long as the work has been approved by the student's academic advisor. A student's academic advisor can serve as a primary mentor for one but not both of the research tasks. A minimum of 300 hours for total work on research tasks is required, with at least 100 hours on each task.

The research hours should be completed between matriculation and the Departmental preliminary oral exam. Completion of this requirement will be monitored by the Department through submission of the Research Hours Form to the HBS Academic Office. The form can be found on the departmental intranet, and from the HBS Academic Office.

## **Departmental Preliminary Oral Examination**

Students must successfully pass the departmental preliminary oral examination before taking the School-wide preliminary oral exam. The format of the exam is similar to the School-wide preliminary oral exam and is intended to determine if the student is academically prepared to pass the School-wide preliminary oral exam and to carry out independent dissertation research. Students must have successfully completed the departmental qualifying exam before their oral exams.

The examination requires the student to prepare a dissertation protocol that will be examined by the committee members before the exam takes place. This protocol is approximately 30 pages in length and provides the committee with the student's rationale for the proposed study and the basic hypothesis to be researched.

The departmental preliminary oral committee consists of four faculty members and an alternate. The student's advisor is included in the four committee members. All committee members should have primary appointments in the Department of Health, Behavior and Society. The senior faculty member from the department who is not the student's advisor will serve as chair of the committee. The exam is closed, with only the committee members and the student in attendance.

The student will coordinate the date of the exam with the exam committee members at least three weeks before the exam is scheduled to be held. The student is required to complete the Departmental Oral Form, available in the HBS Academic Office or on the HBS intranet. The information required on this form includes the names of the committee members, the title of the research protocol and the date, time, and location of the exam. Committee members will receive formal written notification of the exam date and time by memo from the department chairman.

The student will distribute a copy of his/her research proposal to all exam committee faculty members at least three weeks before the scheduled date of the exam.

Immediately following the examination, the committee must evaluate the success or failure of the student. One of the following results must be reported to the HBS Academic Office by the Committee Chair. The two main criteria to determine the outcome of this exam are:

1. The student is academically prepared to pass the School-wide oral examination.
2. The student is academically prepared to carry out his/her dissertation research.

Note: Issues of specific dissertation methodology will not be major criteria of this exam.

Based on the above criteria, students can then receive:

(a) Unconditional Pass: If the members each vote "unconditional pass" on the first ballot, this result is reported with no further discussion. If one or more members vote "conditional pass" or "fail," then the committee should discuss the specific concerns of those members as discussed below.

(b) Conditional Pass: The committee may decide that further evidence of qualifications is necessary and impose a specific condition that the candidate must fulfill within a given period of time. Those who feel the need for a condition or failure must convince the others, or vice versa. The committee should make a concerted effort to reach a consensus. In the case of a conditional pass, the committee will remain appointed until the condition is removed. Terms of the condition and its removal must be reported in writing to the HBS Academic Office. Students will *not* be permitted to sit for the School-wide preliminary oral until the conditions have been removed. It is recommended that conditions are met within six months unless otherwise recommended by the examination committee.

(c) Failure: If a majority of the committee decides that the candidate has failed the exam, the committee must recommend a future course of action. A student will be permitted to retake the exam only once. The committee may recommend one of the following:

- (1) Reexamination by the same Committee
- (2) Reexamination by a new committee.

## **HBS Guidelines for the Dissertation Proposal**

Research Plan: The student must provide a narrative project description which contains a detailed discussion of the following specific points.

1. A description of the research project and what it is intended to accomplish.
2. The scientific and/or policy problem(s) that will be addressed through the project and their significance.
3. Related research that addresses the identified problem(s). The subjects to be analyzed, questions to be answered, or the hypotheses to be tested by the project including a discussion of literature supporting the study, the relevant theoretical basis of the research and any theoretical and conceptual issues at stake.
4. The methodological procedures to be followed, and whenever applicable, information on such matters as sampling procedures, including the size of the population to be studied and the size of the sample and control groups, as well as description of the types and source of data to be gathered, specific variables to be measured, methodological problems to be encountered, specific statistical or other types of analyses to be made, and steps that will be taken to protect human subjects as appropriate. Non-quantitative proposals should specify the sources and methods to be used and provide a reasoned argument that these are adequate to address the research questions proposed.
5. The organization of the project and work plan, including a schedule of the main steps of the proposed investigation and anticipated timelines.
6. Where relevant, a discussion of the facilities and resources available for the project.
7. Other pertinent information, such as study strengths & weaknesses, deemed appropriate by the student and their advisor.

As a general guide, the dissertation proposal, including references, should not exceed 30 double-spaced typewritten pages.

## **School-wide Preliminary Oral Examination**

The School-wide preliminary oral examination takes place after the student has successfully completed the departmental qualifying examination and the departmental preliminary oral examination. The purpose of this examination, as stated in the School's Policy and Procedure Memorandum (PPM), is to determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest. Specifically, the examiners will be concerned with the student's:

- capacity of logical thinking;
- breadth of knowledge in relevant areas;
- ability to develop and conduct research leading to a completed dissertation.

Discussion of a specific research proposal, if available, may serve as a vehicle for determining the student's general knowledge and research capacity. However, this examination is not intended to be a defense of a specific research proposal. The School-wide preliminary oral exam should be taken by the end of the student's third year in residence and before significant engagement in research. Note: The school has placed a time limit of three years between matriculation into a degree program and successful completion of the preliminary oral exam. Students are encouraged to keep this time limit in mind when planning their academic schedule.

The School-wide preliminary oral examination must be scheduled at least one month in advance. Instructions on scheduling the examination and information on committee composition are available on the Records and Registration web site:

<https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>

**After successful completion of School-wide preliminary oral exam, students register for 410.820 Thesis Research each term until completion of all degree requirements**

### **IRB Approval**

Among the many issues students should consider in developing a research study is the issue of whether it will qualify as human subjects research. The JHSPH IRB office is charged with making sure that research studies conducted in the school comply with internal and external regulations. Human subjects research is broadly defined as any activity involving living humans or private information about them that seeks to test a hypothesis or answer scientific questions. This can include both secondary data analysis, use of identifiable biospecimens, as well as research involving direct contact with subjects. All student studies involving data about humans should be submitted to the IRB. Students cannot submit their own IRB protocols; instead, the student's advisor or other faculty member must serve as the Principal Investigator on the protocol submitted to the IRB. The faculty member-PI undertakes full responsibility for the study. The IRB office has prepared a student manual that is available in the Academic Office, Room 263 and at <http://www.jhsph.edu/GER/IRBcompletestudentmanual.pdf> . Students should read this manual carefully and discuss the issues as they relate to the proposed project with their advisors as a first step in understanding the process and evaluating whether the proposed study will involve human subjects research.

The IRB website includes extensive FAQs about general IRB topics, using the PHIRST electronic application system, completing the CITI human subjects research training, and student research (see: <http://phirst.jhsph.edu/sph/Rooms/DisplayPages/LayoutInitial?Container=com.webridge.entity.Entity%5B0ID%5B5EA4E6B5D092C44083E38C1155C750B3%5D%5D.>) If there are further questions, contact the IRB office (410-955-3193) and make an appointment to review any questions with a research subjects specialist.

### **Dissertation Advisory Committee**

The progress of each doctoral student is followed regularly, at least once a year, by a committee consisting of the dissertation advisor and two to four other faculty, from both inside and/or outside the student's department. The student and his/her advisor, with the consent of the

department chair, decide on the composition of this committee. The objective of the Dissertation Advisory Committee is to provide continuity in the evaluation of the progress and development of the student.

Each month, the Office of Graduate Education and Research will generate a report of the students who passed their Preliminary Oral Exam within the past three months. (Students receiving a conditional pass must meet the conditions before this contact is initiated.) An e-mail and Dissertation Research Documentation form will be sent to the student and copied to the student's Dissertation Advisor (as identified on the Preliminary Oral Exam Committee) and the academic coordinator. The form is to be completed and returned within three months of contact (or six months past preliminary oral exam date) to the Office of Graduate Education and Research for tracking and inclusion in the student's academic file. This documentation will then be attached to the combined Appointment of Dissertation Readers' and Final Oral Exam Committee Composition form in order to obtain final signatory approval from the Sr. Associate Dean for Academic Affairs.

The first meeting of the Dissertation Advisory Committee is held when the student is developing his/her dissertation proposal. A brief written progress report should be submitted by the student at the time of the meeting. A written evaluation of the student's progress and development will be prepared by the committee after the meeting, discussed with the student, and a copy placed in the student's departmental file. Students who are working outside of the country or at distant sites within the country are not required to return for Dissertation Advisory Committee meetings, although that is desirable. However, students will submit yearly written progress reports, which will be read and evaluated by the Dissertation Advisory Committee. A written evaluation based on this document will be sent to the student and placed in the student's departmental file.

Completion of this requirement each year will be monitored by the student's advisor and the Academic Coordinator.

### **Dissertation Guidelines**

All doctoral students must complete an original investigation presented in the form of a dissertation. The dissertation must be based on original research, worthy of publication, and acceptable to the Department of Health, Behavior and Society 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 developed, reviewed, and found acceptable to departmental faculty while the candidate has been enrolled as a doctoral student.

The traditional doctoral dissertation consists of a statement of the problem and specific aims; a literature review; data and research methods; analyses and results; and a discussion of findings and their implications. The form these take will reflect the specific academic discipline or orientation guiding the student's research. Doctoral students also have the option of a manuscript-oriented dissertation as an alternative to the traditional dissertation. See the "Dissertation Policy for HBS Doctoral Students" at the end of this section for more information on manuscript formats.

Students should discuss the advantages and disadvantages of each option with their advisor before deciding on a dissertation strategy.

Completion of a satisfactory investigation in the principal subject and its presentation in the form of a dissertation, approved by a committee of the faculty, is the next step toward the doctoral degree. The material contained in the dissertation should be worthy of publication in a scientific journal in the field involved. To establish this committee, the student and advisor recommend four faculty members to serve as dissertation readers. These faculty members, one of whom is the dissertation advisor, should hold an appointment as Assistant Professor or higher and represent at least three departments of the University and at least two departments of the School of Public Health. One member must hold the rank of Associate Professor or full Professor and not hold a joint appointment in the student's department. This individual will serve as the Chair of the Final Oral Examination Committee. One adjunct or one scientist faculty member may serve on the Committee, but not both. All faculty members must serve as Dissertation Readers representing the department of their primary faculty appointment.

The committee of readers may be increased to five members provided the conditions stated above are satisfied for four readers. If a fifth member was approved to serve as a Dissertation Reader, that individual does not have voting privileges on the Final Examination Committee.

### **Oral Defense of Dissertation**

The oral defense of the dissertation by the candidate before a committee of the faculty is the final step for the doctoral degree candidate. Instruction and forms for the appointment of dissertation readers and scheduling the final oral exam can be accessed at <https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>.

Records and Registration requires that the "Appointment of Dissertation Readers & Final Oral Examination Committee" form be submitted at least one month in advance of the proposed date.

The completed form must be submitted to the HBS Academic Office for review. The Academic Coordinator will obtain the department chair's signature and forward the form to Records and Registration. Committee members should be given adequate time to properly read the dissertation before the defense, and the "Dissertation/Dissertation Approval Form," signed by the advisor, should be included with the dissertation copies.

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 Dissertation 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, PhD candidates must deliver a copy of their dissertation to The Milton S. Eisenhower Library.

### **Public Seminar**

As a culminating experience, all doctoral students are required by the School to present a formal, public seminar. The final oral examination consists of a 2 – 2 ½ hour period, including the 20 - 30 minute public seminar followed by a brief time for public discussion, and followed

immediately by the closed portion of the examination, which is closed to all except the doctoral candidate and the examination committee. Records and Registration posts the seminar announcement to the School's events calendar.

### **Dissertation Policy for HBS Doctoral Students**

All students must complete an original investigation in the area of concentration presented in the form of a dissertation. The dissertation must be based on original research, worthy of publication, and acceptable to the Department of Health, Behavior and Society (HBS) 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 HBS while the candidate is enrolled as a student in the Department.

Students in HBS have the choice of completing a "traditional" doctoral dissertation or a manuscript-oriented dissertation. Ideally, this decision should be made by the time the student undergoes the departmental preliminary oral examination. There are advantages and disadvantages to each option which should be carefully discussed with the student's advisor.

Each of these options are described briefly below.

**The traditional doctoral dissertation** generally consists of an abstract, five chapters, references, and any appendices. The outline of chapters below is merely a guide. The page numbers are rough estimates, and the form of the chapters will vary, reflecting the academic discipline or orientation of the student's research.

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

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

**Chapter 2: Literature Review.** The literature review summarizes existing literature that informed the dissertation research. It generally is organized topically. The literature review tends to be a fairly detailed review, particularly for those topics most directly related to the content and methods of the dissertation. The literature review tends to be 30-60 pages in length.

**Chapter 3: Methods.** The content of the methods chapter varies tremendously with the methodological approach taken by the student for the dissertation research. With traditional empirical studies, it will generally include the specific aims, research questions, and/or hypothesis; a description of the source of study data, a description of the study instrument and its development, if relevant; a description of secondary data

obtained, if relevant; analytic methods, including data cleaning, creation of a data set, creation of variables and/or qualitative codes, types of analyses done, and human subjects issues. The methods chapter ranges from 20-40 pages.

**Chapter 4: Results.** The results chapter reports the main findings of the dissertation. It often is organized by research question or specific aim or hypothesis, but need not necessarily follow this format. The results chapter ranges from 25-50 pages.

**Chapter 5: Discussion of Results and Policy Implications.** The discussion chapter both summarizes key findings and discusses findings in light of existing literature and in light of their policy implications. Also included generally are a description of the study's limitations and implications for future research. The Discussion chapter is generally 25-50 pages.

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

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

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

**The manuscript dissertation** consists of the following:

- A total of three (or more) papers, linked to the student's dissertation topic. One of these papers is the literature review, providing a comprehensive critical review, suitable for publication.
- A chapter which integrates and discusses the findings reported in the manuscripts. It should include a discussion of the conclusions of the research, and it should make recommendations for further studies.
- An appendix outlining in detail the study methods and any accompanying data tables necessary to fully understand the data.

A manuscript oriented dissertation must also meet the following criteria:

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

- At least two members of the dissertation committee must not be co-authors of any of the manuscripts to avoid conflict of interest.

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

#### Role of Faculty Advisor:

The advisor's role is to facilitate successful completion of the doctoral dissertation. Students should refer to the HBS policy for advising for general guidelines about frequency of meetings between advisors and students during the dissertation research and writing period. The type of assistance provided should be tailored to the individual student's needs. Both the traditional dissertation and the manuscript-oriented dissertation must reflect work that is the student's independent and original work. The advisor, then, can and should provide ongoing and critical feedback, but the research must be that of the student.

Maintaining this balance may be particularly challenging for manuscript-oriented theses. Even if the advisor (or another committee member) will be a co-author on a manuscript, the manuscripts must be viewed first and foremost as fulfilling the student's needs in the dissertation process, with publication as a secondary goal. Advisors or other committee members who are co-authors may not undertake the first draft of any portions of the manuscripts nor substantial re-writes. Whether an advisor will be a co-author on any manuscript should be decided early in the dissertation process.

See p. 73 for general information on advising.

**Thesis guidelines and deadlines:** <https://my.jhsph.edu/C4/DoctoralCandidateInfo/default.aspx>

Link to [School PPM on PhD Degree](#)

[https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic\\_Programs\\_03\\_Doctor\\_Of\\_Philosophy\\_Degree.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_03_Doctor_Of_Philosophy_Degree.pdf)

Link to [School PPM on ScD Degree](#)

[https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic\\_Programs\\_05\\_Doctor\\_of\\_Science\\_Degree.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_05_Doctor_of_Science_Degree.pdf)

Link to [HBS Doctoral Degree Program Competencies](#)

[http://www.jhsph.edu/dept/hbs/degrees/phd\\_social\\_behavioral/](http://www.jhsph.edu/dept/hbs/degrees/phd_social_behavioral/)

MILESTONES FOR THE PhD/ScD PROGRAM		
Key Dates	Task/Event	Date Completed
<b>First Year</b>		
<b>Term 1</b>		
Before 1 <sup>st</sup> term registration	Introductory Advisor Meeting	
	Course selections – Discussion of required and highly recommended courses, courses in area of interest, and special studies.	
	Identify professional and educational goals. Review deadlines. Discuss attendance at departmental seminars and other outside-class opportunities.	
<b>Term 2</b>		
Before 2 <sup>nd</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
	Discuss research plans. Identify faculty resources.	
<b>Term 3</b>		
Before 3rd term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
<b>Term 4</b>		
Before 4 <sup>th</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
By end of first year	Residency requirement met	
	Student has discussed research hours requirement with advisor	
	Departmental qualifying exam in June	
<b>Second Year</b>		
<b>Term 1</b>		
Before 1 <sup>st</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
	Discuss possible composition of oral exam committees.	
<b>Term 2</b>		
Before 2 <sup>nd</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	

<b>Term 3</b>		
Before 3rd term registration	Before 3rd term registration	
	Course selections	
	Satisfactory academic progress	
	If student plans to take oral exam in 2 <sup>nd</sup> year, committee members should be identified by 3 <sup>rd</sup> term.	
<b>Term 4</b>		
Before 4 <sup>th</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
<b>Third Year</b>		
<b>Terms 1-4</b>		
Before registration each term	Advisor Meeting	
	After successful completion of school preliminary oral exam, student registers for 410.820 Thesis Research each term until completion of all degree requirements (see timetable at end of student handbook).	
Prior to prelim exams	Research Hours form has been completed by student, signed by advisor, and submitted to Academic Office.	
By 3 years from matriculation date	Successful completion of departmental and school preliminary oral examinations	
Within 3 months of successful completion of school prelim oral exam	Student has identified a dissertation advisory committee and submitted the School's Thesis Research Documentation form to HBS Academic Office	
<b>Fourth Year</b>		
<b>Terms 1-4</b>		
At least once per term	Advisor Meetings to review thesis progress	
Annually, post prelim oral exam	Dissertation Thesis Advisory Committee meets to evaluate progress and submits evaluation to HBS Academic Office	
	Ensure that students have had some teaching experience as TA or Dean's Teaching Fellowship.	

## **DrPH Program**

Program Director:

HBS Academic Coordinator

[bdiehl@jhsph.edu](mailto:bdiehl@jhsph.edu)

Debra Roter, DrPH

Barbara Diehl, 263 Hampton House, 410-502-4415,

## **Course Requirements**

The Doctor of Public Health (DrPH) is a School-wide advanced professional degree program designed for the student who has 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 in the Department of Health, Behavior and Society is on integrating and applying a broad range of knowledge and analytical skills in leadership, practice, policy analysis, program and budget management, and communication, with an emphasis on the application of behavioral and social science perspectives to contemporary health problems.

The Department focuses its research in the following two areas:

### ***Social and Psychological Influences on Health***

This area focuses on social and psychological factors and processes in the etiology and prevalence of disease, in health care seeking behavior, adaptation and coping, and disease prevention. Students are exposed to current research on health knowledge, attitudes and beliefs; social and psychological factors in disease etiology; risk reduction; and cultural influences in public health, including cross-cultural studies.

This area emphasizes sociological and psychological conceptualizations of health and illness, theories of stress and coping, as well as the special problems in the design and measurement of social and psychological variables. Emphasis is placed on the interactive and independent roles of psychosocial factors for disease, with a focus on the social context in which illness is defined and treated. The influence of major social structural divisions such as gender, socioeconomic status, and ethnicity is highlighted. The basic structure and function of health care systems of societies are also considered in their social-political context.

### ***Health Education and Health Communication***

Research and practice in this area focus on how principles from educational, behavioral, social, psychological, and communication theory influence health practices and behaviors conducive to optimal health in individuals, groups, and communities. Students are exposed to current research on health education and communication, with a particular focus on ecological models of health, evaluating multi-faceted intervention programs, and patient-provider communication.

Health education and communication programs are laboratories for the study of effective intervention strategies. Students in this area focus on needs assessment, planning, implementation and evaluation of comprehensive health promotion programs with an eye toward improving both theory and practice. Specific intervention strategies of interest may include individual behavior change strategies based on learning theory and theories of psychosocial dynamics; use of mass media communication; interpersonal communication; mobilization of social and community support; and advocacy. Program implementation issues

such as administrative and staff development and support are also considered. Interventions studied include those directed at patients, health care professionals, administrators, legislators, the general public, or combinations of the above.

Students should meet with their advisors prior to registering for courses each term to discuss the selection and sequence of required and elective courses outlined in the DrPH curriculum.

At the end of the first year of coursework, DrPH students take the qualifying exam. This exam tests whether the student has mastered the basic knowledge of the field as well as in core DrPH competencies.

Students take the departmental and School-wide preliminary oral examinations by the end of their third year in residence. Upon passing, students pursue their dissertation work under the guidance of an academic advisor and faculty committee. The student's written dissertation is defended at a final School-wide oral examination and presented in a formal public seminar. It should be possible to complete the DrPH degree in four years of full-time study.

### **DrPH Curriculum in Social and Behavioral Sciences**

Sections I through VII list the school-wide DrPH course requirements. Sections VIII-IX list the requirements specific to the DrPH in Social and Behavioral Sciences.

#### **I. Ethics--DrPH students must take at least 3 credits from the following courses**

Course No.	Units	Course Title
550.860	1	Research Ethics
221.616	2	Ethics of Public Health Practice in Developing Countries
306.655	3	Ethical Issues in Public Health
306.663	3	Legal and Ethical Issues in Health Services Management
306.665	3	Research Ethics and Integrity: US and International Issues

#### **II.A. Epidemiology--DrPH students must take two of the following courses OR all listed in II.B.**

Course No.	Units	Course Title
340.601	5	Principles of Epidemiology
<b>OR</b>		
550.694.81	3	Fundamentals of Epidemiology I (online only)
<b>AND</b>		
550.695.81	3	Fundamentals of Epidemiology II (online only)
<b>AND</b>		
340.761	4	Applied Epidemiology I
<b>OR</b>		
340.608	4	Observational Epidemiology

#### **II B. Epidemiology continued**

Course No.	Units	Course Title
340.751	5	Epidemiologic Methods 1
340.752	5	Epidemiologic Methods 2
340.753	5	Epidemiologic Methods 3

**III A. Biostatistics--DrPH students must take all 4 of the following courses OR all listed in III B.**

Course No.	Units	Course Title
140.621*	4	Statistical Methods in Public Health I
140.622*	4	Statistical Methods in Public Health II
140.623*	4	Statistical Methods in Public Health III
140.624*	4	Statistical Methods in Public Health IV

**\*The Biostatistics series 140.651 – 654 may be used as a substitute.**

**III B. Biostatistics continued**

Course No.	Units	Course Title
140.611	3	Statistical Reasoning in Public Health I
140.612	3	Statistical Reasoning in Public Health II
140.613	2	Data Analysis Workshops I
140.614	2	Data Analysis Workshops II
140.620	2	Advanced Data Analysis Workshop
140.624	4	Statistical Methods in Public Health IV

**IV. School-Wide DrPH Seminar--DrPH Students are required to take four terms of the school-wide DrPH seminar and are encouraged to attend during additional terms**

Course No.	Units	Course Title
550.873	4	Seminar in Public Health Leadership (Four terms, 1 credit per term)

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

Course No.	Units	Course Title
551.610	3	Foundations of Leadership – A Leadership Survey Course
380.681	4	Strategic Leadership Principles and Tools for Health System Transformation In Developing Countries

**VI. Health Policy--DrPH students must take at least one policy course from the following (other courses may be substituted with approval from the DrPH Executive Committee)**

Course No.	Units	Course Title
180.629	4	Environmental and Occupational Health Law and Policy
300.600.81	4	Introduction to Health Policy
300.652	4	Politics of Health Policy
300.711	3	Health Policy I: Social and Economic Determinants of Health
300.712	3	Health Policy II: Public Health Policy Formulation
300.713	4	Health Policy III: Research and Evaluation Methods for Health Policy
306.650	3	Public Health and the Law
380.624	4	Maternal and Child Health Legislation and Programs
309.670	3	Comparative Health Insurance

**VII. Management Sciences--DrPH students must take 3 credits from the following courses in addition to the MPH Management requirement**

Course No.	Units	Course Title
221.706 and 221.707	5	Management of Health Systems in Developing Countries I and II
221.722 <b>OR</b> 221.722.81	4	Quality Assurance Management Methods for Developing Countries
312.615	3	Organizational Behavior and Management
551.601 <b>AND</b> 551.602	6	Managing Health Services Organizations Approaches to Managing Health Service Organizations: Cases and Applications
551.603	3	Fundamentals of Budgeting and Financial Management
551.605	3	Case Studies in Management Decision Making
551.608	3	Managing Non-Governmental Organizations in the Health Sector

**VIII. Social and Behavioral Sciences Core Requirements--DrPH students must take the following courses**

Course No.	Units	Course Title
410.860	variable	Graduate Seminar in Social and Behavioral Sciences, minimum 4 terms
410.618	4	Integrating Social and Behavioral Theory into Public Health I: Foundations
410.619	4	Integrating Social and Behavioral Theory into Public Health II: Applications
410.663	3	Media Advocacy and Public Health: Theory and Practice
410.721	2	Translating Research into Public Health Programs I
410.722	2	Translating Research into Public Health Programs II
380.611	4	Fundamentals of Program Evaluation
410.615	3	Research Design in Social and Behavioral Sciences
410.632	3	Introduction to Urban Health
410.631	3	Introduction to Community-Based Participatory Research
410.690 or 410.710	4	Ethnographic Fieldwork
410.710	3	Concepts in Qualitative Research for Social and Behavioral Sciences
410.870	2	HBS Research and Proposal Writing for Doctoral Students I
410.871	2	HBS Research and Proposal Writing for Doctoral Students II

**IX. Social and Behavioral Sciences Electives--DrPH students must take at least 2 of the following courses**

Course No.	Units	Course Title
410.610	3	Health and Homelessness
410.611	3	Health, Poverty and Public Policy in the U.S.
410.612	3	Sociological Perspectives on Health
410.613	3	Psychosocial Factors in Health and Illness
410.620	3	Program Planning for Health Behavior Change
410.630	4	Implementation and Sustainability of Community-based Health Programs
410.631	3	Introduction to Community-Based Participatory Research

410.651	3	Health Literacy: Challenges and Strategies for Effective Communication
410.653	1	Contemporary Issues in Health Communication
410.654 and 410.655 or 410.755	8 4 4	Health Communication Programs I and II (4 credits each term) Health Communication Programs
410.656	4	Entertainment Education for Behavior Change and Development

### **Course/Credit Load**

The Department strongly encourages doctoral students to register for less than 19 credits in any one academic term. While a credit registration of more than 18 credits is possible through the registration system, departmental faculty think that the additional course burden prohibits doctoral students from dedicating the appropriate time needed for their class studies. Any decision to register for more than 18 credits should be carefully considered and discussed with the student's advisor prior to registering.

### **Satisfactory Academic Progress**

Doctoral students in the Department of Health, Behavior and Society are expected to maintain satisfactory academic standards for the duration of the degree program. In the department, satisfactory academic progress is defined as follows:

5. A minimum grade point average (GPA) of 3.25. Any doctoral student who does not obtain the minimum 3.25 GPA by the end of the third term during the first year will not be permitted to sit for the written qualifying exams. In this situation, an appropriate course of action will be determined by the student's advisor, associate chair and the academic office.
6. Grades of "A," "B," or "C" in all courses required by the department and program. Note, a grade of "D" received in a required course is not acceptable. Any required course in which a "D" is received must be repeated. All courses required for the program must be taken for a letter grade. All HBS departmental courses must be taken for a letter grade except with prior consent of the advisor. The pass/fail option may only be used for elective courses and only with the consent of the student's advisor.
7. No more than two (2) grades below a "B" in required department or program courses. For each additional grade below a "B", a course must be repeated. The course to be repeated will be determined in consultation with the student's advisor, associate chair and academic office. All grades will be calculated into the student's GPA.
8. All doctoral students will have their transcript evaluated at the end of their first year. This evaluation will be completed in conjunction with the qualifying exam review process.

## **HBS Departmental Policy on Full-Time Doctoral Registration**

The School and Department are firmly committed to full-time doctoral education. The Department's policy requires full-time registration for the duration of the student's program. Students should register for a minimum of 16 credits per term throughout the program, which will also fulfill the School's residency requirement of four consecutive terms of 16 credits each. Requests for an exception to this policy must be submitted to the HBS Academic Office and will require approval by the Department Chair.

### **Departmental Qualifying Examination**

As stated in the School's Policy and Procedure Memorandum for doctoral degree programs, the examination is intended to assess the student's written mastery of the knowledge base and methods in their field of study as well as in core DrPH competencies.

Doctoral students become eligible for the departmental qualifying examination upon successful completion of the first-year required courses while maintaining the minimum GPA required.

The exam is offered in June. Specific details on the nature of the exam and policies related to grading will be distributed well in advance of the exam.

### **Departmental Preliminary Oral Examination**

Students must successfully pass the departmental preliminary oral examination before taking the School-wide preliminary oral exam. The format of the exam is similar to the School-wide preliminary oral exam and is intended to determine if the student is academically prepared to pass the School-wide preliminary oral exam and to carry out independent thesis research. Students must have successfully completed the departmental qualifying exam before their oral exams.

The examination requires the student to prepare a thesis protocol that will be examined by the committee members before the exam takes place. This protocol is approximately 30 pages in length and provides the committee with the student's rationale for the proposed study and the basic hypothesis to be researched.

The departmental preliminary oral committee consists of four faculty members and an alternate. The student's advisor is included in the four committee members. All committee members should have primary appointments in the Department of Health, Behavior and Society. The senior faculty member from the department who is not the student's advisor will serve as chair of the committee. The exam is closed, with only the committee members and the student in attendance.

The student will coordinate the date of the exam with the exam committee members at least three weeks before the exam is scheduled to be held. The student is required to complete the Departmental Oral Form, available in the HBS Academic Office or on the HBS intranet. The information required on this form includes the names of the committee members, the title of the research protocol and the date, time, and location of the exam. Committee members will receive formal written notification of the exam date and time by memo from the department chairman.

The student will distribute a copy of his/her research proposal to all exam committee faculty members at least three weeks before the scheduled date of the exam.

Immediately following the examination, the committee must evaluate the success or failure of the student. One of the following results must be reported to the HBS Academic Office by the Committee Chair. The two main criteria to determine the outcome of this exam are:

1. The student is academically prepared to pass the School-wide oral examination.
2. The student is academically prepared to carry out his/her thesis research.

Note: Issues of specific thesis methodology will not be major criteria of this exam.

Based on the above criteria, students can then receive:

(a) Unconditional Pass: If the members each vote “unconditional pass” on the first ballot, this result is reported with no further discussion. If one or more members vote “conditional pass” or “fail,” then the committee should discuss the specific concerns of those members as discussed below.

(b) Conditional Pass: The committee may decide that further evidence of qualifications is necessary and impose a specific condition that the candidate must fulfill within a given period of time. Those who feel the need for a condition or failure must convince the others, or vice versa. The committee should make a concerted effort to reach a consensus. In the case of a conditional pass, the committee will remain appointed until the condition is removed. Terms of the condition and its removal must be reported in writing to the HBS Academic Office. Students will *not* be permitted to sit for the School-wide preliminary oral until the conditions have been removed. It is recommended that conditions are met within six months unless otherwise recommended by the examination committee.

(c) Failure: If a majority of the committee decides that the candidate has failed the exam, the committee must recommend a future course of action. A student will be permitted to retake the exam only once. The committee may recommend one of the following:

- (1) Reexamination by the same Committee
- (2) Reexamination by a new committee.

### **HBS Guidelines for the Dissertation Proposal**

Research Plan: The student must provide a narrative project description which contains a detailed discussion of the following specific points.

1. A description of the research project and what it is intended to accomplish.
3. The scientific and/or policy problem(s) that will be addressed through the project and their significance.
4. Related research that addresses the identified problem(s). The subjects to be analyzed, questions to be answered, or the hypotheses to be tested by the project including a discussion of literature supporting the study, the relevant theoretical basis of the research and any theoretical and conceptual issues at stake.

5. The methodological procedures to be followed, and whenever applicable, information on such matters as sampling procedures, including the size of the population to be studied and the size of the sample and control groups, as well as description of the types and source of data to be gathered, specific variables to be measured, methodological problems to be encountered, specific statistical or other types of analyses to be made, and steps that will be taken to protect human subjects as appropriate. Non-quantitative proposals should specify the sources and methods to be used and provide a reasoned argument that these are adequate to address the research questions proposed.
6. The organization of the project and work plan, including a schedule of the main steps of the proposed investigation and anticipated timelines.
7. Where relevant, a discussion of the facilities and resources available for the project.
8. Other pertinent information, such as study strengths & weaknesses, deemed appropriate by the student and their advisor.

As a general guide, the thesis proposal, including references, should not exceed 30 double-spaced typewritten pages.

### **School-wide Preliminary Oral Examination**

The School-wide preliminary oral examination takes place after the student has successfully completed the departmental qualifying examination and the departmental preliminary oral examination. The purpose of this examination is to determine whether the student has the ability and knowledge to undertake significant public health problem-solving and analytic research in his/her general area of content. Specifically, the examiners will be concerned with the student's: (1) capacity for logical thinking; (2) breadth and depth of knowledge in public health and evaluative methodologies; and (3) ability to undertake a project aimed at addressing a significant public health problem leading to a completed dissertation. Discussion of a specific proposal, if available, may serve as a vehicle for determining the student's general knowledge and analytical capacity. However, this examination is not intended to be a defense of a specific proposal. When a proposal is submitted, the student will be expected to defend the public health significance of the problem as well as the methodologies to be used in evaluating solutions to the problem.

The School-wide preliminary oral exam should be taken by the end of the student's third year in residence and before significant engagement in the dissertation work.

The School-wide preliminary oral examination must be scheduled at least one month in advance. Instructions on scheduling the examination and information on committee composition are available on the Records and Registration web site:  
<https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>

**After successful completion of School-wide preliminary oral exam, students register for 410.820 Thesis Research each term until completion of all degree requirements.**

## **IRB Approval**

Among the many issues students should consider in developing a research study is the issue of whether it will qualify as human subjects research. The JHBSPH IRB office is charged with making sure that research studies conducted in the school comply with internal and external regulations. Human subjects research is broadly defined as any activity involving living humans or private information about them that seeks to test a hypothesis or answer scientific questions. This can include both secondary data analysis, use of identifiable biospecimens, as well as research involving direct contact with subjects. All student studies involving data about humans should be submitted to the IRB. Students cannot submit their own IRB protocols; instead, the student's advisor or other faculty member must serve as the Principal Investigator on the protocol submitted to the IRB. The faculty member-PI undertakes full responsibility for the study. The IRB office has prepared a student manual that is available in the Academic Office, Room 263 and at <http://www.jhsph.edu/GER/IRBcompletestudentmanual.pdf>. Students should read this manual carefully and discuss the issues as they relate to the proposed project with their advisors as a first step in understanding the process and evaluating whether the proposed study will involve human subjects research.

The IRB website includes extensive FAQs about general IRB topics, using the PHIRST electronic application system, completing the CITI human subjects research training, and student research (see: <http://phirst.jhsph.edu/sph/Rooms/DisplayPages/LayoutInitial?Container=com.webridge.entity.Entity%5B0ID%5B5EA4E6B5D092C44083E38C1155C750B3%5D%5D.>) If there are further questions, contact the IRB office (410-955-3193) and make an appointment to review any questions with a research subjects specialist.

## **Dissertation Advisory Committee**

The progress of each DrPH student is followed regularly, at least once a year, by a committee consisting of the dissertation advisor and two to four other faculty, from both inside and/or outside the student's department; a part-time adjunct faculty member or a non-faculty member may serve as one of the members of this Committee. One committee member must have professional practice experience related to the public health problem addressed by the student. This member is not necessarily a faculty member of The Johns Hopkins University. The objective of the Dissertation Advisory Committee is to provide continuity in the evaluation of the progress and development of the student.

Each month, the Office of Graduate Education and Research will generate a report of the students who passed their Preliminary Oral Exam within the past three months. (Students receiving a conditional pass must meet the conditions before this contact is initiated.) An e-mail and Dissertation Research Documentation form will be sent to the student and copied to the student's Dissertation Advisor (as identified on the Preliminary Oral Exam Committee) and the academic coordinator. The form is to be completed and returned within three months of contact (or six months past preliminary oral exam date) to the Office of Graduate Education and Research for tracking and inclusion in the student's academic file. This documentation will then be attached to the combined Appointment of Dissertation Readers' and Final Oral Exam Committee Composition form in order to obtain final signatory approval from the Sr. Associate Dean for Academic Affairs.

The first meeting of the Dissertation Advisory Committee is held when the student is developing his/her dissertation proposal. A brief written progress report should be submitted by the student at the time of the meeting. A written evaluation of the student's progress and development will be prepared by the committee after the meeting, discussed with the student, and a copy placed in the student's departmental file. Students who are working outside of the country or at distant sites within the country are not required to return for Dissertation Advisory Committee meetings, although that is desirable. However, students will submit yearly written progress reports, which will be read and evaluated by the Dissertation Advisory Committee. A written evaluation based on this document will be sent to the student and placed in the student's departmental file.

Completion of this requirement each year will be monitored by the student's advisor and the Academic Coordinator.

### **Dissertation Guidelines**

All doctoral students must complete an original investigation presented in the form of a dissertation. The dissertation must be based on original research, worthy of publication, and acceptable to the Department of Health, Behavior and Society 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 developed, reviewed, and found acceptable to departmental faculty while the candidate has been enrolled as a doctoral student.

The traditional doctoral dissertation consists of a statement of the problem and specific aims; a literature review; data and research methods; analyses and results; and a discussion of findings and their implications. The form these take will reflect the specific academic discipline or orientation guiding the student's research. Doctoral students also have the option of a manuscript-oriented dissertation as an alternative to the traditional dissertation. See the "Dissertation Policy for HBS Doctoral Students" at the end of this section for more information on manuscript formats.

Students should discuss the advantages and disadvantages of each option with their advisor before deciding on a dissertation strategy.

Completion of a satisfactory investigation in the principal subject and its presentation in the form of a dissertation, approved by a committee of the faculty, is the next step toward the doctoral degree. The material contained in the dissertation should be worthy of publication in a scientific journal in the field involved. 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. This reader, who may or may not hold a faculty appointment with the University, shall be identified to the Records and Registration Office during the process of constituting the Committee and will be approved to serve on the Committee by the Program Director, based on a submitted Curriculum Vita. The Committee member fulfilling this practice experience must be explicitly designated on examination forms. A senior full-time faculty member outside the student's Department will normally serve as chair and must hold the rank of

Full or Associate Professor. The primary appointment of faculty members determines whether they are considered inside or outside the department. Advisors, however, are considered inside examiners even if their appointment is outside of the department sponsoring the candidate. The chair will be officially appointed by the responsible Associate Dean. An external person who serves on the committee may not serve as chair. Two alternates will be designated, one from inside and the other from outside the department. A third alternate with professional experience may also need to be designated if neither of the first two alternates fulfills this requirement

To establish this committee, the student and advisor recommend four faculty members to serve as dissertation readers. These faculty members, one of whom is the dissertation advisor, should hold an appointment as Assistant Professor or higher and represent at least three departments of the University and at least two departments of the School of Public Health. One member must hold the rank of Associate Professor or full Professor and not hold a joint appointment in the student's department. This individual will serve as the Chair of the Final Oral Examination Committee. One adjunct or one scientist faculty member may serve on the Committee, but not both. All faculty members must serve as Dissertation Readers representing the department of their primary faculty appointment.

The committee of readers may be increased to five members provided the conditions stated above are satisfied for four readers. If a fifth member was approved to serve as a Dissertation Reader, that individual does not have voting privileges on the Final Examination Committee.

### **Oral Defense of Dissertation**

The oral defense of the dissertation by the candidate before a committee of the faculty is the final step for the doctoral degree candidate. Instruction and forms for the appointment of dissertation readers and scheduling the final oral exam can be accessed at <https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx>.

Records and Registration requires that the "Appointment of Dissertation Readers & Final Oral Examination Committee" form be submitted at least one month in advance of the proposed date.

The completed form must be submitted to the HBS Academic Office for review. The Academic Coordinator will obtain the department chair's signature and forward the form to Records and Registration. Committee members should be given adequate time to properly read the dissertation before the defense, and the "Dissertation/Dissertation Approval Form," signed by the advisor, should be included with the dissertation copies.

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 Dissertation Advisor are on file in the Office of Records & Registration; (b) copies of the dissertation are delivered to the Office of Records and Registration.

## Public Seminar

As a culminating experience, all doctoral students are required by the School to present a formal, public seminar. The final oral examination consists of a 2 – 2 ½ hour period, including the 20 - 30 minute public seminar followed by a brief time for public discussion, and followed immediately by the closed portion of the examination, which is closed to all except the doctoral candidate and the examination committee. Records and Registration posts the seminar announcement to the School's events calendar.

## Dissertation Policy for HBS Doctoral Students

All students must complete an original investigation in the area of concentration presented in the form of a dissertation. The dissertation must be based on original research, worthy of publication, and acceptable to the Department of Health, Behavior and Society (HBS) 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 HBS while the candidate is enrolled as a student in the Department.

Students in HBS have the choice of completing a “traditional” doctoral dissertation or a manuscript-oriented dissertation. Ideally, this decision should be made by the time the student undergoes the departmental preliminary oral examination. There are advantages and disadvantages to each option which should be carefully discussed with the student’s advisor.

Each of these options are described briefly below.

**The traditional doctoral dissertation** generally consists of an abstract, five chapters, references, and any appendices. The outline of chapters below is merely a guide. The page numbers are rough estimates, and the form of the chapters will vary, reflecting the academic discipline or orientation of the student’s research.

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

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

**Chapter 2: Literature Review.** The literature review summarizes existing literature that informed the dissertation research. It generally is organized topically. The literature review tends to be a fairly detailed review, particularly for those topics most directly related to the content and methods of the dissertation. The literature review tends to be 30-60 pages in length.

**Chapter 3: Methods.** The content of the methods chapter varies tremendously with the methodological approach taken by the student for the dissertation research. With traditional empirical studies, it will generally include the specific aims, research questions, and/or hypothesis; a description of the source of study data, a description of the study instrument and its development, if relevant; a description of secondary data obtained, if relevant; analytic methods, including data cleaning, creation of a data set, creation of variables and/or qualitative codes, types of analyses done, and human subjects issues. The methods chapter ranges from 20-40 pages.

**Chapter 4: Results.** The results chapter reports the main findings of the dissertation. It often is organized by research question or specific aim or hypothesis, but need not necessarily follow this format. The results chapter ranges from 25-50 pages.

**Chapter 5: Discussion of Results and Policy Implications.** The discussion chapter both summarizes key findings and discusses findings in light of existing literature and in light of their policy implications. Also included generally are a description of the study's limitations and implications for future research. The Discussion chapter is generally 25-50 pages.

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

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

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

**The manuscript dissertation** consists of the following:

- A total of three (or more) papers, linked to the student's dissertation topic. One of these papers is the literature review, providing a comprehensive critical review, suitable for publication.
- A chapter which integrates and discusses the findings reported in the manuscripts. It should include a discussion of the conclusions of the research, and it should make recommendations for further studies.
- An appendix outlining in detail the study methods and any accompanying data tables necessary to fully understand the data.

A manuscript oriented dissertation must also meet the following criteria:

- The doctoral student must be the first author on the three manuscripts used to satisfy this requirement.
- No manuscript will be accepted as part of the dissertation if it was submitted for publication before the student passes the School-wide preliminary oral exam.
- At least two members of the dissertation committee must not be co-authors of any of the manuscripts to avoid conflict of interest.

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

#### Role of Faculty Advisor:

The advisor's role is to facilitate successful completion of the doctoral dissertation. Students should refer to the HBS policy for advising for general guidelines about frequency of meetings between advisors and students during the dissertation research and writing period. The type of assistance provided should be tailored to the individual student's needs. Both the traditional dissertation and the manuscript-oriented dissertation must reflect work that is the student's independent and original work. The advisor, then, can and should provide ongoing and critical feedback, but the research must be that of the student.

Maintaining this balance may be particularly challenging for manuscript-oriented theses. Even if the advisor (or another committee member) will be a co-author on a manuscript, the manuscripts must be viewed first and foremost as fulfilling the student's needs in the dissertation process, with publication as a secondary goal. Advisors or other committee members who are co-authors may not undertake the first draft of any portions of the manuscripts nor substantial re-writes. Whether an advisor will be a co-author on any manuscript should be decided early in the dissertation process.

See p. 73 for general information on advising.

#### **Dissertation guidelines and deadlines:**

<https://my.jhsph.edu/C4/DoctoralCandidateInfo/default.aspx>

Link to [School PPM on DrPH Degree](#)

[https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic\\_Programs\\_04\\_Doctor\\_of\\_Public\\_Health\\_Degree.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_04_Doctor_of_Public_Health_Degree.pdf)

Link to [HBS Doctoral Degree Program Competencies](#)

[http://www.jhsph.edu/dept/hbs/degrees/drph\\_social\\_behavioral/index.html](http://www.jhsph.edu/dept/hbs/degrees/drph_social_behavioral/index.html)

MILESTONES FOR THE DrPH PROGRAM		
Key Dates	Task/Event	Date Completed
<b>First Year</b>		
<b>Term 1</b>		
Before 1 <sup>st</sup> term registration	Introductory Advisor Meeting	
	Course selections – Discussion of required and highly recommended courses, courses in area of interest, and special studies.	
	Identify professional and educational goals. Review deadlines. Discuss attendance at departmental seminars and other outside-class opportunities.	
<b>Term 2</b>		
Before 2 <sup>nd</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
	Discuss research plans. Identify faculty resources.	
<b>Term 3</b>		
Before 3rd term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
<b>Term 4</b>		
Before 4 <sup>th</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
By end of first year	Residency requirement met	
	Departmental qualifying exam in June	
<b>Second Year</b>		
<b>Term 1</b>		
Before 1 <sup>st</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
	Discuss possible composition of oral exam committees.	
<b>Term 2</b>		
Before 2 <sup>nd</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
<b>Term 3</b>		
Before 3rd term registration	Before 3rd term registration	
	Course selections	
	Satisfactory academic progress	

	If student plans to take oral exam in 2 <sup>nd</sup> year, committee members should be identified by 3 <sup>rd</sup> term.	
<b>Term 4</b>		
Before 4 <sup>th</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
<b>Third Year</b>		
<b>Terms 1-4</b>		
Before registration each term	Advisor Meeting	
	After successful completion of school preliminary oral exam, student registers for 410.820 Thesis Research each term until completion of all degree requirements (see timetable at end of student handbook).	
By 3 years from matriculation date	Successful completion of departmental and school preliminary oral examinations	
Within 3 months of successful completion of school prelim oral exam	Student has identified a dissertation advisory committee and submitted the School's Thesis Research Documentation form to HBS Academic Office	
<b>Fourth Year</b>		
<b>Terms 1-4</b>		
At least once per term	Advisor Meetings to review dissertation progress	
Annually, post prelim oral exam	Dissertation Advisory Committee meets to evaluate progress and submits evaluation to HBS Academic Office	

## **Non-Degree Students and Continuing Education**

All students who are not officially registered in one of the degree programs in the Bloomberg School of Public Health are classified as special students. This may be because they have not yet attained degree status or are not seeking a Bloomberg School of Public Health degree and are taking selected courses for their own professional development. Tuition charges are applied to such students according to the number of units for which they are registered. Special students must adhere to established registration and course change deadlines and are obliged to follow all the general academic and administrative policies which apply to degree candidates at the School.

### **Special Student Regular**

Special students may be registered for full-time or part-time course work for which they will receive academic credit although they are not enrolled in a degree program. Such students need to submit complete applications and fees to the Admissions Office and gain acceptance in advance from the chairman of the department to which they are applying. If admitted to a degree program, the special student's residence time and accumulated credits may be applied toward the degree, contingent upon approval of the appropriate department or the MPH Program Office.

However, the total number of accumulated credits for application may not exceed one-half of the credits required for the degree. These credits may be applied to any degree program and may be no older than three years at the time of matriculation. Any credits earned during the term of matriculation will also count toward the degree program.

### **Special Student Limited**

This category includes persons who are permitted to enroll for selected courses of special interest, and whose attendance is limited to those courses for which the individual instructor has given explicit consent to enter. No more than 16 credit units of course work may be accumulated by a special student limited. Coursework successfully completed as a special student limited may be applied to degree programs but does not ensure admission to any program. These credits may be no older than three years at the time of matriculation. The application fee is paid upon making application to a degree program or to special student regular status. A student who has been terminated, dismissed, or withdrawn may not reenroll in the School as a special student limited. Such students must be formally readmitted to a program or department before registering for a course.

### **Postdoctoral Fellows**

The Bloomberg School of Public Health and the Department of Health, Behavior and Society encourage qualified applications for postdoctoral training. Seminars and formal courses offered at any of The Johns Hopkins University Schools are available as part of the research program which is the core of most postdoctoral efforts in this department. Although postdoctoral training programs have an overall general similarity, the mark of this educational process is its variety and flexibility. Planning for such a program therefore depends on agreement between the trainee and the supervising faculty member. Once accepted as a postdoctoral fellow, the fellow

is considered a student-fellow and must maintain a student registration. A postdoctoral fellow must register for a minimum of 12 credits per term. The 12 credits may be a combination of Postdoctoral Research (410.830) and courses of interest to the postdoctoral fellow. Postdoctoral fellows are not permitted to earn more than 16 credits of didactic course work for academic credit during their tenure as a postdoctoral fellow. However, this 16 credit limit may be extended for some special postdoctoral training programs if prior approval is obtained from the School's Committee on Academic Standards. Even in cases where an exception to the 16 credit limit has been granted, only 16 credits can be transferred to meet degree program requirements. There is no limit on the number of courses a fellow may audit. The postdoctoral fellow's advisor approves the registration request.

Postdoctoral fellow web site: <http://www.jhsph.edu/GER/Postdocs.html>

### **Certificate Programs**

The Department of Health, Behavior and Society offers three certificate programs, which are courses of study in specific areas of public health: the Health Communication Certificate, the Health Education Certificate, and the Community-Based Public Health (CBPH) Certificate. Information about these and other certificates offered by the School: <http://commprojects.jhsph.edu/academics/Certificate.cfm>

### **Summer Institute**

The Department offered its first Summer Institute in June 2007. Course information and the application for the 2010 Summer Institute will be available on the School and Department web site.

## Resources and Administrative Information

### Administrative Offices (Departmental)

Department Chair	David Holtgrave, PhD	Hampton House 280	410 502-4076	<a href="mailto:dholtgrave@jhsph.edu">dholtgrave@jhsph.edu</a>
Vice Chair	Margaret Ensminger, PhD	Hampton House 702	410 955-2308	<a href="mailto:mensming@jhsph.edu">mensming@jhsph.edu</a>
Sr. Administrative Assistant to Chairman	Deb Mace	Hampton House 280	410 502-4076	<a href="mailto:dmace@jhsph.edu">dmace@jhsph.edu</a>
Department Administrator	Georgean Smith	Hampton House 280	410 502-3715	<a href="mailto:gcsmith@jhsph.edu">gcsmith@jhsph.edu</a>
Academic Coordinator	Barbara Diehl	Hampton House 263	410 502-4415	<a href="mailto:bdiehl@jhsph.edu">bdiehl@jhsph.edu</a>
HR Coordinator	Kathleen Clemens	Hampton House 284	410 502-4413	<a href="mailto:kclemens@jhsph.edu">kclemens@jhsph.edu</a>
Sr. Research Service Analyst	Victorino (Ben) Supan	Hampton House 255	410 502-5418	<a href="mailto:vsupan@jhsph.edu">vsupan@jhsph.edu</a>
Budget Analyst	Nancy Martin	Hampton House 255	410 502-6926	<a href="mailto:nmartin@jhsph.edu">nmartin@jhsph.edu</a>

### Advising

All students are assigned a faculty advisor at the time of admission to the program. For doctoral students, this assignment is made based on compatibility of the student and faculty research interests. Advisors play an important role in the student's academic life. The advisor is expected to keep abreast of school and departmental degree requirements so that he or she can counsel students on courses and the proper progression towards the degree. Students should consult with their advisors prior to registering for courses each term. In addition, any special requests or petitions that a student submits to any of the administrative offices of the School will require the endorsement of the student's advisor as well as that of the department chair.

As students move through their degree programs, they may elect to choose a different advisor, depending on their chosen area of concentration and the dissertation topic selected, or for other reasons. In that event, the student should contact the preferred faculty member to determine if that person is able to assume responsibility as the student's advisor. If so, the student should notify the department in writing of an advisor change, obtaining the signature of the prior advisor, the new advisor, and the vice chair, and submitting this notification to the academic coordinator.

Each student is required to meet with his or her advisor at least once per academic term to discuss academic progress, to plan for fulfillment of degree requirements, and to review and modify course selection plans for the next term. These meetings are formally scheduled before each major registration period. **HBS students are responsible for scheduling these meetings with their advisors. See Milestones tables in each degree program description.** The academic coordinator works closely with the faculty advisors and also provides guidance to students with the School and departmental academic policies and procedures.

- Students are expected to engage in pre-planning for these conferences.
- Academic policies and procedures affecting curriculum should be read and understood.
- Possible future professional career goals and interests should be identified.
- A tentative curriculum and course schedule should be pre-planned and alternatives proposed.
- Major issues or questions about academic programs and non-academic problems should be anticipated for discussion.
- Necessary administrative policies and procedures affecting payment of tuition and fees, academic eligibility for scholarships, loans, and college work-study support should be clarified.
- Appropriate registration deadlines must be observed and forms procured.

A variety of useful documents such as the school's student handbook, catalog, academic programs and grading system policy and procedures memoranda, tuition and fees, registration materials and forms, academic advising reminder notices, and other resources are made available to provide information and assistance.

### **Roles and Responsibilities of Faculty Academic Advisors:**

A variety of advising tasks are performed throughout the entire course of an academic year. The faculty academic advisor is expected to carry out the following responsibilities:

- Determine a student's general educational goals and needs upon entry to the school. Initially, this takes place just prior to the student's first course registration period. Frequent follow-up encounters are required as the student's professional identity and skills develop.
- Evaluate the student's prior educational background and overall work experience bearing in mind the minimum residence requirements for the degree and resolve promptly the potential need to extend the full-time residence beyond the minimum or otherwise modify any major component of the student's curriculum.
- Clarify the progressive and sequential nature of the student's curriculum using appropriate school and department policy and procedures statements, the catalog, and the JHSPH course system.
- Identify the various key educational resources available in the school and throughout the greater University.

- Aid in course selection appropriate to the student's goals and capabilities and consistent with required and elective course selection guidelines and policies.
- As the academic advisor of a doctoral degree candidate, work with the department chairman in the selection of preliminary oral and thesis readers committees.
- As the thesis advisor or field placement preceptor of a doctoral, master of science, or master of health science degree candidate, work with the advisee in selecting, developing, and executing a thesis, essay or field project, and in identifying financial and other resources needed to satisfactorily conduct the same.
- Maintain appropriate awareness of the level of compatibility between the student advisee and self in terms of subject interests and personality.
- Bring to the attention of the student other faculty members having either professional or research interests relevant to the student's program focus.
- Facilitate the advisee's change of department, advisor, and program if deemed appropriate and of benefit to the student.
- Maintain appropriate awareness of school regulations regarding registration, financial aid, the grading system, pass/fail options and contents of the catalog, prospectus, course lists, academic program Policy and Procedures Manuals (PPMs), Student Handbook, relevant departmental guidelines, policies, and procedures.
- Help the student to choose the appropriate registration status in light of various extenuating personal and academic requirements. For students in unusual circumstances, the advisor must be knowledgeable about the procedures for requesting exceptions to school policy and for obtaining a leave of absence, when appropriate.
- Be readily accessible to advisees for the purpose of approving and signing course registration forms, assisting with resolution of course conflicts, and approving and signing all course change forms and pass/fail agreement forms.
- Actively monitor the student's overall academic program and be sensitive to any signs of academic difficulty. Work with department chair, the director of Records and Registration, the associate deans, and various other administrative officers of the school as appropriate when special needs or academic difficulties are identified.
- Provide strategic guidance in an attempt to assure that the advisee continues to remain in good standing for the duration of the program. In cases where an advisee is not making satisfactory academic progress, the advisor works with the student in devising a plan for stabilizing and rectifying the situation. In cases where a remedy cannot be found, the advisor deals honestly with the student in recommending withdrawal from the course of study or other more appropriate action.
- Be sensitive to personal problems of a cultural, medical, legal, housing, visa, language, or financial nature. Refer such matters to an associate dean in the Deans for Students Network, if appropriate. The student handbook contains specific information about the availability of services in these regards.
- Be particularly aware of the fact that the school has a sizeable number of international students who come from a wide variety of educational settings and, because of their prior experience, have needs as professionals, students and individuals that may vary greatly

from domestic students. Therefore, these students may require exceptional degrees of sensitivity, understanding and support. The JHMI Office of International Services [http://www.hopkinsmedicine.org/intlsvcs/lpr\\_jhmi\\_policy.html](http://www.hopkinsmedicine.org/intlsvcs/lpr_jhmi_policy.html) and other administrative units provide guidance and support to faculty advisors in their dealings with foreign students. In many cases, one or more of these administrative units can more directly address students' need. For example, the Johns Hopkins International Society <http://www.hopkinsmedicine.org/intlsvcs/jhis/about.asp.htm>, an informal social group composed of JHMI physicians, students, nurses and employees from a variety of cultural backgrounds, provides programs for cultural, social, and educational exchange. For non-U.S. students experiencing language difficulties, English language courses are offered free through the International Society on intermediate and advanced levels. Other English language courses are offered in a variety of places as identified in the student handbook.

- Evaluate and provide information and recommendations about student advisees for purposes of honors and awards. Materials to support this process include academic records maintained in the Records & Registration Office, periodic official honors and awards announcements (email and posted notices), and evaluation sheets on advisees for use by the Committee on Honors and Awards.
- Provide information and advice about career opportunities and job seeking strategies via avenues known to departmental program faculty. Refer students to the Student Career Services Office for more specific career and job search counseling, guidance, and services.

Become familiar with the career development and job search counseling services and resources made available through the Career Services Office [http://www.jhsph.edu/student\\_affairs/career/](http://www.jhsph.edu/student_affairs/career/)

## **Business Cards**

Since degree candidates are neither employees nor agents of the Johns Hopkins University, the University will not provide or print business cards for students. However, since many students do need the use of business cards during the course of their academic careers, the Department of Health, Behavior and Society has developed the following guidelines for students printing business cards on their own. This policy has been approved by the University's General Counsel.

- The Johns Hopkins University or Johns Hopkins Bloomberg School of Public Health Seal: Both of these seals are legally protected trademarks. To use the seals on business cards or letterhead without the permission of the University is a violation of the law. Student business cards may not use either of these seals.
- Candidacy status: If the business card is going to indicate an affiliation with the University, the card must contain information on the student's candidacy status.
- Students who choose to use business cards referencing their University relationship are to provide a card to the Department's Academic Office for file purposes. Sample business card wording is below. It is recommended that students use this wording.
- Doctoral students who have passed their preliminary oral examination may use "PhD (or ScD) Candidate." Otherwise, the word "Student" should be used, not "Candidate."

Jane Student, MS  
PhD Candidate  
Department of Health, Behavior and Society  
Johns Hopkins University  
Bloomberg School of Public Health  
e-mail: [jstudent@jhsph.edu](mailto:jstudent@jhsph.edu)  
home phone/fax numbers

OR

Marvin Student  
MHS in Behavioral Sciences and Health  
Education Candidate  
Department of Health, Behavior and Society  
Johns Hopkins University  
Bloomberg School of Public Health  
e-mail: [mstudent@jhsph.edu](mailto:mstudent@jhsph.edu)  
home phone/fax numbers

## **Career and Job Counseling**

Career planning and job search assistance is available to students and graduates through the Office of Student Career Services. Activities are planned throughout the year to assist students in sharpening career goals and job search skills. These activities include: individual counseling, career information forums, and group workshops on resume writing, interviewing techniques, professional networking, and other job search skills and strategies. Further information on the services available can be found on the SASS web page, [http://www.jhsph.edu/student\\_affairs/career/](http://www.jhsph.edu/student_affairs/career/)

## **Deans for Students Network**

The Deans for Students Network (DFSN) facilitates clear pathways of communication among the deans and individual students and the student body at large. The purposes of the network are to facilitate student access to the services of the deans for students; to improve communication between/among deans and students; to promote a positive, supportive, and culturally sensitive atmosphere in dean/students relationships; to provide a forum for deans to communicate and assess their student-related activities; to develop, revise, and communicate problem-solving algorithms to meet the changing needs of the student body; and to translate student needs into institution-wide policies and guidelines for which the DFSN will serve as advocates to the administration, the Student Assembly, and the student body. The responsibilities and activities of the DFSN are shared among the School's deans with input from and collaboration with student members to the Network.

Further information can be found at this website, [http://www.jhsph.edu/student\\_affairs/dfs.html](http://www.jhsph.edu/student_affairs/dfs.html)

## **Disability Services**

For the Johns Hopkins University Policy on Accommodation for Disabled Persons, please see the Bloomberg School of Public Health Student Handbook. The School's disability services coordinator, Betty Addison, can be reached at 410-955-3034, room E1140, [baddison@jhsph.edu](mailto:baddison@jhsph.edu). Additional information can be found at [http://www.jhsph.edu/student\\_affairs/disability/](http://www.jhsph.edu/student_affairs/disability/)

## **E-mail Signature Lines**

If a student in the Department of Health, Behavior and Society chooses to indicate an affiliation with the University in an e-mail signature line, the line must contain information on the student's candidacy status.

Sample e-mail signature line wording is below. It is recommended that students use this wording.

Jane Student, MS  
PhD Student (or PhD Candidate, if student has passed preliminary oral exam)  
Department of Health, Behavior and Society  
Johns Hopkins University  
Bloomberg School of Public Health

## **Funding**

### **MHS Programs**

Two half-tuition scholarships were made available to MHS students in 09-10. After the first year, students become eligible for a Master's Tuition Scholarship (MTS), which provides 75% tuition support during the field placement portion of the program. Students must successfully complete all of the required program courses, accumulate a total of 64 credits, and have an approved field placement site before the department will recommend the student for the scholarship. Once the scholarship has been awarded, the student must maintain a full-time registration for the entire period of the award. Upon completion of the field placement (and all required reports and/or paper), the MTS will be concluded; students will not be permitted to enroll in courses using the MTS once they have been certified as complete.

### **Doctoral Programs**

The Department is committed to seeking opportunities that will allow it to provide financial support to its students. Most eligible accepted applicants will automatically be considered for School scholarship support. Departmental scholarship decisions are made during the admissions process and communicated to students in their letters of acceptance.

### **Other sources of funding**

Federally funded institutional training grants may be available for eligible students. During the admissions process, admissions committees and program directors review and screen applications for appropriate candidates to be appointed. Appointees must be U.S. citizens or permanent residents according to federal law.

National Cancer Institute Training Program in Cancer Epidemiology - provides pre- and post-doctoral support for students interested in cancer etiology and prevention, genetic epidemiology of cancer, and cancer control. Financial support for trainees is available for up to two years of full-time study. Interested students should contact Dr. Ann Klassen for further information.

In addition to the above institutional funding provided by these agencies, students may also apply for individual training support. The individual NRSA (National Research Service Award) may provide partial tuition and stipend support for up to three years for doctoral candidates planning to undertake research in certain areas.

Once a student begins working on their dissertation proposal, the Department strongly encourages students to seek dissertation writing support. Government agencies and private organizations provide funding for students once they are working on an approved thesis topic. The award amount varies by agency and organization, but is typically around \$30,000 for a 12-month period. Application deadlines vary, but notices are posted on the student bulletin boards, and e-mail notices are also sent to eligible students.

Students interested in applying for dissertation support should watch for postings and take special note of application procedures and deadlines. The Department does have policies and procedures in place for student submission of grant applications.

### **Student Funding Resources**

Funding databases with information on resources and funding proposal procedures are available at [www.jhsph.edu/sfr](http://www.jhsph.edu/sfr). Catherine (Cassie) Klein, Director of Graduate Education, reviews all student grant proposals and is an excellent resource for students if they have questions regarding student grants. Cassie can be reached at 410-955-3257, [cklein@jhsph.edu](mailto:cklein@jhsph.edu).

Students with questions about the use of human subjects in their research activities and whether or not a formal Institutional Review Board (IRB) review process is required are advised to discuss this with their advisors and review the student manual at [www.jhsph.edu/irb](http://www.jhsph.edu/irb)

Contact Victorino (Ben) Supan, Sr. Research Service Analyst in HBS, **at least one month in advance** if you are planning to submit a grant proposal. Ben's contact information: 410-502-5418, [vsupan@jhsph.edu](mailto:vsupan@jhsph.edu), Room 255 Hampton House. Please be sure to provide your contact information, as well as the NIH PA# or the link to the grant proposal information.

You will need an ERA Commons username (usually your JHED ID) for all NIH proposals. Ben Supan will confirm with you that you have an ID; if you do not, he will assist you in obtaining one. Also, your signature will be required on an EIS sheet (a University form that accompanies all grant proposals).

The Office of Research Administration (ORA) will need to have your grant proposal **at least five days in advance** of the grant proposal deadline.

### **Expense Reimbursement**

Funds have been allocated to reimburse doctoral and MHS students for expenses related to their academic programs (not to include tuition and fees). The policy and reimbursement form are sent by email to all doctoral and MHS students and are available from the HBS Academic Office, Room 263.

Doctoral students also have the option of applying for thesis expense funding or special project funding to be used during the 08-09 fiscal year. Awards are made on a competitive basis, considering relevance to the Department's mission and the amount of funding allocated for this purpose. Forms are emailed to students and also available from the HBS Academic Office.

### **Grading System and Pass/Fail Option**

Two grading systems are used by all instructors in submitting grades. One is the traditional letter grading system and the other is the pass/fail option. A student must receive a grade of "A," "B," or "C" in any course required by the school, department and/or program. Required courses in which grades of "D" have been received MUST be repeated after consultation with the student's advisor and program. If a course is repeated, both grades will be shown on the student's academic record and the quality points for both will be included in the student's grade point average. Grades of "D" in elective courses are not appropriate for graduate students in the Department of Health, Behavior and Society.

Field placement, Thesis Research, Postdoctoral Research, and Special Studies and Research are graded strictly Pass/Fail.

The School permits students to take didactic courses on a pass/fail basis by completing a pass/fail form at the time of registration. The forms are available in the registrar's office. However, HBS degree students may not exercise the pass/fail option for any course required in their program. These courses must be taken for a grade.

Courses taken for pass/fail are not taken into consideration when doing grade point calculations. Pass/fails will not be retroactively changed to a letter grade. Instructors will assign a grade of "F" for students who register for a course pass/fail and do the equivalent of "D" or "F" work.

The designation "incomplete" (I) will be assigned by an instructor and entered on a student's transcript when the requirements for a course have not been completed on time. An incomplete must be made up and replaced by a final grade within 120 days after the conclusion of the course, or before graduation, whichever occurs first. In the event an Incomplete is not made up within the above stated time period, a final grade of I/F will be assigned. When a final grade is assigned to replace an incomplete, the final grade will be shown, but the letter I on the transcript will remain as well.

### **Health, Behavior and Society Communications**

The Department maintains both an Internet and intranet site. Information for prospective students including application requirements can be found on the Internet site, <http://www.jhsph.edu/dept/hbs/>

The Department also has an intranet site at my.jhsph.edu. Click on the Department, then "Health, Behavior & Society" under "Department Team Site." Department policies and forms for students are included in the Academic folder.

Health, Behavior and Society also maintains an email group for HBS students and other interested in receiving information from the Department. All new students are automatically

added to the email group. Items that may be distributed via email include but are not limited to: Department of Health, Behavior and Society Seminar announcements; announcements of seminars and other activities of interest to students in the Department; Department of HBS student-related meetings and activities; Department of HBS social events, Department of HBS academic announcements; and Department of HBS student funding and job opportunities. Students also receive announcements from the HBS student organization.

Students are encouraged to read and submit items for the Department's electronic newsletter, distributed each term.

### **Health, Behavior and Society Student Work Room**

Students have access to Room 287 for studying and informal meetings, and the room is equipped with a computer and printer. Keys are available in the HBS Academic Office; keys should be returned to the Academic Office after completion of degree program requirements.

### **Identification Badges and Mailboxes**

Identification badges are required for entrance in all Johns Hopkins Health Institutions (JHMI) facilities. Security officers at the doors of the School of Public Health as well as the Hospital, School of Medicine and all other JHMI facilities, will ask for proper identification. Students should receive their photo identification badge at Orientation.

Mailboxes are assigned during Orientation. MHS students beginning their field placement, and doctoral students who have defended their dissertations should close their campus mailbox prior to graduation.

HBS also provides mail bins for students in Room 259.

### **Information Systems**

Information Systems serves as the central computing resource for the Bloomberg School of Public Health. Its mission is to provide hardware, software, and services resources to support the instructional and research needs of the students and faculty.

More information about Information Systems is available at <http://www.jhsph.edu/is/>

## **International Student, Faculty and Staff Services**

All international students, fellows and visiting scholars, upon arrival at Hopkins are required to visit the JHMI Office of International Students, Faculty and Staff Services to provide the necessary passport and visa information vital to the records of the university. Please be prepared to present your passport and other pertinent travel documents. The office is located directly across from the Outpatient Center at 1620 McElderry Street on the first floor of Reed Hall. Please be aware that federal regulations governing international students and scholars have changed dramatically in recent years. In order to avoid severe penalties, international students and scholars must always maintain lawful status while present in the United States. Registration in the Bloomberg School of Public Health is not considered complete until the Office of International Services has documented the student's non-citizen status in the United States.

The Office of International Student, Faculty and Staff Services maintains a website that is continuously updated with relevant information. The site is <http://www.hopkinsmedicine.org/intlsvcs/>

## **Johns Hopkins Enterprise Directory (JHED)**

JHED is the University's web directory. All faculty, staff, and students are included in the directory; however, individuals have the ability to determine which data elements may be accessible on both Intranet (local Hopkins access) and Internet (world-wide) levels. Members of the Hopkins community are granted secure access to the directory via their Login IDs (LID) and passwords.

Questions regarding access to JHED should be directed to JHED Support at 410-516-HELP.

## **Leave of Absence**

A leave of absence refers to and is limited to students who, while in good academic standing, are forced to withdraw temporarily from graduate work due to reasons beyond their control, such as illness, military service, financial exigency, or pressing personal reasons justifying an interruption of the degree program. The period is regarded as an approved break in study. This does not mean, however, that a student working on a thesis who has completed all other degree requirements is entitled to a leave of absence.

Students planning to request a leave of absence must file a petition which is signed by the departmental chairman, the student's advisor, appropriate staff members in the area of Student Services and the registrar. This form is available from the Office of Records and Registration. An active file fee of \$50 per term is assessed for each term within the leave of absence period. Prior to resuming the degree program, students on leave of absence must notify the department chairman and the registrar. Upon return from leave of absence status, students must register for a minimum of two successive terms before completion of their degree programs.

**Important:** The failure of a student to register without obtaining an approved leave of absence or nonresident status will be considered withdrawn from the degree program and the School.

The student must be formally readmitted by the program and department before resuming a program of study.

### **Loan Deferment**

The Johns Hopkins University has contracted with the National Student Loan Clearinghouse (NSLC) to serve as its agent for confirming the enrollment of student financial aid recipients to participating financial aid providers. A student with an outstanding Federal Stafford loan may not be required to complete a loan deferment form during his/her period of enrollment at the School of Public Health. If your lender/servicer is a member of the National Student Clearinghouse, the Clearinghouse will automatically update the participating lender(s) with your current enrollment information. Please follow the procedures enumerated below to obtain a listing of Clearinghouse participants. You should only be required to complete a loan deferment form if your lender/servicer does not appear on the Clearinghouse's participation list.

1. Go to: [www.studentclearinghouse.org](http://www.studentclearinghouse.org)
2. Click: "Students and Alumni"
3. Click: "Loan Deferment Processing"
4. Click: "List of Participating Lenders and Servicers" link under the "Simplifying Loan Deferments for Students" page
5. A list of participating lenders and servicers will be presented to you.

Students with outstanding Perkins Loans should contact their school and/or loan servicer to ensure compliance with loan deferment processing requirements.

For further information on loan deferment and enrollment verification, contact the [Office of Records and Registration](#).

### **Parental Leave Policy for Graduate Students and Postdoctoral Fellows**

#### **Policy**

Graduate students and postdoctoral fellows at the Johns Hopkins Bloomberg School of Public Health may request parental leave following the adoption or birth of a child. Parental leave applies to either parent. If both parents are graduate students and/or postdoctoral fellows in the School, both may request simultaneous parental leave.

This policy covers wages to graduate students and postdoctoral fellows who at the time of request for the leave, are receiving stipend support from a training grant, departmental funds, Sommer Scholarship or other School scholarship. The policy also applies to wages for work that is directly related to their dissertation/thesis; postdoctoral fellows receiving either stipends or wages for work that is directly related to their research training are also covered by this policy. Wages for other types of employment or federal work-study are not covered under this policy. Students and fellows who receive such wages may take unsupported leave.

#### **Provisions**

Parental leave shall include sixty calendar days of stipend/salary support\* and health insurance coverage. Stipend and health insurance support during parental leave will not be granted to

those individuals who do not have such support provided to them at the time of the request for leave. Graduate students and postdoctoral fellows who receive loans must comply with his/her loan payback requirements.

Any leave requested longer than one term or sixty calendar days must be approved by the graduate student's or postdoctoral fellow's department, but shall be considered unsupported leave.\*\* Insurance premiums during unsupported leave will be the responsibility of the graduate student or postdoctoral fellow. However, the department, at its discretion, may continue to support the student or fellow, including providing for insurance premiums, if other funds are available.

The leave begins on the day the graduate student or postdoctoral fellow is no longer fully engaged in their professional and academic activities and, to the extent possible, should be requested in advance of a birth or adoption. Retroactive requests will be considered on a case-by-case basis.

### **Procedures**

1. A graduate student or postdoctoral fellow should notify the department at the earliest date possible of the intent to utilize the parental leave policy. The department is responsible for updating the payroll and tuition payment systems.
2. If the leave begins mid-term, the graduate student or postdoctoral fellow shall receive the grade of "Incomplete" for all courses and academic credits taken during the then current term; the graduate student or postdoctoral fellow will then be on leave of absence for the following term and is expected to officially change her/his registration status to "Leave of Absence." The graduate student or postdoctoral fellow is responsible for making arrangements with each instructor to resolve a grade of incomplete; an incomplete grade, if unresolved, will become "F" after 120 days unless an extension of this time has been approved by the instructor and the registrar notified.
3. Any leave of absence exceeding 60 days shall be considered personal leave. In any event, only 60 calendar days of stipend/wages will be provided, whether the leave crosses two terms or covers only one term.

\* This policy is based on the NIH Grants Policy Statement "Subpart B: Terms and Conditions for Specific Types of Grants, Grantees and Activities" pertaining to the parental leave policy for National Research Service Awards (NRSA) awardees.

\*\* Students and Postdoctoral Fellows supported on NIH Training Grants must adhere to the NIH Policy on Unpaid leave, which states, "Individuals requiring extended periods of time away from their research training experience, that is, more than 15 calendar days of sick leave or more than 60 calendar days of parental leave, must seek approval for an unpaid leave of absence. Approval for a leave of absence must be requested in advance from the NIH awarding office. Fellows must provide a letter of support from the sponsor, countersigned by an AOO, and must advise the NIH awarding office of the dates of the leave of absence. Upon approval of the request, the NIH awarding office will issue a revised NRFA extending the ending date of the current budget period by the appropriate number of days or months of unpaid leave time. Recipients are precluded from spending award funds during the leave of absence."

## Security Services

The Security Department operates 24 hours a day, 7 days a week. For security emergencies or service information at the JHMI East Baltimore campus, you may call the **Security Communications Center at 410-955-5585**. If you need an escort anywhere on the JHMI campus, call the Security Communications center at 410-955-5585 or ask any security or protective services officer for assistance. You can also call ahead on your car phone and request that an escort meet you at a designated location. Escorts are available 24 hours a day. **Students are strongly encouraged to utilize the escort service, particularly after dark.**

## Student Assistance Program (SAP)

Being a student can sometimes be difficult. Balancing the demands of school, family, and work can be overwhelming. Students frequently experience significant amounts of stress during their graduate and professional education. The Johns Hopkins School of Public Health is committed to assisting students in managing these difficult and challenging times. The Student Assistance Program provides support to students in dealing with the pressures and problems they encounter during their academic careers.

The Student Assistance Program offers:

- Identification, assessment, and diagnosis of personal, family, school, and work-related problems;
- Brief counseling and consultation; and
- Referral to appropriate and accessible services and resources.

SAP services are private and confidential, in accordance with state/federal laws and University policies. All registered students at the School of Public Health are eligible for SAP services, and there is no cost to students for utilizing SAP services. There may be fees associated with other services and resources to which students may be referred; however, health insurance usually defrays the cost of such care.

The SAP is a program of the Faculty and Staff Assistance Program (FASAP) and is conveniently located in the offices of FASAP. For more information or to schedule an appointment, call 410-955-1220 or 410-516-3800.

## Student Employment

Prior to accepting any employment at Johns Hopkins University, students must contact the Department's HR Coordinator, Kathleen Clemens, [kcclemens@jhsph.edu](mailto:kcclemens@jhsph.edu).

## **Student Groups**

The Health, Behavior and Society Student Organization (**HBSSO**) is the student-run group of elected and interested PhD and Masters students. HBSSO has two main functions: social and academic. HBSSO coordinates picnics, end-of-the-year celebrations, happy hours, community service activities and other various social events throughout the year. In the academic realm, it is an official communication vehicle between students, staff and faculty to discuss curriculum, student life, advising, research, and other student issues. HBSSO also has a Student Assembly representative who serves as our official link to what is happening at a school-wide level. To facilitate communication among the entire HBS student body, the chair(s) of HBSSO moderate(s) a listserv - if you have an announcement specific to an HBS audience, please send it to [hbss08@gmail.com](mailto:hbss08@gmail.com), and once it is approved, it will be distributed to all current HBS students.

The **Student Assembly** <http://www.jhsph.edu/assembly/> is the annually elected student governing body of the School of Public Health. It serves as a focus for student concerns and activities at the School and represents student views and interests to the administration and faculty. Students have developed an increasingly important voice in School affairs by their participation in School committees.

## **Teaching Assistant Policy**

Any student, regardless of program or department affiliation, who wants to serve as a Teaching Assistant (TA) in any Health, Behavior and Society course must complete the "TA Orientation Seminar," 300.700. Note that the Introduction to Online Learning course is a prerequisite for the TA orientation seminar. <http://distance.jhsph.edu/iol/> (Note: Students wanting to take an online course must complete Introduction to Online Learning prior to the start of the term in which they wish to enroll in online courses. Conditional and/or concurrent enrollment in another online course is not permitted.)

This seminar has been developed to assist students in their role as Teaching Assistants in HBS courses. Critical information regarding FERPA laws, copyright laws, and University Sexual Harassment policy are just some of the topics covered in this seminar.

Students selected by instructors to serve as a TA must complete the TA Payment Form and return it to the HBS Academic Office for payment processing. Students are not to begin working until this form has been submitted and their TA position has been approved. The TA policy and the TA Payment Form are available from the HBS Academic Office.

## **Transfers**

When a matriculated student wants to change degree programs or move from one academic department to another prior to completion of a degree, it is considered a "Transfer." "Transfers" do not involve the School's Admissions Office.

Transfers are distinct from the situation where a student completes one degree and wants to pursue another; such a student must formally apply to the School, as this is not considered a transfer.

**IMPORTANT:** In the case of transfers, where students do not complete one degree before pursuing another, students should also make sure that there are no additional departmental procedures that must be followed before completing the following procedures:

1. Student prepares a written request to his/her home department asking for the transfer to the new department. If the transfer also includes a change of degree, this information should be explicit in the student's request.
2. The student's home department will forward the request on to the new department for endorsement. Both the current and new departments must endorse the request in writing.
3. A copy of the departmental endorsements must be submitted to the Office of Records and Registration by the department that is accepting the student in transfer. The endorsement letters must identify both an effective term for the transfer and an advisor.
4. The transfer will be reported to the School's Committee on Academic Standards as part of the Office of Records and Registration's Report.
5. If the student is transferring from one degree program to another within the same department, a letter from the student requesting the transfer, along with the department's approval, is necessary. This letter must also be sent to the Office of Records and Registration and reported to the School's Committee on Academic Standards.

### **Travel Abroad Notice**

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

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

If you are traveling to a less developed part of the world, you should be certain to contact your health care provider or the Johns Hopkins International Travel clinic to learn about recommended immunizations and other matters to guard your health. Located on the East Baltimore campus, you can reach the International Travel Clinic by telephone at 410-955-8931. Further information about recommended immunizations and prophylaxis is available at the CDC Website, <http://wwwn.cdc.gov/travel/contentVaccinations.aspx>

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

Students who travel must complete a Graduate Student Study Release and International Travel Checklist and leave the forms with their Academic Coordinator. Copies of the forms can be accessed at <https://my.jhsph.edu/sites/itr/default.aspx> .

The Global Field Experience Fund supports hands-on public health research and practice related travel costs. All full-time students in good standing are eligible to apply. Details and application available at [http://www.jhsph.edu/resources/current\\_students/globalexperience.html](http://www.jhsph.edu/resources/current_students/globalexperience.html).

## **Weather Emergencies**

A weather emergency is defined as an actual or imminent change in the atmosphere (e.g., snow, a hurricane or a tornado) that is serious enough to disrupt the routine academic, research, service and administrative functions to the university. In the event of a weather emergency, the president of the university or his designee in consultation with the vice president for human resources will decide whether and when to curtail operations and/or invoke the “required attendance policy.”

A winter weather hotline has been set up for Hopkins students, faculty and staff. The number to call inside Baltimore is 410-516-7781; outside of the Baltimore calling area is toll-free (800) 548-9004. Weather emergency information is also available at:

<http://webapps.jhu.edu/emergencynotices/>

If shuttle bus service among the Homewood, Peabody and East Baltimore campuses must be suspended, signs will be posted conspicuously at Shriver Hall, the Eisenhower Library, Peabody, and the Public Health buildings to inform riders.

**Note:** Additional information on services and policies of the University and the Bloomberg School of Public Health can be found in the Bloomberg School of Public Health Student Handbook

[https://my.jhsph.edu/Offices/StudentAffairs/Related%20Documents/2009-10\\_SPH\\_Student\\_Handbook-final.pdf](https://my.jhsph.edu/Offices/StudentAffairs/Related%20Documents/2009-10_SPH_Student_Handbook-final.pdf)

and Policies and Forms page [http://www.jhsph.edu/student\\_affairs/one\\_stop/policies/index.html](http://www.jhsph.edu/student_affairs/one_stop/policies/index.html)

## Academic Calendar 2009-2010

### 1st Term Th. Aug. 27 - W. Oct. 21 (39 class days)

**Registration Begins for 1st Term for Continuing Students & Special Students**  
Monday, June 1

**1st Term Registration Ends for Continuing Students & Special Students**  
Friday, August 14

**NEW STUDENT ORIENTATION / REGISTRATION**  
Monday, August 24 - Wednesday, August 26

**Instruction Begins for 1st Term**  
Thursday, August 27

**ADD/DROP Period**  
Thursday, August 27 - Wednesday, September 9

**LABOR DAY RECESS**  
Monday, September 7

**Last Day of Class for 1st Term**  
Wednesday, October 21

### 2nd Term M. Oct. 26 - T. Dec. 22 (39 class days)

**Registration Begins for 2nd Term**  
Friday, July 31

**2nd Term Registration Ends**  
Tuesday, October 13

**Instruction Begins for 2nd Term**  
Monday, October 26

**ADD/DROP Period**  
Monday, October 26 - Friday, November 6

**THANKSGIVING RECESS**  
Thursday, November 26 - Sunday, November 29

**Last Class Day of 2nd Term**  
Tuesday, December 22

**Internet-Based/Part-Time  
MPH New Student Orientation** Sun. Jan. 3

**Winter Intersession** M. Jan. 4 - Fri. Jan. 15

**3rd Term****M. Jan. 25 - F. Mar. 19 (40 class days)****Registration Begins for 3rd Term**

Tuesday, November 24

**3rd Term Registration Ends**

Tuesday, January 12

**MARTIN LUTHER KING, JR. HOLIDAY RECESS**

Monday, January 18

**Instruction Begins for 3rd Term**

Monday, January 25

**ADD/DROP Period**

Monday, January 25 - Friday, February 5

**Last Day of Class for 3rd Term**

Friday, March 19

**4th Term M. Mar. 29 - F. May 21 (40 class days)****Registration Begins for 4th Term**

Monday, February 8

**SPRING RECESS**

Monday, March 22 - Friday, March 26

**4th Term Registration Ends**

Friday, March 19

**Instruction Begins for 4th Term**

Monday, March 29

**ADD/DROP Period**

Monday, March 29 - Friday, April 9

**Last Day of Class for 4th Term**

Friday, May 21

**PUBLIC HEALTH CONVOCATION CEREMONY**

Wednesday, May 26

**UNIVERSITY COMMENCEMENT CEREMONY**

Thursday, May 27

**Bloomberg School of Public Health**  
 Timetable for Completion of Degree Requirements  
**ScM and MHS Candidates**  
 If **Graduation** is planned for **AY 2009-2010**

**Master of Science**

<u>Deadline Dates</u>	<u>Graduation Date</u>	<u>Requirements</u>
Friday, June 19, 2009	August 2009	Form for Appointment of Thesis Readers and Final Oral Exam received by the Office of Records & Registration.
Friday, October 23, 2009	December 2009	
Friday, February 19, 2010	May 2010	
Friday, July 10, 2009	August 2009	Student has verified with their Academic Coordinator that all academic requirements for the degree (except for submission of the thesis) have been fulfilled.
Friday, November 20, 2009	December 2009	
Friday, March 19, 2010	May 2010	
<b>Friday, August 21, 2009</b>	August 2009	Final copies of the dissertation and thesis acceptance letters have been delivered to the Office of Records & Registration.
<b>Friday, December 22, 2009</b>	December 2009	
<b>Friday, April 30, 2010</b>	May 2010	
Wednesday, May 26, 2010		<b>School Convocation</b> †
Thursday, May 27, 2010		<b>University Commencement (Homewood)</b> †

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

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

**Master of Health Science**

<u>Deadline Dates</u>	<u>Graduation Date</u>	<u>Requirements</u>
Friday, June 26, 2009	August 2009	Special Project, OR Scholarly Report, OR paper, OR thesis has been submitted to the department chair or advisor.
Friday, October 23, 2009	December 2009	
Friday, April 1, 2010	May 2010	
Friday, August 21, 2009	August 2009	Department Chair has indicated in writing to the Office of Records & Registration that all degree requirements have been fulfilled and has certified the student's eligibility for award of degree.
Friday, December 22, 2009	December 2009	
Friday, May 7, 2010	May 2010	
Wednesday, May 26, 2010		School Convocation†
Thursday, May 27, 2010		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 cannot be held for the ceremony.

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, ebudlow@jhsph.edu

**Bloomberg School of Public Health**  
 Timetable for Completion of Degree Requirements  
**All Doctoral Candidates**  
 If **Graduation** is planned for **AY 2009-10**

<u>Deadline Dates</u>	<u>Graduation Date</u>	<u>Requirements</u>
Friday, May 29, 2009	August 2009	Student has verified with their Academic Coordinator that all academic requirements for the degree (except for submission and defense of the thesis) have been fulfilled.
Friday, September 9, 2009	December 2009	
Monday, January 4, 2010	May 2010	
Friday, June 12, 2009	August 2009	Appointment of Thesis Readers and Final Oral Examination request form has been received by the Office of Records & Registration. Thesis has already been distributed to readers.
Friday, September 25, 2009	December 2009	
Friday, February 12, 2010	May 2010	
* Friday, July 10, 2009	August 2009	Final oral exam has been held and passed.
Friday, October 16, 2009	December 2009	
Friday, March 19, 2010	May 2010	
** <b>Friday, August 21, 2009</b>	August 2009	Letters from Chair and Advisor of Examining Committee indicating thesis acceptance are on file in the Office of Records & Registration.
<b>Friday, October 30, 2009</b>	December 2009	
<b>Friday, April 9, 2010</b>	May 2010	
** <b>Friday, August 21, 2009</b>	August 2009	Graduate Board copy of the dissertation has been hand delivered to the Milton S. Eisenhower Library (A Level, Commercial Binding Office, 410-516-8397 Homewood)
<b>Friday, October 30, 2009</b>	December 2009	
<b>Friday, April 9, 2010</b>	May 2010	
** <b>Friday, August 21, 2009</b>	August 2009	Departmental copy (copies) of the dissertation has (have) been delivered to the Office of Records & Registration.
*** <b>Friday, October 30, 2009</b>	December 2009	
<b>Friday, April 9, 2010</b>	May 2010	

† Wednesday, May 26, 2010

**School Convocation**

† Thursday, May 27, 2010

**University Commencement (Homewood)**

**\* 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!**

**\*\*\* Doctor of Philosophy Students Only!** Ph.D. candidates must complete all degree requirements in time for approval by the University Graduate Board.

† 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](mailto:ebudlow@jhsph.edu)