

Department of Mental Health

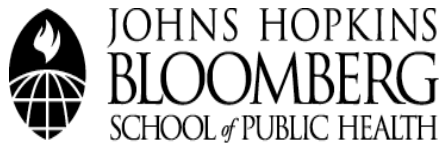
**ACADEMIC  
HANDBOOK**

**Johns Hopkins Bloomberg  
School of Public Health**

**2011 - 2012**



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



William W. Eaton, PhD  
Professor & Chair, Department of Mental Health

August 2011

Dear Students and Fellows:

It is with great pleasure that I welcome those of you who are new, and those who are returning, to our department for this new Academic Year 2011/2012. The Department of Mental Health is at the forefront of exciting developments in the field of public mental health. We are committed to applying the public health approach to alcohol, drug, and mental health problems in adults and children around the world.

The Academic Handbook is a guide for you to learn about our faculty, research interests, curriculum, course requirements, and department guidelines. The Handbook includes our administration staff's functions, email addresses, and telephone numbers for your convenience. It is a complement to the Catalog distributed by the Johns Hopkins Bloomberg School of Public Health. The Department Academic Handbook is the most current resource for your degree requirements.

Faculty and staff join me in wishing you a rich and rewarding year, both academically and personally, and we welcome you to exciting challenges. Together, we can pursue our department's mission to address the important problems of public mental health.

Warm regards,

A handwritten signature in black ink that reads "William W. Eaton". The signature is written in a cursive, flowing style.

William W. Eaton

THE DEPARTMENT OF MENTAL HEALTH  
ACADEMIC HANDBOOK  
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## **MISSION**

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

## **RESEARCH AREAS**

The Department emphasizes ongoing research that enriches and stimulates the teaching programs. All students and fellows are encouraged to participate in at least one research group of a major research program, e.g., the NIMH & NIDA-funded Center for Prevention and Early Intervention, the Center for Prevention of Youth Violence, the Baltimore Epidemiologic Catchment Area study, NIDA- funded studies on the drug dependence syndromes and AIDS, and other similar projects.

### **The Center for Prevention and Early Intervention (CPEI)**

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

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

The Center consists of 4 Cores. The Operations Core provides support to Center collaborators in the following areas: administration, biostatistics, economic analysis, clinical trials, assessment/evaluation, and dissemination and training. The Research Methods Core is focused on advances in biostatistics, economics, and computerized assessment in support of the Center's intervention initiatives. The Principal Research Core provides the structure and support for pilot and feasibility studies aimed at setting the stage for school-based effectiveness trials of promising and evidence-based prevention and early interventions and assessments. The Research Network Development Core focuses on the development of the infrastructure within our community partners for carrying out state of the art prevention and early intervention research and evaluations. Support over the life of the Center will make it possible: (1) to strengthen and extend research initiatives aimed at evaluating the effectiveness of evidence-based, early preventive and treatment interventions for children and adolescents and (2) to disseminate research on the prevention and treatment of mental disorders in children and adolescents.

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

### **Epidemiologic Catchment Area-East Baltimore (ECA)**

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

### **The Center for the Prevention of Youth Violence**

The Hopkins Center for the Prevention of Youth Violence was created in October 2000 with a five-year grant from the National Centers for Disease Control and Prevention. Refunded in 2005, the Center’s current theme is *Waging Peace*. The Center brings together academic institutions, City and State agencies and organizations, community groups, schools, youth groups, and faith organizations to collaborate on both positive youth development and the prevention of violence. The Center provides a formal infrastructure that facilitates academic-community collaborations by integrating research findings with education and training, professional development, and practice efforts, translating research into improved professional practice. The result is an increase in the capacity of local providers, policy makers, and academic researchers to choose among potential interventions, monitor fidelity to specified standards, and increase knowledge concerning effective and ineffective practices and policies. Current projects involve the statewide implementation of a strategy for providing more positive learning environments in schools, coordination of Baltimore City’s Gang Violence Prevention Plan, and evaluations of several interventions aimed at reducing risk factors and increasing protective factors related to youth violence.

### **Alcohol and Drug Dependence and Related Hazards**

A major focus of the Department is the epidemiology of drug use and related disorders, encompassing tobacco, alcohol and illegal drugs. Our faculty’s research uses a developmental perspective to understand potential determinants of transitions through stages of drug use, including opportunities to use drugs, initiation, drug abuse and dependence, as well as remission from drug use disorders. These suspected determinants include genetic, cognitive, behavioral,

and social influences. A major goal of this research is the identification of potential targets for intervention leading to the development and testing of preventive intervention approaches. Another major body of research focuses on the consequences of drug involvement, including comorbid psychiatric disorders and health consequences such as HIV/AIDs. The Department's research also encompasses issues related to cost and access of drug treatments services. The Department is the site of several National Institute on Drug Abuse (NIDA) funded studies, as well as a NIDA-funded research training program.

### **Cognitive Health and Aging**

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

### **Global Mental Health**

Countries trying to develop in the face of adversity (e.g. conflict, HIV, disasters) face impediments not just in infrastructure development but also in human development. Establishing a physically and mentally healthy populace is a necessary component for promoting development in low-resource countries. Health problems that chronically impair functioning are likely to cause significant social and economic problems by both reduced social and economic contribution by the individual and the increased resources required to care for them. As publicized in the WHO and Harvard University 'Global Burden of Disease' reports, common mental illnesses constitute *the* major cause of dysfunction both globally and specifically in poor countries. Faculty in the Department of Mental Health and throughout the school of public health are pioneers in conducting applied epidemiologic research to understand cross-cultural variations in disorder manifestation and investigate the impact of interventions on populations often living in areas with the fewest resources.

## **Other Resources**

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

## **TEACHING FACULTY**

### **Deborah Agus, J.D.**

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

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

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

### **Judith Bass, Ph.D**

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

### **Catherine P. Bradshaw, Ph.D., M.Ed.**

Etiology, development, and prevention of aggressive and antisocial behavior; developmental psychopathology; school- and community-based child mental health services.

### **Michelle C. Carlson, Ph.D.**

Cognitive aging; neuropsychology; neuroimaging; brain health; Alzheimer's Disease prevention; cognitive, social, and physical activity; instrumental activities of daily living (IADL).

### **William W. Eaton, Ph.D.**

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

### **C. Debra Holden, Ph.D.**

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

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

Policy regarding drug use and abuse; history of drug policy in the United States

**Nicholas S. Ialongo, Ph.D.**

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

**Philip J. Leaf, Ph.D.**

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

**Elizabeth Letourneau, Ph.D.**

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

**Brion Maher, Ph.D.**

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

**Tamar Mendelson, Ph.D.**

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

**Ramin Mojtabai, MD, PhD, M.P.H.**

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

**George W. Rebok, Ph.D.**

Life-span developmental psychology; gerontology; prevention research; cognitive neuropsychology; developmental methodology.

**Adam P. Spira, Ph.D.**

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

**Elizabeth A. Stuart, Ph.D.**

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

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

Suicide; Anxiety; Depression; Adolescence; Childhood; Etiology; High-Risk; Psychopathology.

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

Genetic epidemiology of mental disorders, pharmacoepidemiology of Alzheimer's disease; research methods.

## GENERAL POLICIES

### Academic Ethics Code

The Department of Mental Health adheres to the School's Academic Ethics Code which is published in the 2011-12 school catalog and herein. The faculty and students of the Bloomberg School of Public Health have the joint responsibility for maintaining academic integrity and guaranteeing the high standard of conduct of this Institution. An ethical code is based upon the support of both faculty and students who must accept the responsibility to live honorably and to take action when necessary to safeguard the academic integrity of this University.

Students enrolled in the Bloomberg School of Public Health assume an obligation to conduct themselves in a manner appropriate to The Johns Hopkins University's mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows or under the circumstances has reason to know, impair the academic integrity of the University.

Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic records; falsification, forgery, alteration, destruction, or misuse of official University documents or seal; violation of the rights and welfare of human subjects in research; violation of the welfare of animal subjects in research; falsification of research results; and misconduct as a member of either School or University committees or recognized groups or organizations.

1. All members of the academic community are responsible for the academic integrity of the University. Students and faculty alike must work together to minimize the possibility of violations of academic integrity.
2. The faculty is responsible for the conduct of examinations, for announcing the ground rules for all work in a course at the beginning of the term in which the course is offered, and for the security of examination papers and teaching laboratories. Proctoring is at the discretion of the instructor.
3. A student with knowledge of any violation of academic integrity governed by the Bloomberg School of Public Health Constitution has an obligation to report such violations, including the identity of the alleged violator(s) to the appropriate faculty member, the Dean or to the Academic Ethics Board.

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

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

All Students are required to complete the ethics module, which is available at <http://apps1.jhsph.edu/academicethics/> by the end of the second term of their first year.

## **Pass/Fail Option**

Each department has determined for its own students which courses may be taken on a Pass/Fail basis. Courses in the Department of Mental Health which are required for a departmental degree may not be taken on a Pass/Fail basis. For other courses, students in the Department and at the Bloomberg School of Public Health may elect to take courses on a Pass/Fail basis with the consent of their academic advisor. Students who must submit grades to employers, to funding agencies, or to other academic programs should also consult the appropriate offices before electing the Pass/Fail option.

If an advisor, student, or department needs to know the specific grade a student earns, the student should not be permitted to enroll Pass/Fail. There will be no retroactive changes from regular grading to pass/fail and vice versa. If a student transfers to a program which requires a standard letter grade for a course which the student completed Pass/Fail, the student must repeat the course. Deadlines for filing Pass/Fail requests will be adhered to without exception. Pass/Fail forms cannot be accepted after the prescribed add/drop deadline for each term. All students should consider carefully before exercising the Pass/Fail option. Pass/Fail or letter grades, once elected, may not be reversed on the student's official academic record.

## **School Regulations and Fees**

The School's regulations regarding registration, course grades, leave of absence, non-resident status, post-certified status, time limitations and many others affecting academic progress are stated in the current Bloomberg School of Public Health Catalog and Student Handbook. The Office of Records and Registration can advise students on the details of school regulations and refer them to the appropriate office or person for further help, or they may also contact the Academic Program Coordinator.

The School provides students and fellows with a current list of fees. Please refer to the School's Student/Fellow Handbook or contact the Academic Program Coordinator for additional information. It is the position of the Department that a student/fellow is responsible for their own registration. Therefore, they should stay abreast of the dates of registration as well as the add/drop periods, which are published well in advance of the scheduled times. The Department of Mental Health and the training programs will not be responsible for any late fees incurred when a student/fellow registers late unless prior arrangements have been made with the responsible faculty member.

## **Academic Standards**

The performance of each student is reviewed by the advisor and the Academic Program Coordinator. The Academic Program Coordinator reviews the student's transcripts each quarter. When the academic achievement of any student comes into question, the Academic Program Coordinator will bring this to the advisor's attention (typically this involves a grade of "C" or lower). The advisor may consult with the faculty and/or Chair. Unsatisfactory or incomplete grades may constitute grounds for removal of a student from a degree program. Satisfactory academic progress is outlined in the Bloomberg School of Public Health Catalog.

## **Admission Standards**

The Department has a committee to review applications for admissions to degree programs and fellowships. Each faculty member on the committee is given the application to review and assign a score. The score is on a scale from 1 (best rating) to 5 (worst rating). These scores are totaled and an average is taken. These rating sheets are confidential and do not become part of a student's file. Many factors are taken into consideration before the faculty member assigns a score including the student's past experiences and commitment to research or professional practice and educational excellence in this field. Scores on the Graduate Record Examination (GRE) are considered and most successful applicants have scores above the 65<sup>th</sup> percentile. Test of English as a Foreign Language (TOEFL) score is required of foreign students, and most successful applicants have scores above 550. The Statement of Purpose of each applicant is carefully considered also as part of the admission process. There must be a fit between an applicant's career commitment and the interests of a faculty advisor for admission for research-oriented doctoral students and postdoctoral fellows in the Department.

## **Advisors**

Each student/fellow is assigned a faculty advisor prior to the time of enrollment in a course of study. Every attempt is made to assign advisors appropriate to the student's/fellow's area of interest. Advisors play an important role in the student's/fellow's life. They are the initial point of contact regarding academic program, registration for courses, and subsequent changes in status or program. Registration, add/drop, pass/fail agreements and many other School forms require the advisor's signature.

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

## **Course Waivers**

It sometimes is possible to waive a required course based on previous course work and/or experience. A detailed request in writing should be submitted to the Chair of the Departmental Committee on Academic Standards. The letter of intent should have endorsement of the lead faculty mentor teaching the course, the training program director, and the student's advisor prior to submission to the committee Chair.

## **Academic Plans**

The Department recognizes the fact that students and fellows come from different disciplines and are at varying developmental stages with respect to their career plans. Explicit plans developed by students and fellows and approved by advisors foster investigation of the various training opportunities available within a flexible and developing career path, and help to monitor achievement of goals.

During the first quarter of each academic year, each doctoral student, and postdoctoral fellow will write a plan, not longer than two pages, describing how career goals will be achieved through their learning experience in the Department. The plan will contain broad, general goals to be attained during the entire experience at the Department of Mental Health; concrete objectives including specific products, so that it can be readily determined if the objectives are met; and methods and strategies for reaching the objectives. The plans will include a schedule for the year with projected dates for completion of objectives. If course waivers are to be requested, they should be included in the academic plans.

The plan is prepared in collaboration with the advisor, and signed by the student or fellow and the advisor. The Academic Program Coordinator will keep a file of all plans.

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

## **Mental Health Seminar Series**

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

## MASTER'S DEGREE PROGRAMS

### Master of Health Science (MHS)

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

### Course Requirements for the MHS Degree

#### First Term

140.621	Statistical Methods in Public Health I (or 140.611 Statistical Reasoning in Public Health I, 3 cr)	4 cr
330.617	The Public Health Approach to Psychopathology	3 cr
340.601	Principles of Epidemiology (or 340.751 Epidemiologic Methods 1)	5 cr
330.840	Special Studies and Research Mental Health (DMH Seminar)	1 cr

#### Second Term

140.622	Statistical Methods in Public Health II (or 140.612 Statistical Reasoning in Public Health II, 3 cr)	4 cr
330.603	Psychiatric Epidemiology (or 330.602 Epidemiology of Drug Dependence first term – 3 cr)	3 cr
340.608	Observational Epidemiology (4 cr) (This can also be taken during third term via the internet) (or 340.752 Epidemiologic Methods 2 - 5cr)	4/5 cr
550.860	Research Ethics (or 306.665 Research Ethics and Integrity - third term – 3 cr)	1 cr
550.865	Public Health Perspectives on Research (Internet course)	2 cr
330.840	Special Studies and Research Mental Health (DMH Seminar)	1 cr

### Third Term

330.661	Social, Psychological and Developmental Processes in the Etiology of Mental Disorders (or 330.612 Introduction to Behavioral and Psychiatric Genetics)	3 cr
330.840	Special Studies and Research Mental Health (DMH Seminar)	1 cr

### Fourth Term

330.607	Prevention and Control of Mental Disorders: Public Health Interventions	3 cr
330.840	Special Studies and Research Mental Health (DMH Seminar)	1 cr

A minimum of 64 credits (16 credits per term) is required to complete the degree. Biostatistics 140.651-652 may be substituted for the 140.611-612. Students in the MHS must choose six additional units of electives in the Department of Mental Health which must be taken for a letter grade.

### **Final Research Paper**

All MHS students must complete a final research paper in their area of interest. The paper may either be a critical and comprehensive review of the literature pertaining to a specific area of interest or an original analysis of existing data. The final paper must be approved by two members of the Department's faculty in addition to the advisor. This paper should be of sufficient quality to be considered by the Department faculty as worthy of publication in a recognized journal. A brief proposal of the final research paper should be submitted to the academic advisor during second term and should be approved by the academic advisor before work on the project is started. Special studies credits with a faculty member may be taken to allocate time and mentoring to working on this research paper. In order to graduate in May, all degree requirements are due in April. The final draft of the paper must be approved by the student's advisor and given to two additional faculty readers by the first week of April. Requirements for the MHS degree will not be fulfilled until the Department receives a copy of the research paper and a letter confirming completion of the degree requirements is filed in the Office of Records & Registrar (BSPH E1002).

### **Master of Public Health (MPH)**

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

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

### **CERTIFICATE IN PUBLIC MENTAL HEALTH RESEARCH**

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

#### **Course of Study**

##### **Required courses:**

330.617 The Public Health Approach to Psychopathology or

330.601.81 Perspectives of Psychiatry – The Public Health Framework (online)

(This requirement may be waived by psychiatrists and clinical psychologists upon permission of the faculty sponsor - in which case the minimum number of credits in the Department of Mental Health is 15, not 18).

330.603 Psychiatric Epidemiology (also available online)

330.607 Prevention and Control of Mental Disorders: Public Health Interventions (also available online)

340.601 Principles of Epidemiology, or 340.751 Epidemiologic Methods

##### **One of the following Biostatistics series:**

140.611 and 140.612 Statistical Reasoning in Public Health I & II or

140.621 and 140.622 Statistical Methods in Public Health I & II or

140.651 and 140.652 Methods in Biostatistics I & II

**Three courses from the following list:**

330.602 Epidemiology of Drug Dependence

330.612 Introduction to Behavioral and Psychiatric Genetics (also available online)

330.618 Mental Health in Later Life

330.620 Issues in Mental Health Research in Developing Countries

330.623 Brain and Behavior in Mental Disorders

330.628 Principles of Public Mental Health Delivery in the Community Context

330.661 Social, Psychological and Developmental Processes in the Etiology of Mental Disorders  
(also available online)

330.664 Introduction to Mental Health Services

330.667 Mental Health and the Law

330.674 Suicide as a Public Health Problem (online)

**Requirements for Successful Completion**

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

## DOCTORAL DEGREES

### Residence Requirement

All doctoral students must complete and register for four full-time terms of a regular academic year, in succession, starting with Term 1 registration in August-September of the academic year and continuing through Term 4 ending in May of that same academic year. Full-time registration entails a minimum of 16 credits of registration each term. Full-time residence means more than registration. It means active participation in department seminars and occasional lectures, research work group meetings, and other socializing experiences within our academic community. As such, doctoral trainees are expected to be in attendance on campus for this full academic year except on official University holidays and vacation leave.

### Doctor of Philosophy Course Requirements

I. Not all courses are required to be taken in the first year alone; students typically take 2 years to complete the requirements. Please note: PhD students who receive NIH funding are required to take either 550.600 or 306.665 as part of their ethics requirement.

Students must obtain an A or B in required courses. If a grade of C or below is received, the student will be required to repeat the course. Any exceptions to this requirement must be reviewed and approved by the departmental CAS and academic advisor.

It is recommended that the courses be taken in the following years:

#### First year:

First Term

140.621	Statistical Methods in Public Health (4)
330.617	The Public Health Approach to Psychopathology (3)*(Students with substantial clinical training and experience can petition to waive the course "The Public Health Approach to Psychopathology." Permission to waive will be granted by the course instructor on a case-by-case basis. Students who have taken and passed the Perspectives of Psychiatry Course are not required to take the course "The Public Health Approach to Psychopathology.")
330.602	Epidemiology of Drug Dependence (3)
340.601	Principles of Epidemiology, or 340.751 Epidemiologic Methods I (5)
330.840	Special Studies and Research (DMH Seminar) (1)

## Second Term

- 140.622 Statistical Methods in Public Health (4)  
330.603 Psychiatric Epidemiology (3)  
(For Department of Mental Health students a research paper is required for an additional (1) course credit)  
340.608 Observational Epidemiology (4 cr) (This can also be taken during third term via the internet) (or 340.752 Epidemiologic Methods 2 - 5cr)  
330.840 Special Studies and Research (DMH Seminar) (1)  
550.860 Research Ethics (1) or  
306.665 Research Ethics and Integrity: U.S. and International Issues (3) Please note: PhD students who receive NIH funding are required to take either 550.600 or 306.665 as part of their ethics requirement.

## Third Term

- 140.623 Statistical Methods in Public Health (4)  
330.612 Introduction to Psychiatric and Behavioral Genetics (3)  
330.661 Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders (3)  
(For Department of Mental Health students a research paper and oral presentation is required for an additional (1) course credit)  
330.840 Special Studies and Research (DMH Seminar) (1)

## Fourth Term

- 140.624 Statistical Methods in Public Health (4)  
330.607 Prevention and Control of Mental Disorders: Public Health Interventions (3)  
330.623 Brain and Behavior (3)  
330.840 Special Studies and Research (DMH Seminar) (1)

One additional course in epidemiology is required.

## Second Year

### First Term

- 330.657 Statistics for Psychosocial Research: Measurement (4)

### Second Term

- 330.660 Seminar on Methods in Public Mental Health Research (3)  
550.865 Public Health Perspectives (Internet) (2)  
330.611 Manuscript Writing for Mental Health Research (second year and above students)

## Third Term

A Mental Health course on writing grant proposals (*course name and number to be announced*).

Doctoral students are required to attend Grand Rounds in the Department of Psychiatry and Behavioral Sciences, School of Medicine, during two quarters of their study. Usually this is the second or later year of study. Credit is obtained for attendance via a one course credit per term of Special Studies and Research, with the advisor as the instructor of record. The schedule for Grand Rounds is found at:

[http://www.hopkinsmedicine.org/Psychiatry/for\\_faculty/calendars.html](http://www.hopkinsmedicine.org/Psychiatry/for_faculty/calendars.html).

Doctoral students may substitute the Biostatistics 140.651-654 series for the 140.621-624 series.

II. To ensure breadth of public health training, all doctoral students are required to meet NIH requirements for completion of an instructional program in the responsible conduct of research. This requirement can be satisfied with the Bloomberg School of Public Health courses 550.860 Research Ethics or 306.665 Research Ethics and Integrity, or any other research ethics course offered at the Johns Hopkins Medical Institutions (JHMI), as long as it meets the NIH Guidelines, and a certification test must be passed. PhD students who receive NIH funding are required to take either 550.600 or 306.665 as part of their ethics requirement.

All doctoral students are required to take course 550.865 Public Health Perspectives on Doctoral Research. The course is two-terms and offered the first and second term of each year. Students are required to take Introduction to Online Learning. The link is:

<http://distance.jhsph.edu/core/index.cfm/go/course.home/cid/90/> prior to taking the class This course is waived for doctoral students who have earned a MPH within the last 10 years from an accredited institution.

## Doctor of Public Health (DrPH) Course Requirements

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

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

Course No.	Units	Course Title
550.600	1	Responsible Conduct of Research
<b>OR</b>		
550.860.82	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
306.625	3	Ethical Issues in Health Policy: Public Health and Health Care

II A. Epidemiology-- DrPH students must take either Option IIA or Option IIB below. Option IIA consists of either 340.601 or 550.694.81 and 550.695.81 plus ANY additional epidemiology course. Option IIB includes all three courses listed.

Course No.	Units	Course Title
340.601	5	Principles of Epidemiology
<u>OR</u>		
550.694.81	3	Fundamentals of Epidemiology I (on-line only)
<u>AND</u>		
550.695.81	3	Fundamentals of Epidemiology II (on-line only)
<u>AND</u>		
One additional course in Epidemiology		

#### II B. Epidemiology continued

Course No.	Units	Course Title (credits)
340.751	5	Epidemiologic Methods 1
<u>AND</u>		
340.752	5	Epidemiologic Methods 2
<u>AND</u>		
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 (credits)
140.621**	4	Statistical Methods in Public Health I
<u>AND</u>		
140.622**	4	Statistical Methods in Public Health II
<u>AND</u>		
140.623**	4	Statistical Methods in Public Health III
<u>AND</u>		
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 (credits)
140.611	3	Statistical Reasoning in Public Health I
140.612	3	Statistical Reasoning in Public Health II
<u>AND</u>		
140.613	4	Data Analysis Workshops I

140.614	4	Data Analysis Workshops II
<u>AND</u>		
140.620	2	Advanced Data Analysis Workshop
<u>AND</u>		
140.624	4	Statistical Methods in Public Health IV

IV. School-Wide DrPH Seminar: DrPH Students are required to attend eight sessions of the School-wide DrPH Seminar and are encouraged to attend all sessions.

Course No.	Units	Course Title (credits)
No crse no.	0	DrPH School-wide Seminar

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

Course No.	Units	Course Title (credits)
551.610.01	3	Foundations of Leadership – A Leadership Survey Course
<u>OR</u>		
380.681.01	6	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 (credits)
180.628.81	4	Introduction to Environmental and Occupational Health Law
180.629	4	Environmental and Occupational Health Law and Policy
221.650	3	Health Policy Analysis in Low and Middle Income Countries
300.600.81	4	Introduction to Health Policy (internet)
300.652	4	Politics of Health Policy
300.712	3	Health Policy II: Public Health Policy Formulation
306.650	3	Public Health and the Law
308.602	3	Role of Government in Health Policy
380.624	4	Maternal and Child Health Legislation and Programs
380.665	4	Family Planning Policies and Programs

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 (credits)
221.706	5	Management of Health Systems in Developing Countries I & II
<u>AND</u>		
221.707		
221.722	4	Quality Assurance Management Methods for Developing Countries
<u>OR</u>		
221.722.81		
312.615	3	Organizational Behavior and Management

551.601	6	Managing Health Services Organizations;
<u>AND</u>		
551.602		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

**Additional MPH Core Curriculum Requirements:**

**Environmental Health:**

**Course Number Units Course Title**

180.6015 Environmental Health

**Public Health Biology:**

One course in Public Health Biology must be taken.

**Management Sciences:**

One course in Management Sciences must be taken.

**Social and Behavioral Sciences:**

One course in Social and Behavioral Sciences must be taken.

**Department of Mental Health Required coursework:**

<b>Course No.</b>	<b>Units</b>	<b>Course Title (credits)</b>
330.617	3	The Public Health Approach to Psychopathology
<b><u>OR</u></b>		
330.601.81	3	Perspectives of Psychiatry: The Public Health Framework
<b><u>AND</u></b>		
330.603	3	Psychiatric Epidemiology
<b>Choose 2:</b>		
330.623	3	Brain and Behavior
330.661	3	Social, Psychological and Developmental Processes in the Etiology of Mental Disorders
330.612	3	Introduction To Behavioral and Psychiatric Genetics
330.607	3	Prevention of Mental Disorders: Public Health Interventions
<b>Choose 2:</b>		
330.620	3	Issues in Mental Health Research in Developing Countries
330.664	3	Introduction to Mental Health Services
330.628	3	Principles of Public Mental Health Delivery in The Community Context
330.667	3	Mental Health and the Law
330.674	2	Suicide as a Public Health Problem
330.600	3	Advanced Topics in Mental Health Service Delivery
<b><u>AND</u></b>		
330.606	3	Economics of Mental Health and Substance Use Disorders

**IV. Residency & Registration Requirements**

**A. Full time**

- A minimum of four consecutive terms of registration as a full-time student (16 or more credits per term).
- For students who complete a full-time MPH at the School and continue into the DrPH program within three years, the subsequent four-term full-time residency requirement may be partially or totally waived by the Department of Mental Health.
- All DrPH students enrolled in a full-time DrPH program must remain continuously registered in an acceptable registration status during their programs of study. Active registration status requires a minimum registration of three credits per term; other acceptable statuses include non-residency (as approved by the Committee on Academic Standards) and approved leaves

of absence. If the final defense occurs any time after the last day of fourth term and before the last day of summer term, summer term registration is required. If the final defense occurs during fourth term, the student must complete all of the requirements, including meeting any conditions, and submitting the dissertation to the Office of Records and Registration prior to the first day of summer term. Summer term typically starts on or around July 1. If the requirements are not met by this date, summer registration is required.

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

## **B. Part-time**

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

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

## **Course Requirements – 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 Academic Office for further information.

## **Doctoral Scholarships**

Students will be eligible for a 75% tuition scholarship from the Department of Mental Health after six academic quarters of study. The scholarship will continue through the end of the fourth year of study as long as there is good progress toward the dissertation. "Good progress" is defined as achieving a 3.0 GPA or higher, standing for the comprehensive examination at or before the end of the second year of study, and standing for the preliminary oral examination at or before the end of the third year of study. A condition of receiving the scholarship is that, while the scholarship is in effect, the student contributes one quarter per year of teaching assistance, in the third and fourth year, and one day per week of work as research assistant during other quarters, under the supervision of his or her advisor, or another faculty agreeable to the student and approved by the advisor. This policy applies to all students matriculating in academic year 2009-2010, including those receiving training grants (who also receive scholarship support from the department).

## **Dismissal Policy**

Any of the following criteria are considered grounds for dismissal from the Department:

1. Failure of all sections of the Department's comprehensive examination on two occasions
2. Overall GPA below 2.75
3. Earning less than a C in a course required by the department
4. Failure of school-wide orals on two occasions
5. Failure to complete a thesis within 7 years

## **Comprehensive Examination**

The Comprehensive Examination provides the faculty with an assessment of the student's level of competence, and fulfills the School's requirements as outlined below:

"This examination should constitute a comprehensive inquiry into the student's grasp of the subject matter underlying his/her discipline. It should explore the student's understanding of scientific principles and methods as well as his/her substantive knowledge of the major field and related areas."

A student will become eligible for examination upon approval of his/her advisor. This will normally take place sometime after the end of his/her academic residency period (i.e., four consecutive terms of full-time study). The Comprehensive Examination must take place prior to the Departmental Oral Examination and the School's Preliminary Oral Examination. The Academic Program Coordinator must be notified of the student's intention to sit for the exam at least 14 days before the scheduled exam date. Exams will be offered by the Department in January and June at a date announced via memo to all students from the Academic Program Coordinator, typically to occur on the Thursday and Friday during winter recess in January, or the third Thursday and Friday in June. There will be a teaching faculty member present in the Department during the examination.

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

### Format of Exam

The Department's Comprehensive Examination consists of two segments.

Morning, Section I, Parts A & B	3 hours	Multiple Choice Questions and Short Essays
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Afternoon, Section II	3 hours	Essay Question, Substantive Knowledge
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### Morning, Parts A & B: Multiple Choice Questions & Short Essays

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

### Afternoon: Substantive Knowledge Essay Questions

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

### Preparation for Examination

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

### Readers

The Chair of the Department's Committee on Examinations shall be responsible for assignment of readers and will supervise the grading process. Where possible, assignment of readers will take into account the research questions selected by the candidate and faculty specialty areas. Readers are free to seek consultation for specific questions outside their own areas. Readers will not include the candidate's advisor.

### Grading and Evaluation

Each section of the examination will be read by at least one faculty member who will assign a low pass, pass, high pass, or fail grade. Students must score a "low pass", "pass" or "high pass" on each section on the exam, in order to pass the entire exam. The decision of the readers will be communicated via a letter and in case of a failure, a subsequent debriefing session. If there is a section of the exam which does not receive a passing grade, a debrief session will be held with the student which includes the student's advisor, the coordinator of the comprehensive exams, and the reader of that section of the exam. The debriefing will be an opportunity to identify the difficulties and receive guidance to help with preparation for a retake if one is allowed. In the event of failure, the candidate must make arrangements to retake the exam consistent with the regular administration of the exam (i.e., January or June). In the event of a second failure, the Department will meet to discuss whether the student should be allowed to continue his/her studies.

### Debriefing

Debriefing will be scheduled as soon as possible after decision of pass/fail has been made for all candidates. Candidates will be informed of the date for debriefing no later than one month after the examination is graded. Candidates receiving a pass by readers will be debriefed via a letter summarizing the results of the exam. Candidates receiving a final grade of fail will be debriefed by the reader, the advisor and the Chair of the Department's Committee on Examinations

### Notification to Candidates/School

The decision of pass/fail will be made by each reader independently and communicated in writing to the Chair of the Committee on Examinations within one month of the examination

date. Written notification of the decision of pass or fail will be communicated by the Chair of the Department to all candidates at the same time. Written notification of the decision to pass will be communicated to the Office of Records and Registration by the Academic Program Coordinator.

### **Requirements for Advancement to Doctoral Candidacy**

Students must advance to doctoral candidacy prior to scheduling the Departmental and School-Wide Preliminary Oral Examinations (i.e., dissertation proposal). To advance to doctoral candidacy, students must pass all sections of the Comprehensive Examination, and take and pass two courses offered by the Department of Mental Health, one on manuscript writing and one on proposal writing. These courses will typically be taken in the second and third quarter of the second year of doctoral study.

### **Departmental Preliminary Oral Examination**

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

Each doctoral student will present his or her proposed thesis research at a Departmental Oral Examination which is intended to review the student's proposed research and to determine the student's readiness to proceed to the School Preliminary Oral. The student and advisor will propose to the department Chair who will sit for this exam. There must be at least three teaching faculty, including the advisor on the committee. The faculty member of highest seniority, other than the advisor, will chair the committee. If the student fails the preliminary oral examination and is permitted a reexamination, he or she must be reexamined within one year.

### **Conduct of Examination and Report of Results**

The folder containing an up-to-date transcript and application shall be made available to the Chair of the examination on the day of the exam, by the Academic Program Coordinator. Immediately following the examination, the committee must evaluate the success or failure of the student by a closed ballot prior to the discussion of the candidate's performance.

Unconditional Pass: If all members each vote "unconditional pass".

Conditional Pass: If further evidence of qualifications is necessary, the nature of the required condition(s) is decided by consensus.

Failure: If a majority of the committee decides that the candidate has failed the examination, there may be one of four routes:

1. No reexamination
2. Reexamination by the same committee
3. Reexamination in written form and conducted by the same committee.
4. Reexamination by a new committee.

The results of the examination will be recorded on the sheet provided by the Academic Program Coordinator. Any further conditions will be dictated to the Academic Program Coordinator for preparation of the appropriate memorandum.

### **School-Wide Preliminary Oral Examination**

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

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

The School-wide preliminary oral exam should be taken at least by the beginning of the student's third year in residence and before significant engagement in research. Not more than seven years may elapse between the date of matriculation and fulfillment of all requirements for the degree.

### **Doctoral Thesis**

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

### **Monitoring of Progress**

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

Thesis Advisory Committee. A written evaluation of the student's progress and development will be prepared by the committee, discussed with the student, and a copy placed in the student's file.

### Thesis Defense

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

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

Doctoral advisors must officially approve the final draft of a student's dissertation prior to dissemination to the other members of the Thesis Oral Examination Committee. A signed Dissertation Approval form must accompany each hard copy of the dissertation distributed. A copy of this form is available on the Office of Records and Registration website. An advisor may provide the approval in the form of an email message if traveling makes a signature impractical. Students should provide a complete and final copy of their dissertation to the committee members at least four weeks prior to the Final Oral Examination.

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

### Thesis Format

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

#### *The traditional dissertation monograph model*

In this model the dissertation typically consists of an abstract, 5-7 chapters, references, and any appendices. The outline of chapters below is merely a guide, reflecting the academic discipline

or orientation of the student's research. All dissertations must include a Table of Contents at the beginning.

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

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

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

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

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

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

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

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

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

### *The three manuscript dissertation model*

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

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

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

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

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

### **Chapter 6: Discussion of Results and Policy Implications.**

A chapter which integrates and discusses the findings reported in the manuscripts. It should include a discussion of the conclusions of the research, and it should make recommendations for further studies.

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

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

A manuscript oriented dissertation must also meet the following criteria:

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

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

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

### **Public Seminar**

As a culminating experience for the doctoral student, a doctoral student will present a formal, public seminar. This will provide the faculty and Department with an opportunity to share in the student's accomplishments, and will give a sense of finality to the doctoral experience on behalf of the student. This public seminar may occur as part of the final oral defense of the thesis. If the seminar is done as part of the final oral defense, it should last a maximum of 30 – 35 minutes in length.

### **Final Oral Defense of Thesis**

Oral defense of the thesis by the candidate before the committee of faculty is the final step for the doctoral degree. The committee ordinarily is comprised of the same faculty members who were previously approved as thesis readers. Written acceptance of the thesis, by the Thesis Advisor and Examining Committee Chair, and submission of the thesis for binding follow the successful completion of oral defense. The complete thesis must be submitted to the members of the Examining Committee, and the form scheduling the examination to the School's Office of Records and Registration, at least one month prior to the proposed date of defense. The form must be submitted to the Academic Program Coordinator for review and be signed by the Chair of the Department, before being directed to the Office of Records and Registration. Forms are available online through the JHSPH portal:

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

A Doctoral student is not considered complete at the time he/she passes their final oral defense. Students are considered complete when (a) copies of his/her acceptance letters from the Examining Committee Chair and Thesis Advisor are on file in the Office of Records and Registration; (b) one copy of the dissertation is delivered to the Office of Records and Registration (departmental copy); (c) one copy of their dissertation is delivered to The Milton S. Eisenhower Library (Homewood Campus). Students should consult the "After the Final Thesis

Defense To Do List” which can be found on the Office of Records and Registration page for doctoral students on the JHSPH portal.

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

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

## **POSTDOCTORAL FELLOWSHIPS**

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

The NIH requires that Postdoctoral fellows supported by an NIH training grant receive training in the responsible conduct of research. Courses that fulfill this requirement are 550.860 “Research Ethics,” and 306.665 “Research Ethics and Integrity: U.S. and International Issues.” These courses may be taken for Audit.

Postdoctoral Research fellowships are generally for two years. The postdoctoral programs differ from program to program. Most postdoctoral fellowships are tailored to the needs and abilities of the individual fellow.

## **TRAINING PROGRAMS**

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

## **Psychiatric Epidemiology Training (PET) Program**

This interdisciplinary doctoral and postdoctoral program is affiliated with the Department of Epidemiology and with the Department of Psychiatry and Behavioral Sciences at the School of Medicine. The Program is directed by Professor Zandi. The goal of the program is to increase the epidemiologic expertise of psychiatrists and other mental health professionals, and to increase the number of epidemiologists with the interest and capacity to study psychiatric disorders. Graduates are expected to undertake careers in research on the etiology, classification, distribution, course, and outcome of mental disorders and maladaptive behaviors. The Program is funded with a training grant from the National Institute of Mental Health. Predoctoral fellows are required to take the four quarter series in Epidemiologic Methods (340.751-140.754), as well as the four-quarter series in Biostatistics (140.621-624). Postdoctoral fellows are required to take Principles of Epidemiology and Psychiatric Epidemiology, for credit; and to develop mastery of biostatistics at least equivalent to Biostatistics 140.621-622. Postdoctoral fellows take some courses, depending on background and experience, and engage in original research under the supervision of a faculty member.

For Predoctoral Trainees, the required coursework for the second year of study includes the departmental requirements for the doctoral degree and, in addition, the following:

1. An additional course in the subject matter of epidemiology (e.g., cancer epidemiology, HIV/AIDS epidemiology) in order to broaden each trainee's fund of knowledge in epidemiology.
2. An additional course on Biostatistical approaches, most suitably a course on an approach the trainee will use during the thesis research (e.g., survival analysis, longitudinal analysis methods).
3. One further course in the Department of Mental Health.

## **Children's Mental Health Services Research Training Program**

This Inter-Departmental doctoral and postdoctoral training program focuses on providing the skills necessary to conduct research on the delivery, organization, financing and outcomes of mental health and violence prevention and suppression services. Professor Leaf is the director of the Program. The doctoral program is designed to prepare individuals for research, planning, or evaluation careers in both public and academic settings. Applicants to a doctoral program in this area should have a clinical background or a disciplinary focus in economics, political science, sociology, or related discipline. Financial support is available for doctoral and post-doctoral level individuals through the Economics of Mental Health program in the Department of Health Policy and Management and the Child Mental Health Services Training program. The training program requirements include courses beyond the doctoral requirements of the Department of Mental Health, in the Department of Health Policy and Management, the Department of Population, Family and Reproductive Health, the Department of Epidemiology, and the Department of Biostatistics. These requirements will be discussed by the training program director in the first quarter.

## **Drug Dependence Epidemiology Training (DDET) Program**

This training program is supported primarily by research training grant awards from the National Institutes on Drug Abuse. Professor Holden is the training program director.

Doctoral trainees in the Drug Dependence Epidemiology Training Program should plan on a minimum of four years in the doctoral program, and the program may require five years. The program typically will begin in June or July, prior to the start of coursework in Term 1 of the new academic year. Students without prior background in the biomedical sciences should enroll in the two-week August course on introduction to biomedical sciences.

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

The required coursework for the second year of study includes the departmental requirements for the doctoral degree and, in addition, the following:

1. An additional course in the subject matter of epidemiology (e.g., cancer epidemiology, HIV/AIDS epidemiology) in order to broaden each trainee's fund of knowledge in epidemiology.
2. An additional course on biostatistical approaches, most suitably a course on an approach the trainee will use during the thesis research (e.g., survival analysis, longitudinal analysis methods).
3. Sufficient coursework or learning experiences to develop the trainee's fund of knowledge and competencies in relation to psychopathology and the 'care and management' aspects of psychiatric practice, pharmacology, neuroscience, molecular biology and genetics, and toxicology, as well as the social and behavioral sciences. For example, courses such as Anthropological Perspectives on Health and Disease, and Sociological Perspectives on Health and Disease, will be required for students who have not already completed coursework on these topics during prior training. This breadth of coverage is required for trainees to become competitive in the NIDA protocol review process and for trainees to understand the breadth of public health research on drug dependence and related hazards.

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

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

Current and potential DDET trainees should consult with the advisor and training program director about these requirements if there are questions. The training program director and advisors may change the program requirements from time to time, and the learning experiences of trainees will be changed to adapt to these circumstances.

### **Prevention Research Training Program**

The NIMH-Funded Prevention Research Training Program in the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health is designed to train prevention researchers at the postdoctoral level. The program is aimed at increasing the number of university faculty and research staff in mental health agencies who can develop, implement, evaluate, and teach prevention research. Opportunities for independent research within the context of the Johns Hopkins Prevention Center and participation in the Center's ongoing research foster a collegial environment for flexibly pursuing various training objectives and career goals. The program is directed by Professor Ialongo.

Postdoctoral training is aimed at the preparation of prevention researchers with a public health orientation in the departments of psychiatry, psychology, human development, and sociology. The postdoctoral training emphasizes opportunities for independent research and participation in the ongoing research in a Prevention Research Center. Course work is available specifically designed to develop knowledge and skills in preventive intervention strategies, methods of measuring psychopathology in populations, epidemiologic methods for identifying risk factors, prevention research design, and eliciting community and institutional cooperation in preventive intervention research.

## **The Hubert H. Humphrey Fellows Training Program**

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

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

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

## **GRANT AND CONTRACT APPLICATIONS**

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

## COMMITTEES

### School Committees

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

Advisory Board:	William W. Eaton
Appointments and Promotions Committee:	Nicholas Ialongo
Committee of the Whole:	William W. Eaton
Committee on Academic Standards:	Michelle C. Carlson
Committee on Honors and Awards:	Brion Maher
Faculty Senate:	Jeanine Parisi
MPH Executive Board:	George W. Rebok
Advisory Committee for the Public Health Practice Program:	Philip J. Leaf
DrPH Executive Committee:	Pierre Alexandre

### Departmental Committees

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

The major standing committees and their functions are as follows:

Steering Committee, Chair - Dr. William W. Eaton  
Members: Drs. Leaf, Rebok, and Ialongo  
Staff: Michelle Maffett, Administrative Coordinator to the Chair

Functions:

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

Committee on Academic Standards, Chair – Dr. Michelle Carlson

The Committee on Academic Standards includes two subcommittees as follows:  
Department of Mental Health Admissions, Chair – Dr. Tamar Mendelson  
Departmental Comprehensive Exam: Dr. Adam Spira, Staff: Patty Scott,  
Academic Program Coordinator

Functions:

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

### **Departmental Honors and Awards**

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

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

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

### **GENERAL INFORMATION/SERVICES**

#### **Information Systems - Services Offered**

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

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

All software orders will be requested through [spars.jhu.edu](http://spars.jhu.edu). To place an order, please use the help call system already described so that calls can continue to be tracked through the system. The call you place to order new software/hardware will also serve as the order to install the software/hardware as soon as it arrives. Please note, if a purchase is going to be funded by the department or a training program, you will need to have email confirmation of the approval from the training director.

### **Bulletin Boards**

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

### **Course Materials**

Course materials will usually be placed in the Welch Library, or can be obtained from E-Reserve system accessible through the Welch Medical Library's website ([www.welch.jhu.edu/ereserves/index.html](http://www.welch.jhu.edu/ereserves/index.html)). In some courses, materials will be reproduced and put together in a book. The student will be charged for the amount it cost to photocopy, and must reserve his/her copy by written commitment prior to printing.

### **Student Financial Services**

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

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

### **Office of Records and Registration**

Students may access their student record data by logging onto the ISIS website, <https://isis.jhu.edu/sswf> and selecting Academic Info. They may access biographic and address information by selecting Personal Info. Course registration via the ISIS website is encouraged.. If

students should need to submit a form (i.e., request for audit), the office is located JHSPH E1002, and is open from 8:00 a.m. – 4:00 p.m., Monday through Friday.

### **Library Services**

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

The **Welch Medical Library** (<http://www.welch.jhu.edu/>) is located on Monument Street across from the Bloomberg School of Public Health. It is the central resource library for the Johns Hopkins Medical Institutions. The library's journal collection numbers more than 3,300 titles; its total number of bound volumes exceeds 350,000, including several outstanding collections dealing with the history of medicine, the history of public health, and the history of nursing. Welch has an online catalog of its holdings and offers traditional reference assistance as well as MEDLINE 500 that can be accessed from your own PC free of charge. You must have a library card to use the services at Welch. A card can be obtained at the main desk.

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

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

### **Mental Health Library**

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

### **Mental Health Conference Rooms**

The Department of Mental Health is responsible for 3 conference rooms: 188 (15-20 seats), 845 (15-20 seats), and 892 (12 seats). The conference rooms are available for use by faculty, staff and students within the School of Public Health, and are under the primary control of the DMH Administration Office. Sharon Williams is available to assist you with reservations, [shwillia@jhsph.edu](mailto:shwillia@jhsph.edu), 5-3910, or a reservation book is kept in the department's main office (HH 850) for your convenience.

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

- All departmental and school-wide orals

- Any VIP event
- The Office of the Chair

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

<b>Bldg</b>	<b>Room</b>	<b>Dept</b>	<b>Type</b>	<b>Seats</b>	<b>Contact</b>	<b>Contact Info</b>
HH	144	Student Affairs	Café - Conference	12	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	145	Student Affairs	Café - Conference	12	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	188	MH	Conference	15-20	Sharon Williams	410-955-3910 <a href="mailto:shwillia@jhsph.edu">shwillia@jhsph.edu</a>
HH	208	Student Affairs	Classroom	36	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	244	Student Affairs	Classroom	16	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	250	Student Affairs	Classroom	36	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	291	Student Affairs	Classroom	19	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	297	Student Affairs	Classroom	19	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	339	HPM	Conference	12	Sandy Freeman	410-955-2461, <a href="mailto:sfreeman@jhsph.edu">sfreeman@jhsph.edu</a>
HH	461	HPM	Conference	12	Rhonda McCray	410-955-3625 <a href="mailto:rmccray@jhsph.edu">rmccray@jhsph.edu</a>
HH	563	HPM	Conference	12/15	Edith Jones	410-955-2221, <a href="mailto:eljones@jhsph.edu">eljones@jhsph.edu</a>
HH	688	HPM	Conference	20	Kimberly Collins	443-287-4241
HH	744	HBS	Conference	20		410-955-2312, 410-502-4551, <a href="mailto:hfaculty@jhsph.edu">hfaculty@jhsph.edu</a>
HH	845	MH	Conference	15/20	Sharon Williams	410-955-3910, <a href="mailto:shwillia@jhsph.edu">shwillia@jhsph.edu</a>
HH	892	MH	Conference	10/12	Sharon Williams	410-955-3910, <a href="mailto:shwillia@jhsph.edu">shwillia@jhsph.edu</a>
HH	B14	Student Affairs	Auditorium	135	Melissa Horn	<a href="mailto:schedule@jhsph.edu">schedule@jhsph.edu</a>
HH	B41	IS	Computer lab	30		<a href="mailto:sphlabs@jhsph.edu">sphlabs@jhsph.edu</a>
HH	Café	Support Services	Café			<a href="mailto:eventrms@jhsph.edu">eventrms@jhsph.edu</a>

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

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

### **Lockers**

Lockers are located on the second floor of the Hampton House and throughout the Bloomberg School of Public Health.

### **Mailboxes**

The Department will communicate to students and fellows through the departmental mailboxes located in the department hallway. It is important that students and fellows check Department mailboxes on a regular basis. Communication with faculty is also facilitated by this system, since most faculty also check their mailboxes frequently.

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

### **School's Printing Policy**

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

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

The location of these printers is:

#### **Wolfe Street**

- 1st Floor Gallery
- 2nd Floor Coffee Bar
- 2nd Floor Mezzanine

- 4th Floor North Reading Court (coming soon)
- 4th Floor South Reading Court
- 9th Floor Café

### **Hampton House**

- Basement Computer Lab
- 9th Floor Reading Room

### **Shuttle Buses**

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

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

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

### **Student Assembly**

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

## **Departmental Student Services**

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

## **Office Supplies/Stationery Orders**

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

## **Mental Health Student Group**

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

## **Telephones**

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

## **Travel**

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

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

of travel advance. Invoices can be processed by the support staff person using SAP and will then be approved by the budget analyst for payment. Invoices will also need approval from the PI.

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

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

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

### **Travel Funds for Students and Fellows**

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

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

### **University Health Service**

The University Health Service (U.H.S.), located at 401 North Caroline Street (corner of Caroline Street and Orleans Street), is open from 8:30 a.m. to 5:00 p.m. to care for the health needs of the

students at the Bloomberg School of Public Health and the School of Medicine, who have health insurance through the student health plan. Appointments are preferred, but walk-ins are always seen by one of the available physicians.

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

The University Health Services student committee has representatives from the Bloomberg School of Public Health and the School of Medicine. Students interested in serving on the committee or wishing to bring a problem or student health issue to its attention should contact Betty Addison, director of student services, at (410) 955-3034.

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

### **Photocopy Accounts**

Students who wish to use the photocopier for personal use should purchase a vendor card at the Student Accounts and Business Services, JHSPH W1101. The price is \$10.00 for each card, which allows 180 copies.

### **Email**

Students should remember to check their @jhsph.edu mail account regularly. Academic and administrative offices utilize email as the primary means to communicate information to students. Failure to do so may result in loss of important information about academic requirements, course registration, deadlines, student activities and other information. If desired, email sent to your @jhsph.edu email account may be forwarded automatically to another email address. Instructions for email forwarding may be found on the School's intranet:

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

### **Course Evaluation Summaries**

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

## APPENDIX A: 2011-12 DEPARTMENTAL COURSES IN THE ACADEMIC YEAR

330.601	Perspectives of Psychiatry: The Public Health Framework, Dr. McHugh (internet only)	First Term	3 credits
330.617	The Public Health Approach to Psychopathology, Dr. Adam Spira (onsite only)	First Term	3 credits
330.602	Epidemiology of Drug Dependence Dr. Holden	First Term	3 credits
330.664	Introduction to Mental Health Services Dr. Mojtabai	First Term	3 credits
330.600	Advanced Topics in Mental Health Service Delivery, Dr. Everett, Dr. Mazade	Second Term	3 credits
330.603	Psychiatric Epidemiology, Dr. Eaton ( <i>For DMH doctoral students a research paper is required for an additional (1) course credit</i> )	Second Term (onsite) Third Term offered every other year (internet)	3 credits
330.611	Manuscript Writing for Mental Health Research Dr. Mendelson	Second Term	3 credits
330.660	Seminar on Methods in Public Mental Health Research, Dr. Leaf	Second Term	3 credits
330.620	Issues in Mental Health Research in Developing Countries, Dr. Bass (onsite and internet)	Second Term	3 credits
330.628	Principles Of Public Mental Health Delivery In The Community Context, Ms. Agus	Third Term	3 credits
330.612	Introduction to Behavioral and Psychiatric Genetics, Dr. Zandi (onsite and internet)	Third Term	3 credits
330.661	Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders, Dr. Bradshaw	Third term	3 credits
330.604	Gender and Mental Health, Dr. Mendelson (not being offered in 2011-12)	Fourth Term	3 credits

330.607	Prevention and Control of Mental Disorders: Public Health Interventions (online section also), Drs. Ialongo and Rebok	Fourth Term	3 credits
330.615	Drugs, Society And Policy Dr. Jaffe	Fourth Term	2 credits
330.618	Mental Health in Late Life, Dr. Rebok	Fourth Term	3 credits
330.623	Brain and Behavior in Mental Disorders, Dr. Carlson	Fourth term.	3 credits
330.651-4	Seminar on Drug Abuse Program Planning in Developing Countries I-IV, Dr. Alexandre	First - Fourth Terms	3 credits/term
330.655	Field Visits in Drug Abuse Program Planning, Dr. Alexandre	First - Second Term	2 credits/term
330.657	Statistics for Psychosocial Research: Measurement, Drs. Leoutsakos and Xue (Jointly offered with the Department of Biostatistics) *Continued second term 140.658. Statistics for Psychosocial Research: Structural Models.	First – Second Term	4 credits/term
330.667	Mental Health and the Law, Ms. Agus	Fourth Term	3 credits
330.674	Suicide As A Public Health Problem, Dr. Wilcox	Third Term (onsite) Fourth Term (internet)	2 credits
330.802	Seminar on Aging, Cognition and Neurodegenerative Disorders, Drs. Rebok, Carlson, Eaton, Zandi	First – Fourth Terms	2 credits
330.805	Seminar on Statistical Methods for Mental Health, Dr. Stuart	First – Fourth Terms	1 credit
330.820	Thesis Research Mental Health		
330.830	Postdoctoral Research in Mental Health		
330.840	Special Studies & Research in Mental Health		

## **APPENDIX B: DEPARTMENT OF MENTAL HEALTH ADMINISTRATION**

### **Linda M. Neighoff - Department Administrator**

Phone: (410) 955-3910

E-mail: [lneighof@jhsph.edu](mailto:lneighof@jhsph.edu)

Location: Hampton House 850

Oversees all financial and administrative activities within the Department and coordinates external activities with the JHSPH Research Administration, Business, Facilities, Information Systems, and University Controller offices.

### **Michelle Maffett - Senior Administrative Coordinator to Departmental Chair**

Phone: (410) 955-3908

E-mail: [mmaffett@jhsph.edu](mailto:mmaffett@jhsph.edu)

Location: Hampton House 850

Manage daily administrative routine for Department Chair. Acts as liaison for department/school faculty, staff, students, visitors and outside consultants, etc. Maintains daily calendar for Department Chair, set appointments, schedules and advises Department faculty and staff of meetings. Manages and coordinates special events and departmental functions. Assistant Coordinator MH Summer Institute. Processes new faculty appointments and re-appointments. Maintains and updates MH website.

### **Sharon Williams - Administrative Assistant/Departmental Secretary**

Phone: (410) 955-3910

E-mail: [shwillia@jhsph.edu](mailto:shwillia@jhsph.edu)

Location: Hampton House 850

Provides support to MH Administration. Provides secretarial support to MH faculty. Distributes weekly/semi-monthly payroll. Order supplies for administrative office. Coordinates the servicing of office equipment (i.e. copiers/fax). Maintains schedule for departmental conference rooms. Handles key request/distribution/return. Processes JHU ID requests for signature.

### **Patricia E. Scott – Senior Academic Program Coordinator**

Phone: (410) 955-1906

E-mail: [pscott@jhsph.edu](mailto:pscott@jhsph.edu)

Location: Hampton House 855

Coordinates all fellow and student activities for the department such as recruitment, admissions, registration, financial aid, international and special student services. Oversees scheduling of interviews and processing of paperwork for admissions, exams, course catalog and prospectus, tuition and/or scholarships, student manuals, student orientation, and related activities.

Coordinates student related special events. Serves as Administrative support for the Department's Committee On Academic Standards. Administrative Coordinator for the Summer Institute in Mental Health Research, held annually.

**Sherrie Morris - Payroll/Human Resources Coordinator**

Phone: (410) 955-2550

E-mail: [smorris@jhsph.edu](mailto:smorris@jhsph.edu)

Location: Hampton House 843

Prepares and processes all Payroll forms for department for both students and staff. Assists in preparation and management of position requisitions, students' statement of appointments and term notices. Updates the Johns Hopkins Enterprise Directory (JHED) as needed and monitors E210 timesheets. Serves as a liaison between department and Payroll and Human Resources on payroll issues.

**Carlina M. Carter - Sr. Research Service Analyst**

Phone: (410) 955-0602

E-mail: [cacarter@jhsph.edu](mailto:cacarter@jhsph.edu)

Location: Hampton House 851

Prepare grant and contract proposals for submission. Accounts Payable support for assigned faculty including coding, reconciling, transfers, etc. Account reporting for assigned faculty. Implement policies and procedures for grant and account payable work within the department. Performs Pcard reconciliation for assigned faculty. Petty cash administrator for assigned faculty petty cash accounts in MH. Serves as back-up to the Payroll/Human Resources Coordinator.

**Scott Hubbard – Research Associate**

Phone: (443) 287-3446

Email: [shubbard@jhsph.edu](mailto:shubbard@jhsph.edu)

Location: Hampton House 835

Implement policies and procedures for grant and account payable work within the department. Prepare grant and contract proposals for submission reviewing all related documents. Accounts Payable support for assigned faculty including coding, reconciling, transfers, etc. Will provide programming, statistical and analytical support with regards to the data within the department, particularly the prevention research data that is being utilized by several research studies.

**Ryan Rinker – Sr. Research Service Analyst**

Phone: (410) 614-1454

Email: [rrinker@jhsph.edu](mailto:rrinker@jhsph.edu)

Location: Hampton House 859

Prepare grant and contract proposals for submission. Accounts Payable support for assigned faculty including coding, reconciling, transfers, etc. Account reporting for assigned faculty. Implement policies and procedures for grant and account payable work within the department. Performs Pcard reconciliation for assigned faculty. Petty cash administrator for assigned faculty petty cash accounts in MH.

## APPENDIX C: 2011-2012 ACADEMIC YEAR CALENDAR

### THE JOHNS HOPKINS UNIVERSITY BLOOMBERG SCHOOL OF PUBLIC HEALTH 2011-2012 ACADEMIC YEAR CALENDAR

<b>SUMMER TERM</b>	<b>Registration Begins for</b>
<b>Summer Institute Terms</b> .....	<b>F Feb 18</b>
<b>SUMMER INSTITUTES</b> .....	<b>Begin week of June 6</b>
<b>Internet-Based/Part-Time MPH New Student Orientation</b> .....	<b>Sun June 5</b>
<b>Registration Begins for Regular Summer Term</b> .....	<b>T April 12</b>
<b>REGULAR SUMMER TERM</b> .....	<b>W June 29 - F Aug 19 (37 class</b>
<b>days)</b>	

1 <sup>st</sup> Term Registration Begins for Continuing and Special Students.....	W June 1
Regular Summer Term Registration Ends.....	F June 17
NEW STUDENT ORIENTATION/REGISTRATION .....	M June 27 – T June
28	
Instruction Begins for Summer Term .....	W June 29
INDEPENDENCE DAY HOLIDAY .....	M July 4
Regular Summer Add/Drop Period.....	Varies per course
schedule	
2 <sup>nd</sup> Term Registration Begins.....	F July 29
1 <sup>st</sup> Term Registration Ends for Continuing and Special Students.....	F Aug 12
Last Class Day of Summer Term.....	F Aug 19

<b>1ST TERM</b>	<b>Th Aug 25 - W Oct 19 (39 class days, M-F)</b>
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NEW STUDENT ORIENTATION/ REGISTRATION .....	M Aug 22 - W Aug
24	
Instruction Begins for 1 <sup>st</sup> Term.....	Th Aug 25
Add/Drop Period .....	Th Aug 25 - W Sept 7
LABOR DAY RECESS .....	M Sept 5
2 <sup>nd</sup> Term Registration Ends.....	F Oct 7
Winter Intersession Registration Begins.....	Th Oct 13
Last Class Day of 1 <sup>st</sup> Term.....	W Oct 19

<b>2ND TERM</b>	<b>Th Oct 20 - F Dec 16 (40 class days, M-F)</b>
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Instruction Begins for 2 <sup>nd</sup> Term .....	Th Oct 20
Add/Drop Period .....	Th Oct 20 – W Nov 2
THANKSGIVING RECESS .....	Th Nov 24 – Su Nov
27	
Registration Begins for 3 <sup>rd</sup> Term.....	T Nov 22
Winter Intersession Registration Ends.....	F Dec 9
Last Class Day of 2 <sup>nd</sup> Term.....	F Dec 16

<b>Internet-Based/Part-Time MPH New Student Orientation</b> .....	<b>Sun Jan 8</b>
<b>WINTER INTERSESSION</b> .....	<b>M Jan 9 – F Jan 20 (no class</b>
<b>Monday, January 16)</b>	

3 <sup>rd</sup> Term Registration Ends .....	T Jan 10
MARTIN LUTHER KING, JR. HOLIDAY RECESS .....	M Jan 16

<b>3RD TERM</b>	<b>M Jan 23 - F Mar 16 (40 class days, M-F)</b>
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Instruction Begins for 3rd Term .....	M Jan 23
Add/Drop Period .....	M Jan 23 - F Feb 3
Registration Begins for 4 <sup>th</sup> Term.....	M Feb 6
Last Class Day of 3 <sup>rd</sup> Term .....	F Mar 16
4 <sup>th</sup> Term Registration Ends .....	F Mar 16
SPRING RECESS .....	M Mar 19 - F Mar 23

**4TH TERM**

**M Mar 26– F May 18 (40 class days, M-F)**

Instruction Begins for 4 <sup>th</sup> Term.....	M Mar 26
Add/Drop Period .....	M Mar 26 – F Apr 6
Last Class Day of 4 <sup>th</sup> Term .....	F May 18
PUBLIC HEALTH CONVOCATION .....	W May 23
UNIVERSITY COMMENCEMENT .....	Th May 24
RESIDENCY PROGRAM ENDS .....	F June 29

Notes:

Homewood starting fall semester M 8/29/2011;

Rosh Hashanah Th & Fri 9/29-30/2011

Yom Kippur, Sa 10/8/2011

APHA 10/29-11/2/2011, Washington, DC

**APPENDIX D: 2011-2012 TIMETABLE FOR COMPLETION OF DEGREE**

**The Johns Hopkins University Bloomberg School of Public Health**

Timetable for Completion of Degree Requirements  
 Master of Health Science (MHS), Master of Health Administration (MHA) Candidates  
 and Master of Science in Public Health (MSPH)

If **Graduation** is planned for **AY 2011-2012**

<b>Requirement</b>	<b>Due Dates for Summer Conferral August 26, 2011</b>	<b>Due Dates for Fall Conferral December 30, 2011</b>	<b>Due Dates for Spring Conferral May 24, 2012</b>
<b>Special Project, OR Scholarly Report, OR paper, OR thesis</b> <i>has been submitted to the department chair or advisor.</i>	Friday <b>June 24, 2011</b>	Friday <b>October 21, 2011</b>	Friday <b>April 6, 2012</b>
<b>Department Chair has:</b>  <ul style="list-style-type: none"> <li>◦ <i>indicated in writing to the Office of Records &amp; Registration that all degree requirements have been fulfilled</i></li> <li>◦ <i>certified the student's eligibility for award of degree.</i></li> </ul>	Friday <b>August 19, 2011</b>	Friday <b>December 16, 2011</b>	Friday <b>May 4, 2012</b>

**Wednesday, May 23, 2012**

**School Convocation\***

**Thursday, May 24, 2012**

**University Commencement (Homewood)\***

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

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, [ebudlow@jhsph.edu](mailto:ebudlow@jhsph.edu)

Timetable for Completion of Degree Requirements  
**All Doctoral Candidates**  
 If **Graduation** is planned for **AY 2011-2012**

Requirement	Due Dates for Summer Conferral August 26, 2011	Due Dates for Fall Conferral December 30, 2011	Due Dates for Spring Conferral May 24, 2012
<b>Student has:</b> <ul style="list-style-type: none"> <li>◦ <i>verified with their Academic Coordinator that all academic requirements for the degree (except for submission of the thesis) have been fulfilled.</i></li> <li>◦ <i>Submitted the Appointment of Thesis Readers and Final Oral Exam Form to the Office of Records &amp; Registration. Thesis has already been distributed to readers.</i></li> </ul>	<b>Friday June 10, 2011</b>	<b>Friday September 9, 2011</b>	<b>Friday February 10, 2012</b>
<b>Final Oral Exam has been held and passed.</b>	<b>Friday July 8, 2011</b>	<b>Friday October 14, 2011</b>	<b>Friday March 16, 2012</b>
<b>Student has:</b> <ul style="list-style-type: none"> <li>◦ <i>submitted Thesis Acceptance Letters from Committee Chair and Thesis Advisor to the Office of Records &amp; Registration.</i></li> <li>◦ <i>submitted Doctor of Philosophy Board copy of the dissertation to the Milton S. Eisenhower Library (A Level, Commercial Binding Office, 410-516-8397) Homewood. (PhD only)</i></li> <li>◦ <i>Submitted Departmental copy (ies) of the dissertation to the Office of Records &amp; Registration.</i></li> </ul>	<b>Friday July 29, 2011</b>	<p style="text-align: center;"><u><b>Option 1</b></u>  <b>Wednesday November 2, 2011</b>  <b>2<sup>nd</sup> term Registration NOT Required</b></p> <p style="text-align: center;"><u><b>Option 2</b></u>  <b>Friday November 11, 2011</b>  <b>2<sup>nd</sup> term Registration Required</b></p>	<p style="text-align: center;"><u><b>Option 1</b></u>  <b>Friday April 6, 2012</b>  <b>4<sup>th</sup> term Registration NOT Required</b></p> <p style="text-align: center;"><u><b>Option 2</b></u>  <b>Friday April 13, 2012</b>  <b>4<sup>th</sup> term Registration Required</b></p>

Wednesday, May 23, 2012

School Convocation\*

Thursday, May 24, 2012

University Commencement (Homewood)\*

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

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

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, [ebudlow@jhsph.edu](mailto:ebudlow@jhsph.edu)