

Graduate Training Programs in Clinical Investigation

A Joint Educational Enterprise of The Johns Hopkins
Schools of Medicine and Public Health



Policy and Procedures Manual 2010-11

*The Graduate Training Program in Clinical Investigation and the University of necessity reserve the freedom to change without notice at any time the programs, policies, requirements, or regulations published in this manual. This manual is not to be regarded as a contract.
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Please visit our website at www.jhsph.edu/gtpci

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Overview of the Johns Hopkins University Graduate Training Programs in Clinical Investigation

BACKGROUND

In 1989, a Task Force on Clinical Research in the Department of Medicine reported results of a survey in which one third of our clinical post-doctoral fellows indicated their desire to pursue “full-time clinical research” as a career objective. In the same survey, a large majority of post-doctoral fellows felt they were inadequately trained in clinical trial design (70%), data management (70%), the ethics of human experimentation (69%), and biostatistics (83%). At that time, almost half of the responding post-doctoral fellows expressed an interest in a structured training program in clinical investigation. Discussions on ways to meet this need ensued at the department and School of Medicine (SOM) levels, and eventually enlarged to include the Johns Hopkins Bloomberg School of Public Health (JHSPH). At the same time, concerns about the adverse trends for clinical investigation and about the inadequate supply of qualified clinical investigators were being expressed at the national level. Johns Hopkins’ response to these local and national needs has been the creation of a Graduate Training Program in Clinical Investigation (GTPCI) jointly sponsored by the Schools of Medicine and Public Health. This program was inaugurated in 1992 and admitted its first students in 1993.

CONCEPT

The program is targeted toward internal physician post-doctoral fellows in clinical departments of the School of Medicine. It involves one year of full-time academic classroom work, followed by at least two years of mentored training in clinical research. In 1996, the University approved expansion of the program to include a PhD degree in Clinical Investigation, which is now being offered to students in this program. Normally, an interested fellow applies for admission into the program during his or her first year of clinical post-doctoral training, or for longer training programs, after completion of more than 80% of required subspecialty training. The first GTPCI year is devoted entirely to a full-time academic curriculum (see below). Thereafter, the student returns to the sponsoring department or division to undertake mentored clinical research and to complete any other requirements for clinical certification. In 1997, an MHS degree option was added for those who seek access to the didactic curriculum without the requirement for a thesis project.

CURRICULUM FOR THE DIDACTIC YEAR

The didactic year begins with a short course on clinical research methods taught during the summer. A seminar series begins during the summer to explore career objectives and inculcate a broad understanding of clinical investigation. During the four terms of the academic year, students take required courses in each of three tracks: Biostatistics, Epidemiology, and Clinical Investigation. For the Biostatistics and Epidemiology cores, a standard series of courses is drawn from the existing JHSPH Graduate Curriculum. Courses in the Clinical Investigation core are specifically designed for students in the GTPCI program and largely taught by School of Medicine faculty. An effort is made to involve as many appropriate role models of successful clinical investigators as possible. This core includes courses on biomedical writing, grant writing and thesis preparation, topics in clinical investigation, ethical and regulatory issues, drug development, analytical methodology, outcomes effectiveness research and a seminar series in clinical investigation. A course listing and course descriptions are included in the Course Sequence and Descriptions section elsewhere.

All thesis-degree students enter into an intensive grant writing/thesis development course during the third and fourth terms of their didactic year, out of which comes a thesis research proposal. There is also a grant writing/project development course for non-thesis degree students pursuing the MHS track. All degree candidates are required to successfully complete a written

comprehensive examination at the end of the didactic year. Thereafter, research progress is monitored by a Thesis Advisory Committee according to the rules of the University, with further requirements dependent on whether the student pursues a masters or doctoral degree.

PROGRAM ADMINISTRATION

An Advisory Council appointed from faculties of the School of Medicine and the Bloomberg School of Public Health establishes policy for the program and oversees students' progress. Appointments are for rotating terms of three years, with the possibility of reappointment. Functional sub-committees have been created for Curriculum, Admission, Research Review, and Visiting Scholars; these committees also contain faculty not on the Advisory Council.

FUNDING

For admission to the PhD/ScM degree program, the nominating department or division must guarantee three years of stipend support as well as identify a source for the tuition costs for the didactic year. For many trainees, existing NIH training grants (T32 or F32) are used to pay stipend and tuition. A limited number of institutional tuition grants are provided by the program. From July 1999, an NIH Curriculum Development Award (K30) provides for administrative, development and enrichment costs of the GTPCI program. Participation in the GTPCI degree programs can also be funded by an NIH KL2 grant which select applicants competitively each year to be NIH Clinical Research Scholars. These Scholars, who may be post-doctoral fellows or junior faculty, receive stipends/salary, full tuition and some research support for at least 2 years. Applications are received each December for awards beginning the following July. Individual K23 (or other K awards) can also be used to fund participation in GTPCI degree programs.

Revised 8/7/08

EXPERIENCE TO DATE

As of July 2010, 233 students have entered the program: 139 in thesis-degree tracks and 94 in the MHS track. Fifteen new trainees matriculated for the 2010-11 academic year.

As of July 2010, 143 students have completed their degree requirements, 23 have withdrawn from the program before completion, three have been terminated, and 64 are currently in residence or completing their thesis requirements elsewhere.

Disciplines represented include:

Departments of Origin:

Anesthesiology	8
Cardiology	11
Clinical Immunology	2
Clinical Pharmacology	13
Dentistry	2
Dermatology	2
Emergency	3
Endocrinology	7
Gastroenterology	13
General Pediatric	3
General Surgery	14
Geriatrics	4
Geriatric Oncology	1
Gynecology	1
Hematology	3
Infectious Disease	20
Medical Genetics	1
Neonatology	1
Neurology	7
Neuroradiology	1
Oncology	21
Ophthalmology	4
Otolaryngology	3
Outside	10
Pathology	2
Pediatric Critical Care	3
Pediatric Cardiology	3
Pediatric Gastroenterology	1
Pediatric Hematology	5
Pediatric Infectious Disease	3
Pediatric Neonatology	1
Pediatric Nephrology	1
Pediatric Neurology	1
Pediatric Oncology	11
Pediatric Pulmonary	3
Physical Medicine & Rehabilitation	1
Psychiatry	3
Pulmonary and Critical Care	21
Renal	1
Radiology	1
Rheumatology	15
Urology	2
Total	233

Anesthesiology and Critical Care Medicine	14
Emergency Medicine	2
Dentistry (NIH & Howard University)	2
General Surgery	14
Institute of Genetic Medicine	1
Kennedy Krieger Institute Medicine	2 110
Neurology	7
Oncology	31
Ophthalmology	4
Otolaryngology	3
Outside	10
Pediatrics	25
Psychiatry	3
Radiology	2
Urology	2
Total	233

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CHARGES TO THE STANDING COMMITTEES OF THE GTPCI

The **Admissions Committee** shall (a) review and recommend to the Advisory Council written criteria for admission to the various tracks of the GTPCI Program; (b) review and approve admission applications for all Program tracks, referring to the Advisory Council difficult or unusual cases; (c) establish criteria for evaluation of requests for early admission; and (d) conduct inquiries or interviews as necessary to reach admission decisions.

Current Procedures: The Committee is composed of a Chair and 3-4 members of the Advisory Council. As required it circulates admission materials and deliberates by phone or e-mail. Personal interviews are conducted in special cases.

The **Research Review Committee** shall (a) recommend to the Advisory Council an appropriate advisory system to monitor academic and research performance of GTPCI students; (b) instruct students, advisors, and research preceptors and mentors on the Program's expectations for their roles; (c) monitor thesis research progress by each student after satisfactory completion of the comprehensive examination at the end of the didactic year; and (d) periodically review written reports of academic advisors, and alert the Program Director/Associate Director and the Advisory Council when problems are identified.

Current Procedures: include assignment of program academic advisors to all incoming students no later than September of the didactic year, monitoring reports of academic advisors on each GTPCI student (especially regarding research progress) and communicating to advisors and research preceptors the Program's expectations of their roles in the graduate training process.

The **Curriculum and Academic Standards Committee** shall: (a) continually review and refine as necessary the curriculum requirements for all tracks of the GTPCI Program; (b) to obtain and review student evaluations of the curriculum components; (c) to compose and administer a comprehensive written examination to all GTPCI students at the conclusion of their didactic year; and (d) to review annually academic performance and comprehensive exam results in order to recommend to the Advisory Council the awarding of the MHS degree, or the advancement of thesis degree candidates to the PhD or ScM tracks.

Current Procedures: This Committee is chaired by the Associate Program Director and has 3-4 members, at least one of whom does not currently sit on the Advisory Council. It constructs and grades a written examination to be taken in early June of each year. When results are known, the Committee meets to review individually each first-year student's academic performance, and to recommend to the Advisory Council advancement to the PhD or ScM track.

The **Visiting Scholars Committee** shall: (a) receive and evaluate suggestions for enrichment opportunities for GTPCI programs at the Johns Hopkins Medical Institutions (JHMI); these may include lectureships, visiting professorships, short topical programs, internal forums, or other creative ventures which could promote the cause of clinical investigation within JHMI or enrich the training experience of GTPCI students; (b) organize and implement several such enrichment programs each academic year; (c) recommend to the Advisory Council programs which may build bridges and promote cooperation between JHMI elements concerned with training and nurturing clinical investigation in its broadest definition; this would include the GCRCs, Clinical Trials programs, Welch Center programs, Health Services research groups and others.

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INFORMATION FOR GTPCI ADVISORS AND ADVISEES

1. All GTPCI degree students (PhD, ScM, and MHS) are assigned an academic advisor from among the Program's faculty. Assignments are made by the Program Director or Associate Director during the 2nd term of the didactic year as part of the Professional Goals and Objectives course. Pairings are made on the basis of perceived mutual interests, availability, and sometimes professional background. Advisors are not chosen because of presumed expertise in the students' intended research interests. Students and their assigned advisors work together with mutual consent, and either may request reassignment if the relationship is not satisfactory. The academic advisor assigned will not be the same person as the research mentor.

2. Each student and his/her assigned advisor are expected to have a face-to-face introductory meeting no later than mid-November of the didactic year. The required course, Professional Goals and Objectives, will provide each student with an opportunity for at least one detailed discussion with his/her advisor regarding career objectives, mentoring arrangements, and thesis development.

3. For PhD and ScM candidates, the academic advisor's responsibility is to: (a) advise the student on coursework selection and monitor academic performance during the didactic year; (b) provide general mentoring and support for academic issues and the selection of a thesis research topic; (c) to review and approve the preliminary thesis proposal at the end of the didactic year; and (d) to serve on the student's thesis committee(s). In this latter role the advisor represents the Program's faculty, and as such has the responsibility to strive for application of uniform academic standards across the program. The academic advisor therefore usually does not function as the candidate's advocate which is the role of the research mentor. (Note: JHSPH graduate degree documents frequently use the term "advisor" by which is meant the student's GTPCI academic advisor. JHSPH requires that the advisor be present during the preliminary oral exam and participate on the thesis committee/final oral examination. GTPCI requires that the research mentor be present at these exams as well). For MHS candidates the advisor's role is complete once the student has passed the comprehensive examination at the end of the didactic year, and hence satisfied the degree requirements.

4. For PhD and ScM tracks, students are required to contact their academic advisor by phone or in person by June 1 and again by December 1 each succeeding research year until a degree is awarded. For the MHS track, students are to contact their academic advisor by June 1 to review their didactic year. Each academic advisor will provide a brief, written documentation of these contacts to the Program office for monitoring by the Research Review Committee. After the didactic year, content of these semi-annual exchanges will focus on the candidate's research progress, relationship with mentor(s), and general academic and professional well being. If problems are identified, the advisor should help structure a list of viable alternative solutions for the student to consider. Rarely communication with research preceptors and mentors may be advisable and helpful. The Program's Research Review Committee or the Program Director or Associate Director should be informed when situations that could prevent successful completion of the program arise.

5. When the PhD candidate's academic advisor and the GTPCI Research Review Committee agree that a written draft of the dissertation work is acceptable, the student may proceed to schedule the "oral defense" of his/her thesis. A similar committee of Thesis Readers is appointed to review and approve the thesis of ScM candidates. The academic advisor must serve on the thesis committees of his/her advisees, again representing the GTPCI Program.

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INFORMATION FOR GTPCI THESIS RESEARCH MENTORS AND THEIR STUDENTS

1. Each thesis-degree candidate in the GTPCI has an assigned academic advisor who advises the student on coursework selection and monitors academic performance during the academic year, provides general mentoring and support for academic issues and the selection of a thesis research topic, and serves on the student's thesis committee(s). The students are required to contact their academic advisor by phone or in person by June 1 and again by December 1 of each succeeding year after completion of didactic work until a degree is awarded. The student's academic advisor is not chosen because of requisite expertise in the area of student's research. The assigned advisor monitors student progress on behalf of the GTPCI Program, and represents the Program on any academic committees reviewing the student's research. In addition, the student's advisor must review and approve the proposed thesis project before the preliminary oral examination can be scheduled (PhD candidates only). Otherwise, the academic advisor is not involved in the direct supervision or review of research results, or in resolving research problems which may arise. Nevertheless communication between the student's advisor and research mentor (and other mentors) may be usefully undertaken when it is in the student's best interest to do so.
2. For GTPCI students, the principal research mentor usually is a faculty member in the candidate's home division or department. Unlike the academic advisor, the research mentor knows the scientific and medical disciplines involved in the research and therefore can supervise and critically evaluate the student's research progress. The same individual quite commonly serves as a mentor for the student's professional and career development. In some thesis projects, especially when new methodology is involved, other research mentors may also need to be involved in assisting and directing the student's thesis research. *The GTPCI Program continually emphasizes the importance of establishing a successful mentoring relationship with the research mentor, and with other key faculty who are important for research training or professional development.*
3. Occasionally the research mentor may be contacted by the student's academic advisor, the GTPCI Program Director, or a member of the Research Review Committee to discuss the student's research progress. Likewise the GTPCI Program Director or Associate Program Director, or the student's academic advisor, are always available and willing to hear from research mentors who are concerned about their student's research progress or other aspects of academic or professional performance. Similarly, the Program may contact research mentors to initiate inquiries or dialogues if it has concerns about the student's ability to successfully complete the program.
4. *Under rules of the Graduate Board of the University, a PhD candidate's thesis committee must contain his/her advisor. Under rules of the GTPCI Advisory Council, a PhD candidate's thesis committee must also contain his/her research mentor.* Therefore faculty who are mentoring GTPCI students will be called upon to participate in evaluating the student's oral defense of their thesis, even though the mentor may have little working knowledge of the GTPCI Program or the operation of such committees. This is not infrequently the case since most research mentors are from the faculty of clinical departments which ordinarily do not have graduate students. If the need arises, the Program Director or Associate Director will be pleased to provide written instructions on the process and personal advice if requested. The student receives instructions and advice on these procedural matters from the Program so that the research mentor need not be concerned with advising the student about these academic procedures.
5. The GTPCI Advisory Council welcomes the interest and active participation of all clinical investigators who may serve as research mentors for GTPCI students. Please feel free to call the Program Director or Associate Program Director at any time to discuss an interest in more active participation in the Program through its committees and Advisory Council functions.

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I. Doctor of Philosophy in Clinical Investigation

Policy

All candidates for the mentored GTPCI curriculum will normally be admitted to the PhD program. By written request to the Program director, PhD students may request transfer to ScM candidacy if for valid reasons they are unable to complete the residential or research requirements for the PhD program. Alternatively, students may be advised to request transfer to ScM candidacy if in the opinion of their faculty advisor or the GTPCI Advisory Council, research achievements are not of sufficient scope or depth to satisfy the PhD requirements but do completely fulfill the expectations for a Master's degree. However, an automatic transfer to the ScM candidacy will occur if a PhD student does not form a thesis committee and complete the preliminary oral examination by the end of their third academic year. Students matriculating into a thesis-requiring degree program will not be allowed to transfer into the MHS degree program.

Prerequisites for this degree include:

- satisfactory completion of 90 credit hours of course work (including thesis research credits), including one year of full-time in-residency course work
- five additional courses to be taken the second or third years
- continuous registration for the Research Forum and registration for thesis research each term during the following years
- comprehensive examination at the end of the didactic year
- satisfaction of all university requirements for the PhD, including preliminary oral examination, thesis preparation and defense

PhD Residency Requirement

The School of Public Health requires all PhD candidates to register full-time for a minimum of four consecutive terms. This does not necessarily have to be the first four terms of enrollment, but the full-time residency requirement must be fulfilled sometime during the PhD program PRIOR to taking the preliminary oral examination.

Procedures

After a candidate is accepted into the program, an academic advisor will be appointed by the Research Review Committee during the second term. The academic advisor will normally be a member of the Advisory Council or a GTPCI Committee, or an active GTPCI faculty member. The faculty advisor's responsibility is to: advise the student on course work selection and monitor academic performance, provide general mentoring and support for academic issues and the selection of a thesis research topic, and to serve on the student's thesis committee, if requested. Students are required to have a face-to-face introductory meeting no later than mid-November of the didactic year. Then students are required to contact their academic advisor by July 1, and again December 1 in each succeeding research year until a degree is awarded. Each academic advisor will provide brief, written documentation of these contacts to the Program Office for monitoring by the Research Review Committee.

During the second term of the didactic year, a required course (*Professional Goals and Objectives*; course number 390.801) will provide each student with an opportunity for at least one detailed discussion with his/her advisor regarding career objectives, mentoring arrangements and thesis development. In addition, this course will initiate the structured process of considering and choosing among a variety of research topics for career development and thesis requirements.

A thesis committee must be established within 3 months of completing the first didactic year, and each PhD student will use this committee for research oversight through completion of the thesis. PhD students are required to have 5 member committees. PhD students are strongly encouraged to have all 5 members of their committee serve for the preliminary oral exam. While JHSPH only requires a 4 member committee on the final oral examination, GTPCI strongly encourages all 5 members of the thesis committee to attend.

The preliminary doctoral oral examination should ordinarily take place no later than December following the completion of the didactic year and comprehensive written examination. The research proposal should be presented in writing in a detailed format to members of the Thesis Committee about three weeks before the oral examination. It should be a statement of the students' scope of research which outlines the thesis project. The purpose of this examination is to determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest. Discussion of the specific research proposal may serve as a vehicle for determining the student's general knowledge and research capacity, but this examination is not intended to be a defense of a specific research proposal.

When the student's academic advisor and the GTPCI Research Review Committee agree that a written draft of the dissertation work is acceptable, the student may proceed to schedule the "oral defense" of his/her thesis. If the Committee of Thesis Readers agree by unanimous vote that the candidate "passes" his/her oral thesis defense, the Committee will then recommend to the GTPCI Advisory Board and the Graduate Board of the University, the awarding of the degree of Doctor of Philosophy. Alternatively, the Committee may recommend a ScM degree in Clinical Investigation if the scope and depth of the research accomplishments are insufficient for the doctoral degree and the candidate is unable or unwilling to extend his/her thesis work in an effort to qualify for a doctoral degree, and the completed work fulfills requirements for the ScM degree.

Characteristics of an Acceptable PhD Doctoral Dissertation

A doctoral student is expected to undertake a dissertation project which will represent a novel and substantial contribution to the chosen field of endeavor. The project must be of the student's own design, and the student must be largely responsible for its completion. Ideally, the thesis project will focus on a single, important research issue. In unusual circumstances, the thesis project may consist of a series of smaller related studies designed to address a particular clinical or methodological problem.

A doctoral dissertation must adhere to the published University guidelines for such a document. As a general guide, the completed doctoral dissertation should consist of two or more units which would be publishable in peer-reviewed journals. For example, the Introduction chapter could be publishable as a rigorous and comprehensive review of the research problem, and individual chapters describing research results should be published as original papers in scientific journals. For dissertations which are more methods-oriented, chapters describing new research methodologies or data collection instruments might also be considered as publishable units. Acceptance of the thesis in partial fulfillment of the requirements for the PhD does not require that manuscripts be submitted or accepted for publication. However, in the opinion of the Thesis Committee, at least two parts of the thesis must be suitable for publication if submitted to peer-reviewed journals, and prior acceptance or publication will be taken as substantial evidence in favor of this requirement.

The criteria to be applied by the Committee of Thesis Readers in evaluating a thesis are: the originality and publication potential of the research, the candidate's understanding of the details of the methodological and analytic work, the magnitude of the candidate's contribution to his/her chosen field of research, and the final quality of the written thesis document.

All thesis submissions MUST adhere to the formatting guidelines outlined by the Bloomberg School of Public Health. University policy stipulates that "previously published material must be incorporated into a larger argument that unites the whole work. A common thread linking the various parts must be identified and made explicit as the papers are joined into a coherent unit. Introductory, transitional, and concluding sections, as well as a bibliography must be included. Proper credit must be given to co-authors and to the publisher. Written evidence that permission has been granted by the publisher must accompany the dissertation. Discrete, unlinked papers are not acceptable."

Thesis Progress Documentation

The JHSPH requires all doctoral programs to document students' thesis progress and thesis committee meetings after successful completion of the Preliminary Oral Exam and to continue periodically until completion of the Final Oral Exam. To comply with this policy, GTPCI requires documentation of each thesis degree student's progress as follows:

Thesis Committee Meeting Report Form

- 1) Students must convene with their thesis committee within six months after completion of the preliminary oral exam and then every 12 months thereafter. A minimum of three members must be present for the meeting. Thesis Committee members may participate by teleconferencing if necessary to achieve a quorum.
- 2) It is the student's responsibility to organize the required meeting of the Thesis Committee.
- 3) It is the student's responsibility to present the report form at the meeting, obtain committee member signatures, and return the form to the GTPCI Program office.
- 4) The Program will notify each student and Academic Advisor via e-mail one month prior to the due date.

Thesis Research Documentation Form

- 1) The form will be distributed for completion to students during the December and May monthly GTPCI Research Forum.
- 2) Students who are absent from the Research Forum will be notified via e-mail to complete the form and return it to the GTPCI Program Office.

Competencies

See page 38.

II. Master of Science in Clinical Investigation

Policy

The ScM is a thesis-requiring degree which can be awarded to PhD candidates who cannot fulfill the full set of requirements for a PhD because of curtailed time available, unanticipated research difficulties, or late shifts in thesis projects. Requirements include:

- 70 credit hours of course work including a year of full-time coursework
- comprehensive examination
- continuous registration for the Research Forum following the didactic year
- evidence of original research productivity as evidenced by submission of an acceptable Master's thesis

The written thesis must be based on original research, worthy of publication, and acceptable to the program's Advisory Council and a Committee of Thesis Readers. The document may consist of one or more original manuscripts derived from the student's research and submitted to peer-review journals, or a traditional thesis document with sections on background and introduction, literature review, methods, results, discussion and a copy of all study-related instruments. GTPCI candidates are not ordinarily accepted for this track initially, but may transfer into it by mutual agreement after matriculation. Students matriculating into the ScM degree program may not transfer into the MHS degree program.

Procedures

Students who transfer to, or remain in the ScM track, must establish a thesis committee within 3 months of completing the first didactic year. Each ScM student will use this committee for research oversight through completion of the thesis. ScM students are required to have 4 member thesis committees. If a 5 person thesis committee was previously appointed while the student was a PhD candidate, all 5 members should be asked to continue to serve as a programmatic thesis committee for the ScM degree, and all should be appointed as "thesis readers" as required by the JHSPH, even though school policy requires only 4.

ScM students can choose one of two formulas for submission of their thesis results. The first will consist of one or more thesis-related manuscripts derived from the student's research which have been submitted to peer-reviewed journals, supplemented by an expanded description of study methods and results as well as a copy of all study-related instruments. Review articles alone do not fulfill this requirement. The second option will be the submission of a "traditional" thesis document with sections on background and introduction, literature review, study methods, results, discussion, and a copy of all study-related instruments. Within four weeks of receiving the student's thesis, the Committee of Readers will confer to determine whether the student's research meets the thesis requirement for the award of the ScM in Clinical Investigation.

All thesis submissions MUST adhere to the formatting guidelines outlined by the Bloomberg School of Public Health. University policy stipulates that "previously published material must be incorporated into a larger argument that unites the whole work. A common thread linking the various parts must be identified and made explicit as the papers are joined into a coherent unit. Introductory, transitional, and concluding sections, as well as a bibliography must be included. Proper credit must be given to co-authors and to the publisher. Written evidence that permission has been granted by the publisher must accompany the dissertation. Discrete, unlinked papers are not acceptable."

PhD students who are advised or elect for valid reasons to transfer to the ScM program must receive approval from their thesis committee and the Program Director. From the term the ScM transfer is effective, the Program provides students with tuition for up to 4 additional non-summer terms to complete the ScM requirements, after which students will be responsible for their own

tuition costs. However, the maximum duration of student enrollment may not exceed 4 years from original matriculation into the PhD/ScM program.

III. Master of Health Science Degree

Policy

The MHS degree in Clinical Investigation is a non-research requiring degree which is awarded to GTPCI candidates who specifically apply for this non-research track and fulfill the following requirements:

- 70 credit hours of course work
- MHS capstone experience
- pass the comprehensive exam

These students will take the GTPCI didactic curriculum (exclusive of thesis preparation courses 390.701-702, for which 390.721-722 will be taken).

The GTPCI Advisory Council strongly advises all MHS candidates to complete coursework as rapidly as possible so that the benefits can begin to accrue in clinical research activities. Full-time pursuit of the MHS degree is preferred and students are normally expected to successfully complete all required coursework and the comprehensive exam within one academic year. In some ***extenuating circumstances*** exceptions may be considered; therefore, MHS applicants who do not intend to devote full-time to the curriculum must submit a detailed plan to complete the required coursework over a two-year period (which can include summer terms.) The plan must be approved by the GTPCI Admissions Committee and Advisory Council prior to admission and accepted part-time students will be expected to adhere to the course plan submitted at the time of admission. Full-time MHS applicants will receive priority during the admissions process.

All MHS candidates are assigned a faculty advisor whose role is to provide general academic and career advice and monitor the student's academic performance.

GTPCI thesis-degree students may not transfer into the MHS track, nor receive an MHS degree even though they may have satisfied the nominal requirements.

GTPCI MHS students who have successfully completed a minimum of 16 credits consecutively, first through fourth term, may formally request a transfer into the PhD track with the approval of their academic advisor. Requests should be made to the GTPCI program director or associate director, who will either grant the transfer or determine that the application must be reviewed and approved by the GTPCI Curriculum and Academic Standards Committee.

Procedures

When the coursework requirements are completed satisfactorily and the comprehensive exam has been passed, the program director will recommend for Advisory Council approval of the award of the MHS degree.

Competencies

See page 38.

JHSPH Policy and Procedure Memoranda for the above programs can be found at
<http://www.jhsph.edu/schoolpolicies/ppms.html>
[Academic Programs #14, 15, and 16]

LEAVE OF ABSENCE POLICY

A Leave of Absence (LOA) is defined by the School of Public Health as an approved break in study for students in good academic standing who are forced to withdraw temporarily from graduate work, due to reasons beyond their control, such as illness, military service, financial exigency or pressing personal reasons justifying an interruption of the degree program. It is not electable by a student working on a thesis who has completed all other degree requirements. A leave of absence is an officially recognized inactive student status that is entered on a student's academic record. Leave of Absence is limited to one academic year (four academic terms).

Students in need of a LOA must submit a request to the GTPCI Advisory Council Committee, and if approved, the student must complete a LOA form which can be obtained from the Registrar's Office.

How will the didactic (first) year be affected by missing a term(s)?

Many required GTPCI courses are part of a series of courses or multi-term; therefore enrollment in subsequent terms is contingent upon completion of the preceding course/term. For example, 390.710 (Biomedical Writing) is only offered in 1st term so a student on LOA 1st term would not meet prerequisite requirements to register for 390.711 in 2nd term. Therefore the student would register for 390.711 in the following academic year. Similarly if a student is on LOA in 2nd term and misses the second courses in the Epi and Biostat series, the student can not continue the course series in the 3rd and 4th terms, but must restart the series with the 2nd term in the following year. Other courses that may have Epi and Biostat as prerequisites may also be affected, so the impact on curriculum choices is major when there is a LOA in the didactic year of the GTPCI program.

How will the PhD residency requirement be affected by missing a term(s)?

PhD students are required to complete a minimum of four consecutive full-time terms to fulfill the degree; generally students meet this requirement at the end of the didactic year. If LOA is taken during this time, the student must register full-time (>12 credits) upon returning from LOA, even if the term is during the second year when GTPCI PhD students are normally only required to register part-time. Full-time registration must continue until four consecutive terms are completed.

How will the completion of the MHS degree be affected by missing a term(s)?

The inability to take required courses during the didactic year due to a LOA will not allow MHS students to complete the 70 credits of required coursework in one year. Therefore completion of the MHS degree must be extended to a second year.

PARENTAL LEAVE POLICY

The Parental Leave Policy, defined by the School of Public Health, can be found at <http://www.jhsph.edu/GER/ParentalLeavePolicy-Rev2009.pdf>. GTPCI students who take Parental Leave must complete a LOA form which can be obtained from the Registrar's Office. Those who take Parental Leave during the didactic year can anticipate the delays in program completion that are detailed in the LOA policy.

Will my KL2, T32, or F32 stipend be affected by taking parental leave?

According to the National Institutes of Health regulations, trainees (KL2, T32, or F32 NRSA awardees) may continue to receive stipends up to 15 calendar days of sick leave per year. Sick leave may be used for the medical conditions related to pregnancy and childbirth pursuant to the Pregnancy Discrimination Act (42 USC 2000 e(k)). Trainees may also receive stipends up to 30 calendar days of parental leave

per year for the adoption or the birth of a child when those in comparable training positions at the grantee institution have access to paid leave for this purpose and the use of parental leave is approved by the program director. While a policy of paid leave varies among clinical training programs at Johns Hopkins, the GTPCI will grant permission for such leave.

RESEARCH FORUM

Registration, attendance and participation at the monthly GTPCI Research Forum is a required activity for all PhD and ScM trainees who have taken their Comprehensive exams. Trainees are expected to attend at least six of the eight sessions; if this requirement is not met, completion of a remedial assignment will be required. The Research Forum requirement ceases after passing the final oral thesis defense and/or completion of a ScM thesis.

The purpose of the Research Forum is to provide GTPCI trainees with an opportunity to present interim research results and obtain constructive criticisms from their peers and GTPCI faculty. The experience is designed to provide an informal colloquium for the entire GTPCI community.

The format of the meetings is a brief presentation by the investigator (10-15 minutes) of problems presented by work in progress. Another PhD candidate will be assigned as a discussant for each presentation, and will comment for 5 minutes after the presentation. This will be followed by questions, answers and comments (10-15 minutes). The format is NOT intended to be a platform for formal presentation of research results. Instead, its intent is to facilitate critical discussion, and even disagreement that will be helpful to the presenter and other students in attendance as well. Whenever possible, dates will be assigned so that both the presenter's research preceptor and GTPCI advisor can be present.

MHS CAPSTONE EXPERIENCE

The course "Planning and Funding Clinical Research" was designed to serve as the MHS Capstone project. MHS students will consider the principles of successful clinical research strategies and the requirements of funding agencies. Each student will identify a defined research project, together with a suitable team of mentors and collaborators. With mutual review and criticism, each student will develop a written research proposal in the format of a grant application which will integrate the scientific principles of the GTPCI curriculum. MHS students must satisfactorily complete this class prior to graduation.

SPECIAL STUDIES

Special Studies (390.840) is an ad hoc course designed to provide educational experiences not available in the formal curriculum. It can involve directed reading or writing, original research, or clinical or administrative experience. It must be approved by your academic advisor and by either Dr. Adkinson or Dr. Flexner, and it must be supervised by GTPCI faculty or another approved mentor. Special Studies **cannot** generally be substituted for a required core or advanced course requirement in GTPCI. In order to register for Special Studies, you must have your advisor's approval of a written course plan with a defined workproduct. Documentation of the activities completed must also be submitted to the person assigning the grade at the end of the term (e.g., a clinical protocol, draft manuscript, or other written report of activities). They will evaluate the work performed and assign a grade of pass or fail based on the quality of the work. One credit of Special Studies is considered the equivalent of three hours of personal work per week, either in or out of a classroom.

RESPONSIBLE CONDUCT OF RESEARCH REQUIREMENT

The School of Public Health requires each student to complete Research Ethics (550.860); however, Course on Research Ethics (C.O.R.E.), offered through the School of Medicine, satisfies this requirement. Therefore, first year students who have completed C.O.R.E. prior to first term, will be exempt from 550.860. **To receive exemption, students must submit a copy of their C.O.R.E. completion certificate to the GTPCI program office in Carnegie 320, prior to the start of first term.** The Registrar's Office will be notified of the exemption. First year students who do NOT take 550.860 during second term must choose an elective to meet the required 16 credit per-term minimum.

Ethical and Regulatory Issues in Clinical Research (390.673) does NOT satisfy the 550.860 requirement. However 390.673 does satisfy the C.O.R.E. requirement. Students who take 390.673 in lieu of C.O.R.E. must also take 550.860.

Research Ethics also satisfies the C.O.R.E. requirement. The C.O.R.E. administrative office will be notified of students who take 550.860 and 390.673 in lieu of C.O.R.E.

Thus students entering their first year GTPCI program will need to register as follows:

Previous C.O.R.E. requirement met	Required Enrollments
YES	390.673 and 2 nd term elective to accrue 16 credits/term
NO	390.673 AND 550.860

ACADEMIC ETHICS REQUIREMENT

All School of Public Health students are required to complete the module entitled An Introduction to Academic Ethics within the first two terms of enrollment. <https://apps4.jhsph.edu/academicethics/> .

RELEASE OF AND REQUESTS FOR STUDENT INFORMATION

The GTPCI may provide JHMI Departments and/or Divisions academic updates of their sponsored trainee's performance from time to time. These updates may include copies of transcripts or any official GTPCI correspondence to trainees. The Program may also request updates from sponsoring departments or divisions about fellowship or faculty status, funding sources, visa status, or academic plans for GTPCI trainees.

INTERNATIONAL STUDENT POLICY

The GTPCI program may sponsor a student visa for one year of full-time study to complete the MHS program. Ordinarily, visa sponsorship for PhD applicants will be the responsibility of the sponsoring home clinical department, but in unusual and appropriate situations the GTPCI may sponsor or co-sponsor a visa or visa extension for a PhD student. This would be determined on a case by case basis. Please consult the Office of International Student, Faculty and Staff Services (OIS) for proof of funding and other requirements. The OIS website is <http://www.hopkinsmedicine.org/intlsvcs>.

Regardless of visa status or sponsorship, all international students are obligated to notify the GTPCI Office immediately of any changes in academic appointment, employment, funding, or payroll. Students must also notify the GTPCI Office of any plans to travel or work outside of the U.S.

It is the sole responsibility of the student to ensure that all visa requirements are being met and valid status maintained. International students are expected to consult the OIS regarding ANY changes in the situation under which they were issued their visa status. They must also notify the OIS of

any plans to travel well in advance. The U.S. Department of State should be consulted prior to any travel outside of the U.S. to determine adequate visa processing times or travel advisories.

Generally, ECFMG certification is required of all applicants for thesis-requiring degrees, since clinical credentials are usually needed to undertake clinical investigation; some exceptions may be justified, and will be considered on a case by case basis. If an international student is admitted without having obtained ECFMG certification, they may be required to obtain it during their GTPCI studies. It is the responsibility of the international student to determine if ECFMG is required through a formal request to the program directors.

Foreign applicants are not entitled to U.S. Federal Aid. Therefore they must be sponsored financially by their home organization or government.

TUITION FEES AND BILLING GUIDELINES

ALL TRAINEES OR FACULTY ACCEPTED INTO THE GTPCI PROGRAM MUST IDENTIFY ADEQUATE FUNDING TO SUPPORT THEIR STUDIES PRIOR TO MATRICULATION. Students must provide complete support information to the GTPCI Office and are expected to arrange all payment for tuition, course materials fees, matriculation fees, books and supplies.

The Financial Aid Office is responsible for posting all payments to the student accounts. Students will receive on-line statements on the 16th of each month from Student Accounts and Business Services. These statements will reflect all funding that has been applied by the Financial Aid Office and any outstanding financial responsibilities. The student is ultimately responsible to ensure all bills are paid.

Continuing PhD/ScM students, after the first year of full-time coursework, **must maintain continuous registration** for part-time classes or thesis research until completion of the degree. If tuition support is available from grant or other sources, the student is expected to arrange for that payment source to be utilized. If no additional funding exists, scholarship support for continuing students will be provided for up to three credits per term. All additional coursework to be supported by scholarship MUST be submitted to the GTPCI office in July for the upcoming academic year and must be approved prior to registration.

Students transferring from the PhD to the ScM track will have their continuing registration paid by the Program for a maximum of four additional terms, after which all tuition costs will be the personal responsibility of the student.

If students register, withdraw, or audit classes without arranging funding, they will be held personally responsible for payment. Students are personally responsible for late fees.

Faculty are expected to use tuition remission benefits and may be held personally responsible for payment if tuition remission is applicable and not utilized. Tuition remission updates and information can be found on the GTPCI website. The tuition remission form can be found at http://www.jhsph.edu/gtpci/_pdf/Faculty%20and%20Staff%20Tuition%20Remission%202010.pdf.

GTPCI THESIS COMMITTEE GUIDELINES

ALL ScM AND PhD STUDENTS ARE REQUIRED TO FORM A THESIS COMMITTEE.

PhD students are required to have a five-member committee. All five members of the thesis committee must serve on the committee for the preliminary oral exam AND the final oral examination. While JHSPH only requires a four-member committee on the final oral examination, GTPCI strongly encourages all five members of the thesis committee to attend.

ScM students are required to have only four member on their thesis committees. However, if a five-member committee has been previously appointed while the student was a PhD candidate, all five members should be asked to continue on the ScM Thesis Committee.

To meet University and GTPCI criteria, the thesis committee must include:

The GTPCI Academic Advisor, a second GTPCI division representative, a representative outside of GTPCI but within JHSPH, another representative outside GTPCI (this can be a SOM person, and should be the student's research mentor if not already on the committee), and another outside person. The composition of each student's committee requires review and approval by the GTPCI Research Review Committee.

JHSPH thesis committee forms are available on the JHSPH Portal <https://my.jhsph.edu/Pages/Default.aspx>. You will need your JHSPH e-mail address and password to log in for access to the forms. Pay close attention to the School's general requirement for composition of the thesis committees. **The sponsoring department is GTPCI** (these are JHSPH forms & guidelines, not SOM). Any faculty listed on the GTPCI Advisory Council or GTPCI Standing Committees can represent GTPCI (the home department). Anyone on the GTPCI committees who has a PRIMARY appointment in JHSPH may also represent "outside department JHSPH". You may check JHSPH faculty appointment status at <http://faculty.jhsph.edu/appointments.cfm>.

Questions regarding thesis committee composition should be directed to the GTPCI Program Coordinator. Students must form a committee and have it approved by the advisor no later than August 1st following the didactic year.

GTPCI Thesis Guidelines

Refer to previous section: "Characteristics of an Acceptable PhD Doctoral Dissertation"

JHSPH Thesis Guidelines

Can be found at <http://www.library.jhu.edu/services/cbo/guidelines.html>

JHU Graduate Board Guidelines Applicable to PhD Dissertations

Can be found at <http://www.library.jhu.edu/services/cbo/guidelines.html>

GTPCI EXAM COMMITTEE MEMBERS

Advisory Council and GTPCI Committee members are all eligible to represent the JHSPH “department” of GTPCI. Below is a list of the capacities in which each member may serve on a thesis committee:

ADKINSON, F.	GTPCI or DOM/Clinical Immunology
AMBINDER, R.	GTPCI or SOM/Oncology
DICKERSIN, K.	GTPCI or EPI
DIENER-WEST, M.	GTPCI or Biostatistics
FLEXNER, C.	GTPCI or DOM/Clinical Pharmacology
GELBER, A.	GTPCI or SOM/ Rheumatology
GOODMAN, S.	GTPCI or SOM/Oncology
GRIFFIN, D.	GTPCI or MMI
HENDRIX, C.	GTPCI or DOM/Clinical Pharmacology
KLAG, M.	GTPCI or DOM/GIM
LAWRENCE, R.	GTPCI or EHS
MILLER, M.	GTPCI or SOM/Pediatrics
MOSS, W.	GTPCI or EPI
NEEDHAM, D.	GTPCI or SOM/Pulmonary
NEWMAN-TOKER, D.	GTPCI or SOM/Neurology
PRONOVOST, P.	GTPCI or DOM/Anesthesiology & Critical Care
PUNJABI, N.	GTPCI or SOM/Pulmonary
SEGAL, J.	GTPCI or DOM/GIM
SEGEV, D.	GTPCI or SOM Surgery
YAGER, J.	GTPCI or EHS

Note: Committee members must serve on the exam as a representative of the department chosen from table above. This is formalized when indicated on the Preliminary Oral and Final Oral Exam forms. The Registrar's Office does not allow changes after the exam forms have been processed.

IRB APPROVAL FOR THESIS PROJECTS

Candidates for thesis-requiring degrees (ScM and PhD) must document IRB approval or exemption for their thesis project(s). If the project is exempt, a brief application process to JHMI IRBs will generate a document stating the project is exempt. Either this document, or an approval letter(s) from the IRB must be submitted to the GTPCI office no later than the submission of the thesis for review by the thesis advisor. Failure to get prospective IRB approval or exemption will result in the thesis being administratively disapproved.

GTPCI Alumni on JHU Faculty

Last Name	First Name	Current Position
Ankrom	Michael	Assistant Professor of Medicine, Division of Geriatric Medicine
Berenholtz	Sean	Associate Professor of Medicine, Anesthesiology & Critical Care
Bhatti	Nasir	Associate Professor of Otolaryngology
Bienvenu III	Oscar J.	Associate Professor, General Psychiatry
Birnbaum	Julius	Assistant Professor, Rheumatology
Boss	Rene	Assistant Professor, Pediatric Neonatology
Brahmer	Julie	Assistant Professor, Oncology
Brown	Todd	Assistant Professor, Medicine- Endocrinology
Cao	Ying-Jun	Adjunct Assistant Professor, Clinical Pharmacology
Chen	Allen	Associate Professor, Pediatrics, Oncology
Crentsil	Victor	Assistant Professor, Geriatric Medicine
Dodson	Jennifer	Assistant Professor, Urology
Dooley	Kelly	Faculty, Department of Medicine, Clinical Pharmacology
Estrella	Michelle	Assistant Professor, Nephrology
Furth	Susan	Assistant Professor, Pediatrics-Nephrology
Gelber	Allan	Director, Rheumatology Fellowship Program, Associate Professor in Medicine, Rheumatology
Ghanem	Khalil	Assistant Professor, Infectious Diseases
Gonzalez-Fernandez	Marlis	Assistant Professor, Physical Medicine and Rehabilitation
Gottesman	Rebecca	Assistant Professor, Neurology
Gupta	Amita	Assistant Professor, Infectious Disease
Hager	David	Assistant Professor, Pulmonary and Critical Care Medicine
Hoover-Fong	Julie	Clinical Director, Greenberg Center for Skeletal Dysplasias; Assistant Professor, Genetics
Ishii	Lisa	Assistant Professor, Otolaryngology Head and Neck
Johnson	Kristine	Assistant Professor, Department of Medicine, Infectious Disease
Jordan	Lori	Assistant Professor, Pediatric Neurology
Lange	Julie	Associate Professor, Surgery, Oncology Center
Lanzkron	Sophie	Assistant Professor, Department of Medicine, Hematology
Lin	Frank	Assistant Professor, Otolaryngology
Lucas	Gregory	Associate Professor, Division of Infectious Diseases
Martinez	Elizabeth	Associate Professor, Department of Anesthesiology & Critical Care
Mathai	Steve	Assistant Professor, Pulmonary and Critical Care Medicine
McCormack	Meredith	Assistant Professor, Pulmonary and Critical Care Medicine
McLean	Rhondalyn	Assistant Professor, Cardiology, Johns Hopkins Hospital
Miller	Marlene	Associate Professor, Pediatrics
Milestone	Aaron	Assistant Professor, Pediatric Infectious Disease
Needham	Dale	Associate Professor, Medicine-Pulmonary and Critical Care
Newman-Toker	David	Associate Professor, Neurology
Nyunt	Myaing	Assistant Professor, Global Disease Epidemiology and Control
Patil	Susheel	Assistant Professor, Pulmonary & Critical Care
Pham	Julius	Assistant Professor, Anesthesiology & Critical Care Medicine & Emergency Medicine
Polydefkis	Michael	Associate Professor, Neurology

Pronovost	Peter J.	Professor, Anesthesiology/Critical Care, Medical Director of the Center for Innovations in Quality Medical Care
Punjabi	Naresh	Associate Professor of Medicine, Pulmonary and Respiratory
Ramulu	Pradeep	Assistant Professor, Ophthalmology, Wilmer Eye Institute
Segev	Dorry	Associate Professor, Surgery
Seo	Philip	Assistant Professor, Rheumatology
Sevransky	Jonathan	Assistant Professor, Division of Pulmonary and Critical Care Medicine
Shah	Ami	Assistant Professor, Rheumatology
Sibinga	Erica	Assistant Professor, Pediatrics
Stein	Kelly	Instructor, General Internal Medicine
Sule	Sangeeta	Assistant Professor, Pediatrics
Symons	Heather	Assistant Professor, Pediatric Oncology
Wang	Jean	Adjunct Assistant Professor, Gastroenterology
Whitmore	S. Elizabeth	Associate Professor, Dermatology, Practicing clinical dermatologist
Wung	Peter	Instructor, Rheumatology
Zieman	Susan	Assistant Professor of Medicine, Division of Cardiology

COMPREHENSIVE EXAM

All GTPCI degree students are required to take a written comprehensive exam after successfully completing the 70 credits of core coursework. The exam is a take-home exam comprised of four questions. The exam is distributed at the end of fourth term each year and students have one week to complete the exam. (Seven days including the day it is picked up and the day it is returned.) The program coordinator is responsible for the scheduling and distribution of comprehensive exams.

NOTE REGARDING GRADUATION – Since the GTPCI comprehensive exam is not offered until the end of May (after the JHSPH deadline for the May graduation ceremony) MHS students are not able to participate in graduation ceremonies at the end of their didactic year. However, the school will issue the MHS diploma the following August and MHS students will be invited to participate in the graduation ceremonies the following May. MHS candidates from other institutions or abroad who do not plan to be in Baltimore the following May for their normal graduation exercises may apply for a special accommodation which will allow them to participate in graduation ceremonies at the end of their didactic year even though a diploma will not be issued at that time.

Exam Forms & JHSPH Timelines

All forms and graduation instructions/timelines can be found at
http://www.jhsph.edu/student_affairs/registrar/

PRELIMINARY ORAL EXAM

The preliminary doctoral oral examination should be scheduled no later than September 1st following the completion of the didactic year and comprehensive written examination. The research proposal should be presented in writing in a detailed format to members of the Thesis Committee at least one month before the prelim oral examination. The purpose of this examination is to determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest. Discussion of the specific research proposal may serve as a vehicle for determining the student's general knowledge and research capacity, but this examination is not intended to be a defense of a specific research proposal.

If students have not taken and passed the preliminary oral exam by the end of the second year, JHSPH may take disciplinary action. If for some reason the exam cannot be taken within this timeframe, a formal request for an extension, approved by the academic advisor, must be submitted to the Program Coordinator who will then submit to JHSPH for approval. Students should reserve suitable space for both parts of the defense by communicating with schedule@jhsph.edu at least 30-45 days prior to the exam.

If a student does not pass the preliminary oral exam within two attempts, they must apply for a transfer to the ScM program. This request will be reviewed by the Program Director and the GTPCI Curriculum and Academic Standards Committee.

Further details can be found at
https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_03_Doctor_Of_Philosophy_Degree.pdf

FINAL ORAL EXAM (Thesis Defense)

The structure of the Final Thesis Defense for all GTPCI doctoral candidates includes two parts: an initial public presentation of the thesis work, followed by a closed critical examination by the candidate's thesis committee.

The public seminar should include a 30 minute presentation by the candidate, followed by a question period of 15 minutes. Public announcement and invitations should be initiated by the candidate and his/her advisor. Afterward, the examination committee and the student will meet privately to continue a critical evaluation of the thesis as needed. Thereafter, the thesis committee will convene in private for voting and discussion as specified in procedures for the doctoral degree, after which they will announce their decision to the student.

Candidates should schedule a two-hour time block for their thesis defense with their examining committee. Ideally the final defense will take place in late afternoon when more students and faculty can attend. Students should reserve suitable space for both parts of the defense by communicating with schedule@jhsph.edu at least 30-45 days prior to the exam.

Further details can be found at https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_03_Doctor_Of_Philosophy_Degree.pdf

REQUIRED MHS COURSES – 2010-11

Course #	Credits	Course Title	Lecture/Lab Times
Summer Term July-August Optional Optional Optional Optional			
340.655	6	Introduction to Clinical Research	July 12-23 9:00-4:30
N/A	0	GTPCI Summer Seminar Series	T 3:30-5:00
1st Term September-October 16-17 Credits			
340.751	5	Epidemiologic Methods I	M W F 8:30-9:50 Lab M W 10-11:50
140.621/651	4	Biostatistics Series (621 or 651)	T Th 10:30-11:50 621 Lab 2hrs. – various times 651 Lab T 1:30-2:20
550.600	1	Responsible Conduct of Research (IF supported by NIH grant)	W 3:30-5:20
390.631	2	Principles of Drug Development	W 1:30-2:50
390.710.02	2	Biomedical Writing I (MHS section .02)	M 3:30-5:20
390.673**	3	Ethical & Regulatory Issues in Clinical Research	M 5:30-8:30
2nd Term October-December 16-17 Credits			
340.752	5	Epidemiologic Methods II	M W F 8:30-9:50 Lab M W 10-11:50
140.622/652	4	Biostatistics Series (622 or 652)	T Th 10:30-11:50 622 Lab 2 hrs. - various times 652 Lab T 1:30-2:20 OR W 3:00-3:50
550.860	1	Research Ethics (C.O.R.E. satisfies 550.860) (if NOT supported by NIH grant)	On-line modules
550.865.81	2	Public Health Perspectives	Internet-based
390.751	2	Seminars in Clinical Investigation	W 1:30-2:50
390.711.02	2	Biomedical Writing II (MHS section .02)	T 3:30-5:20
390.801	1	Professional Goals and Objectives	T 9-9:50
3rd Term January-March 16 Credits			
340.753	5	Epidemiologic Methods III	M W F 8:30-9:50 Lab M W 10-11:50
140.623/653	4	Biostatistics Series (623 or 653)	T Th 10:30-11:50 623 Lab 2 hrs. - various times 653 Lab T 12:15-1:15
340.606	5	Systemic Reviews and Meta-Analysis	M F 3:30-5:20, Lab W 3:30-5:20
390.721	2	Planning and Funding Clinical Research	T 8:00-10:20
4th Term March-May 12 Credits			
340.711	5	Evaluation of Tests for Diagnosis, Prediction, and Screening	M W F 1:30-3:20 (including lab)
140.624/654	4	Biostatistics Series (624 or 654)	T Th 10:30-11:50 624 Lab T 3:30-5:20 OR W 3:30-5:20 654 Lab T 12:15-1:15
390.722	2	Planning and Funding Clinical Research	T 8:00-10:20
390.703	1	Presentation Skills (part of 390.722)	TBA

The Bloomberg School of Public Health requires that full time students register for 12 credits/term; **however it is each MHS student's responsibility to ensure they complete 70 credits of coursework.** Therefore 9 credits of electives must be taken throughout the school year.

** This course may be substituted with a suitable elective if approved prior to registration by Dr. Adkinson or Flexner.

Updated 8/19/10

REQUIRED PhD COURSES – 2010-11

Course #	Credits	Course Title	Lecture/Lab Times
Summer Term July-August Optional Optional Optional Optional			
340.655	6	Introduction to Clinical Research	July 12-23 9:00-4:30
N/A	0	GTPCI Summer Seminar Series	T 3:30-5:00
1st Term September-October 16-17 Credits			
340.751	5	Epidemiologic Methods I	M W F 8:30-9:50 Lab M W 10-11:50
140.621/651	4	Biostatistics Series (621 or 651)	T Th 10:30-11:50 621 Lab 2hrs. – various times 651 Lab T 1:30-2:20
550.600	1	Responsible Conduct of Research (IF supported by NIH grant)	W 3:30-5:20
390.631	2	Principles of Drug Development	W 1:30-2:50
390.710.01	2	Biomedical Writing I (PhD section .01)	T 3:30-5:20
390.673**	3	Ethical & Regulatory Issues in Clinical Research	M 5:30-8:30
2nd Term October-December 16-17 Credits			
340.752	5	Epidemiologic Methods II	M W F 8:30-9:50 Lab M W 10-11:50
140.622/652	4	Biostatistics Series (622 or 652)	T Th 10:30-11:50 622 Lab 2 hrs. - various times 652 Lab T 1:30-2:20 OR W 3:00-3:50
550.860	1	Research Ethics (C.O.R.E. satisfies 550.860) (if NOT supported by NIH grant)	On-line modules
550.865.81	2	Public Health Perspectives	Internet-based
390.751	2	Seminars in Clinical Investigation	W 1:30-2:50
390.711.01	2	Biomedical Writing II (PhD section .01)	Th 9-10:20
390.801	1	Professional Goals and Objectives	T 9-9:50
3rd Term January-March 16 Credits			
340.753	5	Epidemiologic Methods III	M W F 8:30-9:50 Lab M W 10-11:50
140.623/653	4	Biostatistics Series (623 or 653)	T Th 10:30-11:50 623 Lab 2 hrs. - various times 653 Lab T 12:15-1:15
340.606	5	Systemic Reviews and Meta-Analysis	M F 3:30-5:20, Lab W 3:30-5:20
390.701	2	Research Planning and Grant Preparation I	T 3-4:50
4th Term March-May 14 Credits			
340.711	5	Evaluation of Tests for Diagnosis, Prediction, and Screening	M W F 1:30-3:20 (including lab)
140.624/654	4	Biostatistics Series (624 or 654)	T Th 10:30-11:50 624 Lab T 3:30-5:20 OR W 3:30-5:20 654 Lab T 12:15-1:15
390.702	4	Research Planning and Grant Preparation II	M W 9-10:50
390.703	1	Presentation Skills (part of 390.702)	TBA

First year PhD students must be registered for a **minimum of 16 credits per term 1st through 4th terms**. Therefore an elective must be identified for 4th term.

Second year students are required to take five additional courses for grade to include 140.642 DESIGN OF CLINICAL EXPERIMENTS.

** This course may be substituted with a suitable elective if approved prior to registration by Dr. Adkinson or Flexner. Revised 8/19/10

COURSEWORK AND GRADING POLICIES

Core Course Substitution:

The Bloomberg School of Public Health does not accept transfer credits; however GTPCI will waive required courses if taken within the past five years at JHSPH, or if the student can verify via exam or transcript that competencies for that course have been mastered. However, such waivers do not reduce the required number of academic credits for a degree, therefore all courses waived must be substituted with an elective course.

GTPCI will also give academic credit for up to 16 hours of required coursework, completed with an A or B, within the past three years at the JHSPH. Credit is not given for previously taken elective courses, or coursework not taken for a grade.

Grading Policies:

All core (required) courses (including the five required advanced courses taken in the second and/or third year for PhD candidates) MUST be taken for a letter grade. Electives may be taken for Pass/Fail with prior approval from the course instructor and academic advisor. BUT if the elective is taken in place of a required course, it must be taken for grade.

Any grade of D or F in a core (required) course will automatically require that the course be re-taken within one year to improve the grade to at least a B or better.

MHS and ScM students must maintain a cumulative GPA of 2.75 to remain in good standing. PhD students must maintain a cumulative GPA of 3.00 to remain in good standing.

The GTPCI Curriculum and Academic Standards Committee may at any time upon review require any student receiving a "C" grade or lower to retake the course if it is judged central to the student's thesis, or pivotal for mastery of subsequent coursework. Too many courses with "C's" may also be a valid reason for requiring retakes.

Students who are required to retake any course are expected to receive a "B" or higher. Students who are unable to obtain at least a "B" grade after one retake will be referred to the GTPCI Curriculum Committee to determine whether a change in degree program or academic probation is warranted.

Courses taken for audit do not count toward the PhD and MHS/ScM registration requirements (see below).

PhD Continuing Course Requirements:

PhD students must satisfactorily complete 90 credit hours of course work and thesis research. Seventy credits are normally taken the first year of study and the remaining 20 credits are taken in subsequent years.

Five additional courses must be taken the second or third year of study which will count towards the 90 credit course requirement. Each course must be at least three credits each. Please see timeline on the next page.

PhD and ScM students are required to register for the Research Forum every year after the first didactic year, until all degree requirements are met or they leave the institution.

PhD students must continuously be registered for a minimum of three credits per term.

MHS/ScM students must be registered for a minimum of two credits per term.

Requirement Time Line for PhD/ScM Students

updated 8/2/10

Year	Date	Milestones
First Didactic Year	March 1	Deadline for program application
	Late June	Summer Registration. METHOD OF TUITION PAYMENT must be determined.
	July-August	Summer Term: Seminar Series, Introduction to Clinical Research Course Any additional suggested coursework. Fall Registration.
	September	<ul style="list-style-type: none"> ○ First Term begins (or late August) ○ Check 1st term billing the 16th of the month
	October	<ul style="list-style-type: none"> ○ Second term begins ○ Academic Advisors Assigned and required meetings are expected to begin ○ Begin to explore research topics ○ Check 2nd Term billing the 16 of the month
	December	<ul style="list-style-type: none"> ○ 3rd and 4th Term registration
	January	<ul style="list-style-type: none"> ○ Third Term begins ○ Begin thesis development (grant writing course) ○ Check Billing for 3rd & 4th Term the 16th of the month
	March	<ul style="list-style-type: none"> ○ Fourth Term begins ○ Completion of thesis development (mid May)
	Late May	<ul style="list-style-type: none"> ○ Comprehensive Exam
	Early July	<ul style="list-style-type: none"> ○ Meeting with advisor to begin selecting a Thesis Committee & Additional Coursework Plan Due ○ Begin Planning Preliminary Oral Exam
Second	August	<ul style="list-style-type: none"> ○ Thesis Committee MUST be selected ○ Proposed date for the Preliminary Oral Exam MUST be scheduled & submitted ○ Fall registration/Selection of Additional Coursework ○ 5 classes for the second year have been selected and approved
	September-May	<ul style="list-style-type: none"> ○ Additional courses as selected and approved. ○ Check Billing for each term. ○ Additional courses as required/desired
	December	<ul style="list-style-type: none"> ○ Contact with GTPCI Advisor ○ 3rd and 4th Term registration (reg. for Research Forum in 4th term)
	March (latest)	<ul style="list-style-type: none"> ○ ScM: Thesis Readers Submitted ○ PhD: Prelim Oral Exam must be completed
	May	<ul style="list-style-type: none"> ○ Commencement: Diploma Awarded
	June	<ul style="list-style-type: none"> ○ Contact with GTPCI Advisor
Third (and any subsequent years)	August	<ul style="list-style-type: none"> ○ Fall registration Thesis Research
	September-May	<ul style="list-style-type: none"> ○ Thesis Research and/or additional courses as approved. ○ Check Billing for each term
	December	<ul style="list-style-type: none"> ○ Contact with GTPCI Advisor ○ 3rd and 4th Term registration (reg. for Research Forum in 4th term)
	March (latest)	<ul style="list-style-type: none"> ○ PhD: Thesis Readers Submitted & Final Oral Scheduled
	May	<ul style="list-style-type: none"> ○ Commencement: Diploma Awarded
	June	<ul style="list-style-type: none"> ○ Contact with GTPCI Advisor

* Thesis Committee meeting must be scheduled 12 months after Preliminary Exam

* Research Mentor meeting must be scheduled six months after Thesis Committee Meeting

Core Courses offered by the GTPCI Degree Program

390.631 PRINCIPLES OF DRUG DEVELOPMENT

(2 credits) First term. Dr. Flexner

Presents principles underlying preclinical and clinical development of new therapeutic drugs and procedures. Describes and evaluates specific examples, and discusses legal and ethical regulations that apply to drug development. Student evaluation based on an exam.

Prerequisite: Consent of instructor for non-GTPCI students.

390.710-711 BIOMEDICAL WRITING I AND II

(2 credits each for first and second term) First and second terms. Instructor TBA

This course is Pass/Fail

Introduces the process of writing peer-reviewed research paper and provides a brief overview of grant proposal writing. Emphasizes logical organization, clear writing, and an understanding of readers and reviewers expectations. Students prepare selected sections of a first draft of a research paper based on their own research, and they receive feedback on their drafts through in-class discussion and written comments from the instructor. Evaluation based on homework assignments and class participation.

Prerequisite: Restricted to GTPCI students, and faculty and staff with active involvement in clinical research.

390.673 SOCI SERIES: ETHICAL AND REGULATORY ISSUES IN CLINICAL RESEARCH

(3 credits) First term. Evening course. Drs. Adkinson and Fost

Explores and examines the ethical issues central to clinical research, reviews current regulations for clinical investigation, promotes understanding of the function and procedures of Institutional Review Boards, and better appreciation of the role of good clinical practices for clinical trials. Student evaluation based on a project and an exam.

Prerequisite: Restricted to GTPCI students, or SOCI certificate candidates.

390.751 SEMINARS IN CLINICAL INVESTIGATION

(2 credits) Second term. Dr. Flexner

Presents issues in clinical research, exemplified by readings from classical papers and contemporary literature. Student evaluation is based on a presentation.

Prerequisite: Restricted to GTPCI students, and faculty and staff with active involvement in clinical research.

390.801 PROFESSIONAL GOALS AND OBJECTIVES

(1 credit) Second term. Drs. Flexner and Adkinson

Consists of didactic sessions focused on career development and mentoring, meetings between students and their academic advisors and/or potential research mentors, to identify a single area of research focus and discuss short- and long-term career goals. Student evaluation based on an outline of proposed research plans.

Prerequisite: Restricted to GTPCI students.

390.701-702 RESEARCH PLANNING AND GRANT PREPARATION I AND II

(2 credits third term/4 credits fourth term) Third and fourth terms. Drs. Adkinson and Levine

These courses must be taken in sequence.

Students consider the principles of research strategy, the requirements of funding agencies, and choosing a research area of interest together with a suitable mentor. With mutual review and criticism, each student develops a research plan in the format of an NIH RO1 application, which forms the basis for clinical research activity in the subsequent two years. Student evaluation is based on written assignments and the final research plan.

390.703 PRESENTATION SKILLS

(1 credit) Fourth Term. Departmental Staff

Prepares students to organize and deliver an effective scientific presentation. Focuses on designing a scientific talk, including preparing effective visual aids. Complements 390.701-702, at the end of which students are required to present their work. Student evaluation based on the presentation.

Prerequisites: Restricted to GTPCI students enrolled in 390.701-702.

390.721-722 PLANNING AND FUNDING CLINICAL RESEARCH I AND II (MHS CAPSTONE)

(2 credits third term/2 credits fourth term) Third and Fourth terms. Dr. Punjabi

These courses must be taken in sequence.

Considers the principles of successful clinical research strategies and the requirements of funding agencies. Students identify a defined research project together with a suitable team of mentors and collaborators. With mutual review and criticism, each student develops a written research proposal in the format of a grant application which integrates the scientific principles of the GTPCI curriculum. Designed as a capstone project for GTPCI MHS candidates. Student evaluation is based on the final written grant application and associated materials.

390.820 THESIS RESEARCH IN CLINICAL INVESTIGATION

After the didactic year is completed, GTPCI students must continually register each term.

Prerequisite: Restricted to GTPCI students.

390.840 SPECIAL STUDIES IN CLINICAL INVESTIGATION

See page 18.

390.855 RESEARCH FORUM IN CLINICAL INVESTIGATION

(1credit) Fourth term. Drs. Adkinson and Flexner

A monthly research forum, lasting 90 minutes in which advanced fellows will present interim research findings and plans for discussion with colleagues and faculty. Pass/Fail based on attendance and presentation participation.

Prerequisite: Restricted to GTPCI students.

Revised 7/23/10

Core GTPCI Courses offered by other School of Public Health Departments

140.642 DESIGN OF CLINICAL EXPERIMENTS

(3 credits) First term. Drs. Tonascia and Zeger

Introduces the application of traditional experimental design theory to biomedical control experiments, including event time studies. Stresses methods of bias and variability, particularly randomization, blocking, factorial designs, stratification, and adequate sample size. Emphasizes clinical trials and other types of medical experiments likely to be encountered by biometric researchers. Discusses elements of analysis when they relate to the design principles. Student evaluation based on problem sets and a short protocol for a designed experiment.

Prerequisite: 140.621-23 or 140.611-14.

Offered by the Department of Biostatistics

340.655 INTRODUCTION TO CLINICAL RESEARCH

(6 credits or non-credit **) Summer term. Drs. Ford, Goodman, and Bandeen-Roche

Enrollment maximum of 60. Students must pre-register for this course. Provides an intensive two-week introduction to clinical research methods, emphasizing epidemiological, biostatistical, and computing methods. Hand-outs and homework exercises provided at each session. Student evaluation based on paired pre- and post-test of knowledge base.

** – GTPCI students can not take for credit unless tuition funding is available.

Prerequisite: Prior submission of an abstract for research project and consent of instructor.

Offered by the Department of Epidemiology and the GTPCI (2 weeks full-time in July)

340.751 EPIDEMIOLOGIC METHODS I

(5 credits) First term. Drs. Platz and Selvin

First offering in the Epidemiologic Methods sequence. Introduces students to history, principles, and concepts of epidemiologic research. Covers epidemiologic reasoning and causal inference, models of disease causation and prevention, and the cohort framework for characterizing the health of populations. Presents measures of population health, measures of association, and screening. Provides experience through laboratory problems with epidemiologic methods and inference, calculation of population health measures, and literature interpretation. Student evaluation based on written assignment(s), midterm examination, final examination.

Offered by the Department of Epidemiology

340.752 EPIDEMIOLOGIC METHODS II

(5 credits) Second term. Drs. Guallar and Jacobson

Second offering in the Epidemiologic Methods sequence. Builds on the concepts of epidemiologic reasoning, causal inference, and cohort design taught in Epidemiologic Methods 1. Provides a detailed presentation of threats to validity (information, confounding and selection bias), precision, and study generalizability. Discusses a wide range of epidemiologic designs in detail, together with their advantages and limitations. Provides experience through laboratory exercises with epidemiologic methods and inference, issues in study design, calculation of measures of association, and literature interpretation. Student evaluation based on written assignment(s), midterm examination, final examination.

Offered by the Department of Epidemiology

340.753 EPIDEMIOLOGIC METHODS III

(5 credits) Third term. Drs. Gange and Mehta

Third offering in the Epidemiologic Methods sequence. Expands on the presentation of modern epidemiologic inference emphasizing the theory and practice of epidemiologic data analysis. Covers, in detail, detection and analysis of confounding and effect modification using multivariable models in the context of the major epidemiological study designs. Develops an understanding of the underlying principles & assumptions, practical application, and correct interpretation of the epidemiologic results using appropriate multivariable models. Provides experience through laboratory exercises with applying

epidemiologic analysis in both infectious and non-infectious disease settings. Student evaluation based on written assignment(s), midterm examination, final examination.

Offered by the Department of Epidemiology

340.711 EVALUATION OF TESTS FOR DIAGNOSIS, PREDICTION, AND SCREENING

(5 credits) Fourth term. Dr. Goodman

Presents fundamental concepts and methods used in the design and analysis of diagnostic test and screening studies, and the development and validation of prediction models.. Also covers the evidential standards by which these tests are assessed from comparative effectiveness research perspective, as applied by the FDA, payors and policy makers. Treats both the quantitative and qualitative aspects of these topics in-depth. Specific topics include decision analysis, Bayes theorem as applied to diagnostics and screening tests, classic screening biases, procedures for evaluating the value of information provided by a test, different designs for evaluating these tests, phases of predictive biomarker development, validation of predictive tests, and constructing chains of evidence to predict the impact of tests on health outcomes. Uses lectures, problem sets and case-studies to teach the relevant principles. Student evaluation based on in class mid-term and final exam.

Offered by the Department of Epidemiology

140.621 STATISTICAL METHODS IN PUBLIC HEALTH I

(4 credits) First term. Drs. Diener-West and Bandeen-Roche

Introduces the basic concepts and methods of statistics as applied to diverse problems in public health and medicine. Demonstrates methods of exploring, organizing, and presenting data, and introduces fundamentals of probability, including probability distributions and conditional probability, with applications to 2x2 tables. Presents the foundations of statistical inference, including concepts of population, sample parameter, and estimate; and approaches to inferences using the likelihood function, confidence intervals, and hypothesis tests. Introduces and employs the statistical computing package, STATA, to manipulate data and prepare students for remaining course work in this sequence. Student evaluation based on problem sets and exams. Prerequisite: Consent of instructor required for non-public health students.

Offered by the Department of Biostatistics

Special Comments: One 90-minute lab per week. Lab is 140.921. As soon as you register, please register for one section of 140.921. Course materials fee is \$40.00.

140.622 STATISTICAL METHODS IN PUBLIC HEALTH II

(4 credits) Second term. Drs. Diener-West and Bandeen-Roche

Presents use of likelihood functions, confidence intervals, and hypothesis tests to draw scientific inferences from public health data. Discusses null and alternative hypotheses, Type I and II errors, and power. Develops parametric and non-parametric statistical methods for comparing multiple groups (ANOVA). Also introduces measures of association and simple linear regression. Addresses methods for planning a study, including stratification, balance, sampling strategies, and sample size. Student evaluation based on problem sets and exams. Prerequisites: 140.621; consent of instructor required for non-public health students.

Offered by the Department of Biostatistics

Special Comments: One 90-minute lab per week. Lab is 140.922. As soon as you register for the course, please also register for one section of 140.922. Course materials fee is \$40.00.

140.623 STATISTICAL METHODS IN PUBLIC HEALTH III

(4 credits) Third term. Drs. Diener-West and Bandeen-Roche

Presents use of generalized linear models for quantitative analysis of data encountered in public health and medicine. Specific models include analysis of variance, analysis of covariance, multiple linear regression, logistic regression, and Cox regression. Student evaluation based on problem sets, and exams. Prerequisites: 140.622; consent of instructor required for non-public health students.

Offered by the Department of Biostatistics

140.624 STATISTICAL METHODS IN PUBLIC HEALTH IV

(4 credits) Fourth term. Dr. Tonascia

Expands students' abilities to conduct and report the results of a valid statistical analysis of quantitative public health information. Develops more advanced skills in multiple regression models, focusing on log-linear models and on techniques for the evaluation of survival and longitudinal data. Also presents methods for the measurement of agreement, validity, and reliability. Student evaluation based on problem sets, a data analysis project, and a final exam. Prerequisites: 140.623; consent of instructor required for non-public health students.

Offered by the Department of Biostatistics

140.651-652 METHODS IN BIostatISTICS I AND II

(4 credits per term) First and second terms. Dr. Caffo.

Presents fundamental concepts in applied probability, exploratory data analysis, and statistical inference, focusing on probability and analysis of one and two samples. Topics include discrete and continuous probability models; expectation and variance; central limit theorem; inference, including hypothesis testing and confidence for means, proportions, and counts; maximum likelihood estimation; sample size determinations; elementary non-parametric methods; graphical displays; and data transformations. Student evaluation based on several problem sets and one exam each term. Prerequisite: Working knowledge of calculus and linear algebra.

Students will choose one lab time: Tuesday 1:30-2:20 OR Wednesday 3:00-3:50

Offered by the Department of Biostatistics

140.653-654 METHODS IN BIostatISTICS III AND IV

(4 credits per term) Third and fourth terms. Dr. Peng

Focuses on regression analysis for continuous and discrete data, and data analyses that integrate the methods learned in 140.651-652. Regression topics include simple linear regression; a matrix formulation of multiple linear regression; inference for coefficients, predicted values, and residuals; tests of hypotheses; graphical displays and regression diagnostics; specific models, including polynomial regression, splines, one- and two-way ANOVA; variable selection non-parametric regression; log-linear models for incidence rates and contingency tables; logistic regression; and generalized linear models. Student evaluation based on problem sets, a data analysis project, a midterm exam and a final exam. Prerequisites: 140.651-652.

Offered by the Department of Biostatistics

340.606 SYSTEMIC REVIEWS AND META-ANALYSIS

(5 credits) Third term. Drs. Dickerson, Goodman, and Guallar

Presents basic methods in qualitative and quantitative meta-analysis, including formulating a hypothesis that can be addressed via meta-analysis, methods for searching the literature, abstracting information, and synthesizing the evidence. Quantitative methods include Bayesian and likelihood approaches to meta-analysis. Student evaluation based on a systemic review and a meta-analysis project.

Prerequisites: 340.601 or 340.751, 140.621-622.

Offered by the Department of Epidemiology

550.860.82 RESEARCH ETHICS

(1 credit) Second term. (Internet) Dr. DiPietro

This series of online modules presents information concerning issues related to the responsible conduct of research, such as authorship, data management, data ownership, guidelines of professional conduct, research fraud or scientific misconduct, academic ethics, conflict of interest, federal and institutional guidelines related to research using human and animal subjects, ethical issues involving vulnerable subjects in research, confidentiality, the Institutional Review Board (IRB) and the Institutional Animal Care and Use Committee (IACUC). Student evaluation based on successful completion of modules. All information needed to complete the requirements for this course is available in CoursePlus.

Prerequisite: Introduction to On-line Learning

550.865.81 PUBLIC HEALTH PERSPECTIVES ON RESEARCH I AND II

(2 credits) Second term. (Internet) Drs. Ketner and Agre

Introduces the substantive and methodologic basis for public health research presenting human health throughout the life span; the major causes of morbidity and mortality; and strategies for health interventions in each stage of life. Also provides examples of common public health methodology drawn from the quantitative, qualitative, biologic, social, and behavioral sciences. Highlights principles of high-quality research, including the value of a population perspective, interdisciplinary cooperation, the importance of new measurement techniques, and the interface between theory and practice. Gives students information about the interactions between the public and the researcher. Student evaluation based lecture and LiveTalk attendance (evaluated electronically), completion of written assignments (posted to course bulletin board), at-home final exam.

Prerequisite: Introduction to On-line Learning

Revised 7/23/10

Approved GTPCI Electives

390.677 SOCI SERIES: DATABASE DESIGN AND IMPLEMENTATION IN CLINICAL RESEARCH

(3 credits or non-credit elective**). Taught 3 weeks in August. Dr. Punjabi
Students will acquire basic concepts of relational database design for clinical and basic research. Topics covered will include development of data collection forms, design of relational database, data quality control, and importing and exporting collected data across different platforms.
** – GTPCI students can not take for credit unless tuition funding is available.
Prerequisite: Restricted to GTPCI students, or SOCI certificate candidates.

390.675 SOCI SERIES: OUTCOMES AND EFFECTIVENESS RESEARCH

(3 credits) Fourth Term Evening Course. Dr. Robinson
Provides an overview of outcomes and effectiveness research. Emphasizes conceptual, design, and analytical aspects of research, rather than particular findings or policy implications. Covers both experimental (randomized) and observational designs, with greater emphasis on the latter. Examines alternative approaches to addressing confounding in controlled observational studies. Explores methods for evaluating the effectiveness of patient-level interventions (e.g., treatments and procedures), as well as methods for evaluating the effectiveness of providers and provider-level interventions (including by application of multilevel models). Considers a wide range of outcomes, including time to event outcomes (survival analysis), cost of care (cost-effectiveness analysis), and patient-reported outcomes. The course will be graded based on a final project consisting of a preliminary research proposal.
Prerequisite: GTPCI student, SOCI certificate candidate, or consent of instructor.

340.620 PRINCIPLES OF CLINICAL EPIDEMIOLOGY

(2 units) Second term. Drs. Ford, Boulware, and Young
Presents lectures and interactive sessions designed to expose students to basic principles of clinical epidemiology and introduce key methods utilized in clinical outcomes research. Focuses on principles and methods in clinical epidemiology which would be most utilized by clinicians/clinician researchers for screening and diagnosis of illness as well as for prognostication and decision-making. Incorporates principles and methods related to measurement of relevant patient outcomes such as patient preferences and health related quality of life. Introduces methods and issues in studying clinical effectiveness of health care technologies and providers (e.g. administrative data). Student evaluation based on class participation and a take-home final exam.

340.645 INTRODUCTION TO CLINICAL TRIALS

(3 credits) Second term. Dr. Holbrook
Introduces clinical trial design in the context of epidemiological concepts, covers various topics in the design and conduct of clinical trials, and profiles clinical trials that illustrate these issues. Topics include the definition and history of clinical trials; trial designs, including phase I-IV, cross-over, factorial, and large, simple designs; internal and external validity; controls, randomization, and masking; ethical issues; data analysis principles; monitoring of accumulating safety and efficacy data; and the use of data from randomized trials. Student evaluation based on assignments and final exam. Note: this may not be taken as one of the 5 advanced PhD electives; it is intended as a substitute for 140.642 for MHS students who wish to take it in their first year of study.
Offered by the Department of Epidemiology

340.754 METHODOLOGIC CHALLENGES IN EPIDEMIOLOGIC RESEARCH

(5 credits) Fourth term. Drs. Fallin, and Glass
Integrates and extends material learned in the three-course Epidemiologic Methods sequence. Focuses on the application of strategies for addressing key methodologic challenges that arise when carrying out epidemiologic research. Incorporates experiential learning components, including computer-based laboratory exercises and a practicum, which require working knowledge of SAS or STATA. Student

evaluation based on 40% multiple-choice or short answer examination, 40% practicum (e.g., brief scholarly paper or poster), and 20% participation in lectures and laboratories.
Offered by the Department of Epidemiology

340.660 PRACTICAL SKILLS IN CONDUCTING CLINICAL RESEARCH IN CLINICAL EPIDEMIOLOGY AND INVESTIGATION

(3 credits) First term. Drs. Jacobson and Fink

Emphasizes the practical aspects of conducting and organizing a clinical research project. Focuses on developing skills to conduct and manage a research protocol, monitor the data collection, manage the data, and disseminate results. Covers basic components of a clinical research team, the components of good clinical practice, the responsibilities, expertise and tasks that each member is expected to perform, and organizational, logistical and attitudinal issues that need to be addressed in producing an effective research group specifically translational research and the kinds of issues that arise in the multi-disciplinary teams brought together to conduct it. Student evaluation based on laboratory exercises, class participation.

Offered by the Department of Epidemiology

313.631 CONCEPTS AND APPLICATIONS IN ECONOMIC EVALUATION II

(4 credits) Third term. Drs. Frick and Rao

Enables students to understand and apply current methods in the economic evaluation of health interventions. Students design and carry out an economic evaluation. Analytic topics covered include the role of decision analysis in economic evaluation - students are introduced to, and extensively use, the TreeAge software; the principles and practices of measuring and analyzing costs; and estimating QALYs and DALYs. Also introduces students to a range of techniques for presenting data on costs and effects together such as sensitivity analysis and league tables. Finally, introduces students to a critique of the value of economic evaluation in health care decision-making. Enables students to understand and apply current methods in the economic evaluation of health interventions. Students design and carry out an economic evaluation. Analytic topics covered include the role of decision analysis in economic evaluation - students are introduced to, and extensively use, the TreeAge software; the principles and practices of measuring and analyzing costs; and estimating QALYs and DALYs. Also introduces students to a range of techniques for presenting data on costs and effects together such as sensitivity analysis and league tables. Finally, introduces students to a critique of the value of economic evaluation in health care decision-making. Students are evaluated on their performance on an analytic assignment applying the concepts and practices taught in both the third and fourth terms.

Offered by the Department of Health Policy and Management

312.633.81 HEALTH MANAGEMENT INFORMATION SYSTEMS

(3 credits) Fourth term (Internet). Dr. Minear

Provides a broad overview of healthcare information systems with emphasis on historical foundations, current issues, and industry pressures pushing modernization and increased sophistication in the use of technology. Major topics include: an overview of healthcare use of information technology, medical informatics, public health informatics, Information Technology infrastructure, ethics in computing, computer security, consumer informatics, clinical software, computing in clinical education, research computing, IT strategy, community-wide clinical information sharing, and the future of healthcare computing. Student evaluation will be based on mid-term and final exams, online discussion participation and a paper.

Prerequisites: Introduction to On-line Learning

Offered by Department of Health Policy and Management

312.623 FINANCIAL MANAGEMENT IN HEALTH CARE I

(3 credits) Third term. Dr. Ellis

Case studies present an overview of financial theory and financial management principles and concepts in a health care setting. Topics include discounted cash flow analysis, long-term debt financing, equity

financing, lease financing, capital budgeting, analysis, and forecasting. Student evaluation based on a team-written case analysis (60%) and its oral presentation (40%). Prerequisites: 312.617 and 312.619. Consent of Instructor
Offered by the Department of Health Policy and Management

309.712 ASSESSING HEALTH STATUS AND PATIENT OUTCOMES

(3 credits) Second term. Drs. Wu and MacKenzie

Provides an understanding of the conceptual basis for measures of health; some of the common measures, their properties, and strengths and weaknesses; and a framework for judging the appropriateness of a particular measure for students' own work. Student evaluation based on two papers.

Offered by the Department of Health Policy and Management

300.713 RESEARCH AND EVALUATION METHODS FOR HEALTH POLICY

(4 credits) Third term. Drs. Steinwachs, Chan, Webster, and Skinner

Introduces basic methods for undertaking research and program and policy evaluation regarding health care systems, public health practice, and population health. Introduces students interested to policy research, social science research, or program impact evaluation within health care delivery systems and public health agencies. Also prepares students to apply the results of health policy research done by others. Topics include the relationship between health services research, health policy research, health policy analysis and health program management; the multi-disciplinary philosophy of health policy research; approaches for assessing the impact of health policy and health program implementation; quantitative research design, including experimental and quasi-experimental; issues of reliability, validity, and measurement; survey research techniques; qualitative data collection methods; use of existing health IT/data systems; basic cost benefit and effectiveness analysis; and introduction to the measurement of quality of care and outcomes. Course assignments include the critique of a published empirical study and the development of a preliminary research / evaluation project proposal selected by the student. Lab sessions will include the practical methodological challenges associated with the evaluation of a public sector health care program. Student evaluation based on mid-term and final exams.

Offered by the Department of Health Policy and Management

300.651 INTRODUCTION TO THE U.S. HEALTHCARE SYSTEM

(4 credits) Offered Various Terms. Dr. Herring

Focuses on the organization, financing, and delivery of healthcare in the U.S. Contrasts the private and public sectors and examines the effects of market competition and government regulation. Examines the ways that medical providers are paid, and explores the major issues currently facing physicians, hospitals, and the pharmaceutical industry. Also discusses several potential small and large scale reforms to the U.S. healthcare system and evaluates their likely effects on healthcare spending, quality of care, and access to care. Students will be evaluated on three written exams.

Offered by the Department of Health Policy and Management

140.641 SURVIVAL ANALYSIS

(3 credits) Third term. Dr. Wang

Discusses the basic concepts of survival analysis, including hazard functions, survival functions, types of censoring, Kaplan-Meier estimates, logrank tests, and the generalized Wilcoxin tests. Parametric inference includes the exponential and Weibull distribution. Discusses the proportional hazard models and extensions to time-dependent covariates. Clinical and epidemiological examples illustrate the various statistical procedures. Student evaluation based on problem sets and an exam.

Offered by the Department of Biostatistics

140.655 ANALYSIS OF LONGITUDINAL DATA

(4 credits) Third term. Dr. Colantuoni

Covers statistical models for drawing scientific inferences from longitudinal data. Topics include

longitudinal study design; exploring longitudinal data; linear and generalized linear regression models for correlated data, including marginal, random effects, and transition models; and handling missing data. Intended for doctoral students in quantitative sciences. Student evaluation based on analysis of a longitudinal data set, presentation of the results, and a written scientific report of the analysis methods and results.

Offered by the Department of Biostatistics

Introduction to On-line Learning must be successfully completed prior to enrolling in on-line courses. <http://distance.jhsph.edu/iol/>.

Additional Course Information can be found in the JHSPH Catalogue and at <http://commprojects.jhsph.edu/courses/>

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