



**JOHNS HOPKINS**

BLOOMBERG SCHOOL  
*of* PUBLIC HEALTH

**Department of Health, Behavior and Society  
2018-2019**

**PhD**

**Student Handbook**

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

## University Statement on Equal Opportunity

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The Johns Hopkins University is committed to equal opportunity for its faculty, staff, and students. To that end, the university does not discriminate on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status or other legally protected characteristic. The university is committed to providing qualified individuals access to all academic and employment programs, benefits and activities on the basis of demonstrated ability, performance and merit without regard to personal factors that are irrelevant to the program involved.

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

The university assigns a high priority to the implementation of its equal opportunity policy, and significant university resources are devoted to assuring compliance with all laws prohibiting discrimination in employment and educational programs. Caroline Laguerre-Brown, the university's vice provost for Institutional Equity, is responsible for assisting me and other university officers in the implementation of equal opportunity and affirmative action programs. Members of the university community are encouraged to contact [Caroline Laguerre-Brown](#) or [Allison J. Boyle](#), the Director of Equity Compliance and Education/Title IX Coordinator in the Office of Institutional Equity in the Wyman Park Building, Suite 515, Homewood campus, 410.516.8075, or the divisional offices of Human Resources regarding any questions or concerns about these matters.

Sincerely,

Ronald J. Daniels

The Equal Opportunity policy and other Johns Hopkins University policies, including policies of the Office of Institutional Equity, Office of Human Resources, and Office of Research Administration, can be accessed at <https://www.jhu.edu/university-policies/>



July 24, 2018

Welcome to the Department of Health, Behavior and Society! I hope that you will have stimulating and satisfying academic studies and public health experiences in the next few years. The faculty are eager to join you in your new stage of education and learning. We are a department of 44 faculty and 58 Masters' students and 34 doctoral students.

As you know, the Department focuses on the social, behavioral and structural conditions that influence our health and health behaviors. As a department, we are engaged in the pursuit of knowledge relevant to the social and behavioral contexts of health as well as improving public health interventions and practices. We are involved locally, nationally and internationally. From leading a campaign to reduce Baltimore's infant mortality rate (B'more for Healthy Babies), to projecting the need for Critical Services for the Opioid Epidemic (Bloomberg American Health Initiative), to working in 32 countries focused on the delivery of impactful social and behavior change communication (CCP, The Health Communication Capacity Collaborative [HC3]), the impact of our work is far reaching.

Besides excellent classes and assignments and meaningful public health experiences, there are ample opportunities to engage with other students, faculty, and public health experts around topics of special interest to you. HBS students are given the opportunity to engage in the community to effectively promote relationships that generate ideas and resources between community members and health officials. HBS students are encouraged to participate in department and School seminars to learn and participate in discussions around leading public health issues. We also hope you can have some good times with your fellow students and HBS department members.

HBS faculty and I are committed to your education. We are eager for feedback and discussion with you!

With best regards,

A handwritten signature in black ink that reads "Margaret E. Ensminger". The signature is written in a cursive, flowing style.

Peg Ensminger, PhD

Professor and Interim Chair

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**THE JOHNS HOPKINS UNIVERSITY  
BLOOMBERG SCHOOL OF PUBLIC HEALTH  
2018-19 ACADEMIC YEAR CALENDAR**

**MEMORIAL DAY HOLIDAY**

**M May 28**

**SUMMER INSTITUTES**

**T May 29**

Registration Begins for Summer Institute Terms.....	T Feb 13
Registration Begins for Regular Summer Term .....	W April 4
Internet-Based/Part-Time MPH New Student Orientation .....	Sun June 3
Summer Institutes Begin .....	Begin T May 29
Regular Summer Term Registration Ends.....	F June 22
<b>NEW STUDENT ORIENTATION</b> .....	Th June 28– F June 29
Instruction Begins for Summer Term .....	M July 2
<b>INDEPENDENCE DAY HOLIDAY</b> .....	W July 4
Regular Summer Add/Drop Period .....	M July 2– F July 13 (full term courses only)
Last Class Day of Summer Term .....	F Aug 24

**1ST TERM**

**T Sept 4– F Oct 26 (39 class days, M-F)**

1 <sup>st</sup> Term Registration Begins for Continuing and Special Students.....	F June 1
1 <sup>st</sup> Term Registration Ends for Continuing and Special Students .....	F Aug 17
<b>NEW STUDENT ORIENTATION/ REGISTRATION</b> .....	T Aug 28 – Th Aug 30
Instruction Begins for 1 <sup>st</sup> Term.....	T Sept 4
<b>LABOR DAY RECESS</b> .....	M Sept 3
Add/Drop Period .....	M Sept 3 – F Sept 14
Last Class Day of 1 <sup>st</sup> Term .....	F Oct 26

**2ND TERM**

**M Oct 29 – F Dec 21 (38 class days, M-F)**

2 <sup>nd</sup> Term Registration Begins .....	F July 20
2 <sup>nd</sup> Term Registration Ends .....	F Oct 19
Instruction Begins for 2 <sup>nd</sup> Term.....	M Oct 29
<b>Add/Drop Period</b> .....	M Oct 29 – <b>Su Nov 11*</b>
<b>THANKSGIVING RECESS</b> .....	Th Nov 22 – Su Nov 25
Last Class Day of 2 <sup>nd</sup> Term .....	F Dec 21

*\*add/drop extended due to overlap with 1<sup>st</sup> term grading period*

**Internet-Based/Part-Time MPH New Student Orientation .....** **Sun Jan 6**

**WINTER INTERSESSION .....** **M Jan 7 – F Jan 18**

Winter Intersession Registration Begins.....	Th Oct 4
<b>Winter Intersession Registration Ends</b> .....	F Dec 28
<b>MARTIN LUTHER KING, JR. HOLIDAY RECESS</b> .....	M Jan 21

**3RD TERM**

**T Jan 22 - F Mar 15 (39 class days, M-F)**

Registration Begins for 3 <sup>rd</sup> Term .....	W Nov 14
3 <sup>rd</sup> Term Registration Ends .....	F Jan 11
Instruction Begins for 3rd Term .....	T Jan 22
Add/Drop Period .....	M Jan 21 - F Feb 1
Last Class Day of 3 <sup>rd</sup> Term.....	F Mar 15
<b>SPRING RECESS</b> .....	M Mar 18 - F Mar 22

**4TH TERM**

**M Mar 25– F May 17 (40 class days, M-F)**

Registration Begins for 4 <sup>th</sup> Term .....	W Feb 6
4 <sup>th</sup> Term Registration Ends.....	F Mar 15
Instruction Begins for 4 <sup>th</sup> Term .....	M Mar 25
Add/Drop Period .....	M Mar 25 – F Apr 5
Last Class Day of 4 <sup>th</sup> Term.....	F May 17
<b>PUBLIC HEALTH CONVOCATION</b> .....	T May 21
<b>UNIVERSITY COMMENCEMENT</b> .....	Th May 23
<b>RESIDENCY PROGRAM ENDS</b> .....	F June 28

## **DEPARTMENT MISSION AND OVERVIEW**

### **Mission**

The Department of Health, Behavior and Society is dedicated to pioneering research, training and public health practice scholarship focused on the influences of social context and behavior on health—all with the aim of developing, evaluating and implementing solutions to pressing public health challenges in Baltimore, the United States and around the globe.

### **Research**

Research in the Department of Health, Behavior and Society emphasizes theoretical, methodological and applied studies in three main research areas:

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

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

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

### **Faculty**

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

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

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

<http://www.jhsph.edu/departments/health-behavior-and-society/faculty/>

## Faculty Research Interests

### Sean Travis Allen, DrPH

Assistant Scientist. Dr. Allen uses quantitative methods to evaluate the effects of public health policies on injection drug use-related health disparities, including HIV incidence and overdose fatalities. He has particular interest in using geospatial and longitudinal analyses to better understand policy change as a structural level intervention for public health. Dr. Allen's current interests include rural health, substance use, and the translation of research evidence to the policy realm. During his postdoctoral training at Johns Hopkins, Dr. Allen also served as a Senior Policy Advisor at the White House Office of National Drug Control Policy.

### Stella Babalola, PhD

Associate Professor. Dr. Babalola has served as Senior Research Officer at the Johns Hopkins University Center for Communication Programs (JHU/CCP), Baltimore since 1998. She has over 25 years working experience in international health, education, communication and research in Africa and the Caribbean. Prior to joining JHU/CCP, she consulted for various international agencies in the design, implementation and evaluation of behavior change programs for HIV/AIDS, family planning, child survival, women's political empowerment, early childhood education, adolescent health, and democratic participation. Her areas of research interest include: adolescent reproductive health, positive deviance, democracy and governance, and gender issues.

### Hoda Bastani, MD

Instructor. As a pediatrician and preventive medicine physician, Dr. Bastani is interested in developing and evaluating programs that prevent and treat childhood obesity at a population scale. Her focus, in this regard, is on developing comprehensive multifactorial programs that address food systems, the built environment, and attitudes toward health and wellness behaviors, and particularly target underserved and marginalized populations. She has previously worked on projects in conjunction with the Alexandria Health Department in Alexandria, Va, Johns Hopkins Health Care, Johns Hopkins Community Physicians, and Sibley Memorial Hospital's Innovation Hub. She is currently Chief Resident of the Johns Hopkins General Preventive Medicine Residency Program, and is also pursuing certification in culinary medicine.

### Sarah "Sam" Beckham, PhD

Assistant Scientist. Pronouns: he/him. Dr. Beckham's research focuses on implementation science and socio-structural factors that influence health, particularly among stigmatized and hard-to-reach populations in globally. He employs both quantitative and qualitative methods in his research. His research is currently focused on gender and health; LGBTQ health; the intersections of reproductive health and HIV/AIDS; long-acting injectable HIV prevention and treatment; and sanitation-related psychosocial stress among women and girls.

### Sara Benjamin Neelon, PhD, JD

Associate Professor. Dr. Benjamin Neelon's research focuses on environmental and policy-based approaches to obesity prevention in families and young children. These studies include community-based interventions to promote healthy eating and increase active play in children and their families. They also include observational studies examining weight gain trajectories in early life, focusing on important factors that may contribute to obesity like sleep and stress. She also focuses on monitoring and evaluating policies that affect children's health outcomes. In addition to a number of US-based studies, she conducts research in Mexico, England, India, and Kenya.

### Lee Bone, MPH

Associate Professor. Ms. Bone's research interests include community-based participatory research, intervention, evaluation, and sustainability strategies that incorporate multi-disciplinary collaborative partners. Her research is focused on adult health in urban African-American communities as it pertains to cardiovascular disease, respiratory diseases such as COPD, and related risk factors (e.g., high blood pressure, tobacco, obesity), and diabetes, as well as cancer screening and treatment. As part of her efforts, Ms. Bone works with



groups of faculty members from the Johns Hopkins University Schools of Public Health, Medicine, and Nursing as well as the Johns Hopkins Hospital. Her research partners also include relevant community-based organizations and institutions (e.g. churches, schools, and local governmental agencies). An important component of much of her research is testing the effectiveness of nurse-supervised indigenous navigators/ community health workers (CHWs) who serve as study recruiters, interviewers, and interventionists.

Janice V. Bowie, PhD, MPH

Professor. Dr. Bowie's research includes minority and women's health, community-based participatory research, cancer control, and spirituality. Dr. Bowie has established a research portfolio that includes collaborations with the faith-based community. She is also affiliated with the Centers on Health Disparities Solutions and also, Cancer Disparities. Dr. Bowie is also the designated faculty for the Certificate in Community-Based Public Health and the co-director for the SBS-MPH concentration.

Amelia Buttress, PhD

Assistant Scientist. Dr. Buttress' research draws from interdisciplinary perspectives and uses historical, qualitative, and quantitative methods to understand and address the social and structural context of health behavior, with particular emphasis on issues related to political economy, health disparities, and the mental and behavioral health of children. Dr. Buttress is currently studying how ideology informs our understanding of health, disease, and evidence in the history of public health, and she is working on several projects that involve facilitating the translation of specialist knowledge from medicine, social science, education, and philosophy to the general public. Dr. Buttress is dedicated to teaching and has a long-standing interest in pedagogy, especially creating public awareness of the history of public health and child psychiatry using new and digital media technology.

Rajeev Cherukupalli, PhD

Assistant Scientist. Dr. Cherukupalli is an economist with research interests in health and public finance. He researches the economics of tobacco taxation—its public health dimensions, the microeconomics of optimal excise taxes and the implementation of tobacco tax policies in different countries. He assists the Bloomberg Initiative to Reduce Tobacco Use in strengthening the evidence base of tobacco tax research, policy and administration globally. Dr. Cherukupalli also studies health insurance markets in the United States, including the effect of the regulatory environment on risk composition, and the impact of the tax system on health insurance purchase decisions and health outcomes.

Lawrence J. Cheskin, MD, FACP

Associate Professor. Dr. Cheskin founded and directs the Johns Hopkins Weight Management Center, a multidisciplinary clinical treatment and research program that was established in 1990. The Center offers internships to students in clinical behavior change. Dr. Cheskin's research interests lie in obesity treatment, especially focusing on dietary and behavioral modifications, individualization of treatment approaches, including alternative treatments, and prevention of childhood obesity through systems-wide approaches. He is currently working on a community obesity treatment intervention in Baltimore among underprivileged minority adults. He also studies ways to use framed mHealth (text messages) to affect behavior change. Dr. Cheskin holds joint appointments in the Department of Medicine, in the Department of International Health's Center for Human Nutrition, at Homewood, and in the School of Nursing.

Joanna Cohen, PhD

Bloomberg Professor of Disease Prevention and Director, Institute for Global Tobacco Control. Trained in epidemiology and health policy, Dr. Cohen's research interests focus on the factors that affect the adoption and implementation of public health policies and on evaluating the beneficial effects and the unintended consequences of such policies. She has studied legislators regarding tobacco and tobacco control policy, the factors influencing quitting behavior among a longitudinal cohort of smokers, tobacco promotion at the point of sale, tobacco prices including taxes, tobacco packaging including health warning labels, options for reducing

the physical availability of tobacco products, tobacco policy evaluation, tobacco industry interference in tobacco control, and e-cigarettes.

Lisa A. Cooper, MD, MPH

Professor. Dr. Cooper is a Bloomberg Distinguished Professor in the Department of Health, Behavior and Society and the James F. Fries Professor of Medicine at the Johns Hopkins School of Medicine. She is jointly appointed in the Departments of Epidemiology and Health Policy and Management at the Bloomberg School. Her research focuses on developing and implementing behavioral interventions targeting health professionals' communication skills, cultural competence and ability to address social determinants of health and on programs to enhance patients' decision-making and disease self-management skills. Dr. Cooper directs the Johns Hopkins Center to Eliminate Cardiovascular Disparities, where she and her multidisciplinary team work with a broad group of stakeholders from healthcare and the community to implement rigorous clinical trials that identify effective, patient-centered solutions to alleviate health disparities among at-risk populations. The Center also provides training to a new generation of clinical and public health scholars.

Melissa Davey-Rothwell, PhD, CHES

Associate Scientist. Dr. Davey-Rothwell's research focuses on the impact of social networks and norms on drug and sex risk behaviors among vulnerable populations including women, people who use drugs, men who have sex with men, and people living with HIV/AIDS. In addition, her work focuses on the development, evaluation, translation and dissemination of behavioral interventions into the field. She is currently the PI of a project assessing the implementation of an evidence-based program in community settings. She has worked with the CDC to package and nationally disseminate a peer education intervention for people who use drugs. She also has a study looking at norms and networks about HIV/STI among older women. She is one of the faculty members of Lighthouse Studies at Peer Point.

Margaret E. Ensminger, PhD

Professor and Interim Chair. Dr. Ensminger's interests include life span development and health; childhood and adolescence; social structure and health; substance use; aggressive and violent behavior. She has been following a cohort of children from an inner city neighborhood, first seen when they were in first grade. They have recently been assessed at age 42. Their mothers were interviewed for a third time as they are about at retirement age. She and her colleagues have been examining the early individual, family and neighborhood antecedents to both healthy and unhealthy outcomes for the cohort of former first graders and their mothers.

Maria-Elena Figueroa, PhD

Associate Scientist. Dr. Figueroa's research expertise comprises a broad range of qualitative and quantitative methodologies for program development and evaluation. Over the last 10 years her work has focused on the study of health behavior in Latin America, Africa and Asia. Her current research focuses on the understanding of ecological, household, and individual factors affecting hygiene behavior, including household water treatment. Other research interests include: development of conceptual models and indicators to assess the effect of community-based and social change communication interventions; behavior change indicators related to gender and reproductive health communication programs; and the role of household traits on health behavior and use of health care services. Dr. Figueroa also serves as Director of the Research and Evaluation Division of the Center for Communication Programs, and as the Center's Director of the Global Program on Water and Hygiene. She provides behavior change expertise to several international organizations including the WHO International Network for the Promotion of Household Water Treatment and the World Bank's Public Private Partnership for Hand Washing, among others.

Katherine Footer, MSc

Assistant Scientist. Dr. Footer's focus is on the intersection of public health, human rights, and social justice, with a specific focus on improving the health of cis and transgender female sex workers and other marginalized populations. Her research on sex workers is focused on harm reduction, HIV prevention, and understanding the structural drivers for HIV risk. She is currently working alongside Dr. Susan Sherman to oversee the first known

U.S. cohort study of sex workers, which is taking place in Baltimore City. Her international work also includes advancing protection of health facilities, patients, and health workers in situations of conflict.

Danielle German, PhD, MPH

Associate Professor. Dr. German uses qualitative and quantitative methods to understand and address the social context of health behavior, with particular emphasis on issues related to HIV transmission, drug use and mental health, and LGBT health. She has a specific interest in the interplay between social, housing, and neighborhood stability; social networks and resources; and infectious disease. Her current work includes a number of applied and interdisciplinary research studies designed to inform public health practice among drug users in rural and urban settings, sexual and gender minorities, and other marginalized populations. She is Principal Investigator of the BESURE study, the Baltimore arm of CDC's National HIV Behavioral Surveillance, which is a community health project that measures prevalence and trends in HIV, health and social issues, health-related behaviors, and access to services through on-going community-based data collection among populations with heightened risk for HIV transmission. Dr. German is also the Co-Director of MHS program in Social Factors and designated faculty for the Certificate in LGBT Public Health.

Andrea Gielen, ScD, ScM

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

Ron Z. Goetzel, PhD

Senior Scientist and Director of the Institute for Health and Productivity Studies (IHPS). The mission of the IHPS is to bridge the gap between academia, the business community, and the healthcare policy world – bringing academic resources into policy debates and day-to-day business decisions, and bringing health and productivity management issues into academia. Dr. Goetzel is responsible for leading innovative projects for healthcare purchaser, managed care, government, and pharmaceutical clients interested in conducting cutting-edge research focused on the relationship between health and well-being, medical costs, and work-related productivity. He is an internationally recognized and widely published expert in health and productivity management (HPM), return-on-investment (ROI), program evaluation, and outcomes research. Dr. Goetzel is a Task Force Member of the Guide to Community Preventive Services housed at the CDC, and President and CEO of The Health Project, which annually awards organizations the prestigious C. Everett Koop prize for demonstrable health improvement and cost savings from health promotion and disease prevention programs. He is also a member of several committees organized by the Institute of Medicine (IOM). He is located in Bethesda, MD.

Susan M. Hannum, PhD

Assistant Scientist and coordinator for the Center for Qualitative Studies in Health and Medicine. Dr. Hannum is an interdisciplinary gerontologist whose broad research agenda focuses on chronic illness among aging populations. Her primary interests surround socio-cultural aspects of cancer and cancer survivorship; she is additionally interested in chronic illness management, care implementation, patient outcomes, and issues of death and dying. Dr. Hannum is deeply committed to research that will inform and influence the future of care for those with cancer and other chronic conditions while increasing quality of life and reducing the burden of illness among aging populations.

Zoé Hendrickson, PhD

Assistant Scientist. Dr. Hendrickson's focus is on reproductive health in an increasingly mobile, globalized world.

Her research investigates relationships between migration and household gender dynamics and the implications on reproductive decision-making, family planning practices, and healthcare seeking. Dr. Hendrickson is interested in how social structures are implicated in everyday experiences of health and how people seek care. She draws on social theory to think critically about public health research and how best to design thoughtful and sustainable public health programs. Dr. Hendrickson currently works on several health communication projects at the Center for Communication Programs that aim to improve the sexual and reproductive health of women and men in Nepal, the DRC, Côte d'Ivoire, Latin America and elsewhere globally.

#### Vanya Jones, PhD, MPH

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

#### Parastu Kasaie, PhD

Research Associate. Trained in the field of engineering and operation research, Dr. Kasaie's research focuses on the development and analysis of computer simulation models of infectious diseases and implications for policy making. Her research interests include modeling and simulation of social/epidemiological systems, resource allocation, HIV/AIDS, Tuberculosis, biostatistics, and public health policy making. Her current research focuses on modeling the epidemic of HIV/AIDS and other Sexually Transmitted Infections (STIs) among Men who have Sex with Men (MSM) in Baltimore City. In this work, Dr. Kasaie investigates the population-level impact of various prevention/control interventions (e.g., Pre-Exposure Prophylaxis) and aims to develop effective strategies for reducing the burden of disease in this population. She's also conducting a study on the impact of household contact tracing for prevention of drug-resistant Tuberculosis infection in India. Dr. Kasaie is a member of JHU Center for AIDS Research (CFAR) and the JHU Center for Tuberculosis Research.

#### Michelle Kaufman, PhD

Assistant Professor. Dr. Kaufman is a social psychologist by training. She studies how interpersonal relationships and an individual's social context contribute to health outcome disparities, as well as how behavior change interventions can influence these factors. Her work focuses primarily on how gender, sexuality, and associated social status put individuals at risk for poor health outcomes. She uses qualitative and quantitative methodologies to design, implement, and evaluate prevention interventions. Her work spans several continents, with current and past projects in the U.S., Nepal, South Africa, Tanzania, Ethiopia, Malawi, Zimbabwe, Indonesia and Israel. Her current work focuses on technology-enhanced youth mentoring as intervention. In this work, she is using a smartphone app to enhance interpersonal mentoring relationships to address substance use, sexual risk, violence, and mental distress among urban African American youth.

#### Ryan David Kennedy, PhD, MAES

Assistant Professor. Dr. Kennedy is a tobacco control researcher interested in the role policy plays in addressing the global tobacco epidemic. Kennedy works in low- and middle-income countries through his role with the Institute for Global Tobacco Control. Kennedy works in many regulatory domains including point-of-sale, health warning labels, and clean air laws. Domestically, Kennedy has a program of research with the FDA's Center for Tobacco Programs, funded through the Hopkins CERSI (Center for Excellence in Regulatory Science and Innovation) working to understand e-cigarette advertising of product features including flavors. Emerging tobacco products including e-cigarettes present interesting public health challenges. Kennedy uses a variety of research methods including observational studies, surveys, focus groups and key informant interviews.

#### Amy R. Knowlton, MPH, ScD

Professor. Dr. Knowlton's research focus is the role of formal and informal caregiving relationships and support

networks in vulnerable populations' engagement and retention in HIV clinical care and treatment adherence and outcomes. Her work has used stakeholder collaborative processes to identify major gaps in the continuum of care of highly vulnerable populations and to facilitate the integration and coordination of client-friendly services to fill these gaps. Populations of focus are persons living with HIV and behavioral (drug use or mental) health problems in Baltimore and their caregivers (most supportive family or friends). More recent interests include chronic pain; advance care planning for end-of-life HIV care decision making; and improving HIV outcomes by ensuring a continuum of HIV care and support from health facilities to community and home settings in southern Africa.

#### Lisa Lagasse, PhD

Assistant Scientist. Dr. Lagasse's research history includes a broad range of topics, including tobacco control, food systems, risk communication, and adolescent and sexual minority health. Her particular areas of expertise are in the fields of health communication and media studies. Dr. Lagasse's current work focuses on applied and translational research using mixed methods to examine tobacco advertising, promotion, and sponsorship in low- and middle-income countries.

#### Susan Larson, MS

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

#### Carl Latkin, PhD

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

#### Krystal Lee EdD

Research Associate. Krystal Lee was born and raised in Kingston, Jamaica and attended college at Morgan State University where she earned a B.S. in Information Science and Systems. Krystal went on to earn a Master's in Public Administration (MPA) from the University of Delaware and a Doctorate in Education (Ed.D) from the University of Florida (Go Gators!) Upon completion of her doctoral program, Krystal joined the staff of her alma mater, Morgan State, in the Office of Residence Life & Housing. She then went on to serve as the Director of the Academic Enrichment Program, providing academic support for MSU students, developing leadership development programs, teaching online leadership classes and providing workshops on a variety of multicultural topics. In her spare time, Krystal enjoys reading, swimming and watching Law and Order reruns.

#### Andrea R. Mantsios, PhD

Assistant Scientist. Dr. Mantsios' research focuses on the role of social and structural factors contributing to HIV risk and impeding access to HIV treatment and care among marginalized groups. Dr. Mantsios has specific interest in economic strengthening and community empowerment approaches as structural interventions among female sex workers (FSW) and other women at heightened risk for HIV. She is currently working on community-based combination HIV prevention among FSW in Iringa, Tanzania, with a focus on the role of community savings groups in reducing HIV risk and improving health outcomes of HIV-infected women. She is also interested in how biomedical approaches can be rolled out for optimal uptake and effectiveness and currently works on qualitative research with clinical trial participants and providers on experiences with long-acting injectable PrEP and ART in cities in the U.S. and Spain. Dr. Mantsios' previous work includes HIV research

among injection drug users in Tijuana, Mexico, and she led jurisdictional HIV testing initiatives at the New York City Health Department.

Catherine Maulsby, PhD, MPH

Associate Scientist. Dr. Maulsby's research focuses on HIV among men who have sex with men and on undiagnosed seropositivity. She is interested in assessing how social contextual factors shape health behavior and health outcomes, in particular movement along the HIV Continuum of Care. She is the Director of Evaluation for Access to Care, a national program to link and retain PLWHA in quality HIV care and treatment. Her work on the evaluation of Access to Care includes three components: monitoring trends in participant health outcomes, a cost threshold and utility analysis, and qualitative case studies to assess barriers and facilitators to program implementation as well as interagency collaboration.

Eileen McDonald, MS

Senior Scientist. Ms. McDonald's research and practice portfolio focuses on the application and evaluation of health promotion, information technology, and policy strategies to remedy the long-standing public health challenge of unintentional injuries, a leading cause of death in the US. As core faculty with the Johns Hopkins Center for Injury Research and Policy (JHCIRP), Eileen's current projects include evaluating a smartphone app to teach youth about the dangers of opioids, promoting safe sleep and scald burn prevention among parents of newborns who attend the Harriet Lane pediatric primary care clinic, and enhancing injury prevention programming skills among local and state-level coordinators with the National Center for Fatality Review and Prevention. Eileen is the director of the Johns Hopkins Children's Safety Center and the Injury Free Coalition for Kids-Baltimore. She also serves as the Associate Director for Translation for JHCIRP. Her professional experience includes leadership roles in health education and injury prevention organizations as well as consultancies with state, national and international organizations on topics ranging from trauma, burn and injury prevention to diabetes education to the future of the health education and public health credentialing. Eileen directs the department's MSPH program and runs the seminar series for both first- and second-year students.

Meghan Moran, PhD

Assistant Professor. Dr. Moran's research centers around media, pop culture and health. The primary context for this work is tobacco control, where she currently has a project examining the persuasive effects of tobacco marketing and how they relate to population-level disparities in youth and young adult tobacco use. Dr. Moran also examines how tobacco use varies across youth subcultures (e.g. skaters, preppies, hipsters, etc.) and how these variations can inform more efficient and effective tobacco use prevention communication. Dr. Moran is interested in how entertainment media and communication-based interventions can be used to reduce health disparities and is particularly interested in disparities in cancer screening. Other areas of Dr. Moran's research include the role of media and pop culture on vaccine hesitancy and how neighborhood/local communication contribute to health outcomes among residents.

Jill Owczarzak, PhD

Assistant Professor. Dr. Owczarzak's research focuses on the development, dissemination, and implementation of evidence-based public health programs, with a focus on HIV-related services. Her work is informed by her training as an anthropologist and qualitative researcher. She is particularly interested in the role of nongovernmental organizations in implementing public health programs, and how ideas about risk and prevention shape what prevention and care services and strategies are available. She has conducted extensive mixed methods research on these issues as they relate to HIV prevention in the United States and Eastern Europe. She is currently conducting studies in Ukraine that explore place and HIV risk among people who use drugs; women's experiences accessing and receiving health services; and the role of drug use and HIV stigma on women's HIV care experiences. Dr. Owczarzak is the Co-Director of the department's MHS program.

Anne Palmer, MAIA

Senior Research Associate. Ms. Palmer is the Food Communities and Public Health program director at the Center for a Livable Future. Her research interests include state and local food policy, food access, food

environments, urban agriculture, local and regional food systems, sustainable food, and community food security. She directs the national Food Policy Networks project, which builds capacity of state and local food policy councils and other stakeholder groups. She studies food retail, changing store environments affects purchasing and the role of alternative store formats. In collaboration with seven other universities in the NE, she is a co-investigator on a 5-year, USDA funded research project using regional food systems to improve food security. She works with non-profits to evaluate their food system interventions such as farmers markets and urban farms and conducts community food assessments with Baltimore-based nonprofits and community organizations.

#### Lauren J. Parker, PhD

Assistant Scientist. Trained in health promotion and gerontology, Dr. Parker's research interest is in understanding how social factors influence the health of marginalized populations across the life course continuum. Broadly, her research examines the influence of interpersonal forms of acute and chronic stressors on health via behavioral and psychological processes. She has worked extensively on understanding how such factors influence the health of Black men. Currently, Dr. Parker's research considers how sociocultural and behavioral factors, along with biological process, impact health and health disparities among caregivers for dementia patients, and how long-term services and support (such as adult day services) may be used to intervene.

#### Enid Chung Roemer, PhD

Associate Scientist. Dr. Roemer is the Deputy Director at the Institute for Health and Productivity Studies. She has over 15 years of experience conducting empirical research in the area of workplace health promotion. Her research examines the relationship between employee health and well-being, healthcare utilization and costs, and work-related productivity. Specifically, her research focuses on organizational and psychosocial factors in the workplace that contribute to a culture of health, health beliefs, health behaviors, and motivation to change and maintain health promoting/disease preventing behaviors across all domains of health and well-being (physical, social, emotional, financial). Her expertise also includes conducting process evaluation of workplace health promotion programs and instrument validation studies.

#### Debra Roter, DrPH

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

#### Susan Sherman, PhD

Professor. Dr. Susan Sherman focuses on articulating and intervening upon the health of drug users and sex workers, with a primary interest in the structural context that engenders STI and HIV risk. She has published over 100 peer-reviewed articles focused on a range of sexual and drug risk behaviors as well as interventions targeting both female sex workers and drug users. She has over 17 years of experience in developing and evaluating HIV prevention, peer-outreach behavioral and microenterprise interventions in Baltimore, Pakistan, Thailand, and India. She is the Co-Director of the Baltimore HIV Collaboratory and a part of the Executive Leadership Committee of the Johns Hopkins Center for AIDS Research. She is the PI of a study that examines the role of the police on the STI/HIV risk environment of street-based sex workers and includes the first cohort of sex workers in the US. She is also evaluating an innovative pre-booking diversion program for low level drug offenders. She has a new study which focusing on a structural level intervention with sex workers in Baltimore,

which will create a Women's Harm Reduction Center that will provide medical, mental health, legal, and social services for street- and venue-based sex workers. She serves on several Baltimore City and state advisory commissions on syringe exchange and overdose prevention initiatives, as well as the Board Secretary of the National Harm Reduction Coalition.

#### Katherine Clegg Smith, PhD

Professor. Dr. Smith is a sociologist with research interests around the social determinants of health behavior. She also has a general interest in identity and its relationship to health, and communication related to the cancer continuum. Much of her work involves the application of qualitative methodologies to addressing public health problems. Dr. Smith's research is organized around individual and collective understanding of health issues and experiences, often in relation to advancement of health in the face of chronic disease. She is the Director of the PhD program and the Center for Qualitative Studies in Health and Medicine.

#### Frances Stillman, EdD, EdM

Associate Professor. Dr. Stillman is nationally and internationally recognized for her work on smoking cessation and tobacco control. She is known for developing and evaluating innovative, state-of-the-art intervention projects including Smoke-free Johns Hopkins Hospital, the Heart, Body and Soul Spiritual Smoking Cessation Program, and the Johns Hopkins Smoking Cessation Program for Inpatients. However, her major accomplishments are in the area of evaluation and the development of metrics based on a social-ecological model of change. She is a clinical psychologist with over 20 years' experience in tobacco control. She is an Associate Professor in the Department of Health, Behavior and Society at the Johns Hopkins Bloomberg School of Public Health. She also holds secondary appointments in the Departments of Epidemiology and Oncology.

#### Douglas Storey, PhD

Assistant Professor, Director of the Center for Evaluation Research, and Director for Communication Science & Research in the Center for Communication Programs. Dr. Storey's research and teaching focus on the design, implementation and evaluation of health and environmental communication programs at the national level, mostly in international settings. Current projects in the Middle East, Sub-Saharan Africa and Asia address reproductive health, family planning, maternal and child health, integrated family health, malaria, and the role of narrative communication in behavior and social change programs. He has lived and worked in more than 30 countries and has provided consultancy on communication and evaluation to NCI, CDC, UNICEF, WHO, The Gates Foundation and the World Bank. He is ex-officio Chair of the Health Communication Division of the International Communication Association.

#### Stephen Tamplin, MSE

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

#### Roland J. Thorpe, Jr., PhD, MS

Associate Professor. Dr. Thorpe is Director of the Program for Research on Men's Health, and the Deputy Director, in the Hopkins Center for Health Disparities Solutions. Dr. Thorpe is also a Visiting Research Fellow at Duke University's Center on Biobehavioral Research on Health Disparities. His research focuses on understanding the etiology of racial and socioeconomic disparities in health and functional status among middle-to old age community-dwelling adults, with a focus on men's health disparities. He serves as principal investigator of the National Black Men's Health Pilot Study, the Black Men's Health Study, and Disparities in Prostate Cancer Treatment Modality and Quality of Life: Baseline Study. In addition, he is a co-investigator on the Exploring Health Disparities in Integrated Communities Study. He teaches courses on research design and methods in social and behavioral sciences, advanced methods in health services research, and seminar in health disparities.



#### Karin E. Tobin, PhD

Associate Professor. Dr. Tobin's research interests include examination of social and contextual factors associated with substance abuse and HIV risk, particularly with marginalized populations. Dr. Tobin's signature public health practice activity is the development, implementation and rigorous scientific evaluation of theoretically-based behavioral interventions in domestic and international settings. These interventions have focused on a number of different public health issues including HIV and STI primary and secondary prevention, intervention on opiate overdose, and mental health (depression).

#### Elliott E. Tolbert, PhD

Research Associate. Dr. Tolbert has been trained in qualitative and quantitative methods and his current research aims to improve the quality of life of people with a cancer history. In addition to clinical research, he has a continued interest in examining and addressing the health and well-being of adolescents, young adults and disadvantaged populations, with a focus on health-risk behaviors. Dr. Tolbert is particularly interested in incorporating technology into intervention techniques.

#### Carol Underwood, PhD

Assistant Professor. Dr. Underwood has worked and conducted research in the area of international development and health communication for over 20 years, 18 of which have been with the Center for Communication Programs. Dr. Underwood is the lead researcher for Arab Women Speak Out and African Transformation programs; the former is underway in Arab countries and the latter in Tanzania, Uganda and Zambia. Both programs help community members question existing gender norms, explore how those norms influence health practices, and find sustainable, culturally appropriate ways to alter or reinforce gender norms to enhance health competence in their homes and communities. Dr. Underwood also leads the research component of CCP programs in Malawi and Jordan, where she works with her counterparts to develop theory-informed and evidence-based programs. She has worked extensively in the Arab world, Western and Central Asia, and sub-Saharan Africa. A key aspect has been to translate theory and research findings into workable programmatic recommendations.

#### Ronald Valdiserri, MD, MPH

Senior Research Associate and Distinguished Scholar. Dr. Valdiserri has nearly three decades of public-sector policy and program experience in the fields of HIV/AIDS, sexually transmitted infections and viral hepatitis. He has held public health leadership positions at the U.S. Centers for Disease Control and Prevention, the U.S. Department of Veterans Affairs and the Office of the Assistant Secretary for Health, U.S. Department of Health and Human Services. He has written and lectured extensively on the policy aspects of HIV prevention--including the vital role of community-led efforts, access to curative treatment for hepatitis C infection and sexual health for gay and other men who have sex with men.

#### Brian Weir, PhD, MHS, MPH

Assistant Scientist. Dr. Weir focuses on HIV prevention among people who inject drugs and other at-risk populations. His current HIV-related research includes needs assessment among Baltimore needle and syringe exchange clients and other people who inject drugs in Baltimore, effectiveness of pre-exposure prophylaxis among male sex workers in Thailand, and economic issues in HIV/AIDS prevention and treatment in Tanzania. An additional area of interest is using emergency medical services (EMS) data to describe the epidemiology of drug overdose, violent trauma, asthma, and other acute and chronic health conditions in Baltimore. He is a lead consultant with the Biostatistics, Epidemiology and Data Management Core at the Center for Child and Community Health. Previously, Dr. Weir conducted public health research on a variety of health issues within local and state health departments.

#### Cui Yang, PhD

Assistant Professor. Dr. Yang's research draws from multi-disciplinary perspectives to understand and intervene social and structural factors associated with different health outcomes, with particular emphasis on issues related to substance use, HIV, and mental health in both domestic and international settings. Her current

research activities have centered around three areas: 1) to uses qualitative and quantitative methods and examine social and structural factors associated with alcohol and HIV; 2) to utilize communication technology and develop culturally appropriate and novel risk reduction interventions; and 3) to utilize advanced statistical techniques to evaluate public health interventions. Dr. Yang is principal investigator of NIH-funded research of alcohol use among African American men who have sex with men in Baltimore.

**Administrative Offices (Departmental)**

Department Interim Chair	Margaret Ensminger, PhD	HH 280	410 502-4076	<a href="mailto:mensmin1@jhu.edu">mensmin1@jhu.edu</a>
Associate Chair	Carl Latkin, PhD	HH 737	410 955-3972	<a href="mailto:carl_latkin@jhu.edu">carl_latkin@jhu.edu</a>
Assistant to Chair	Reginia Hawkins			<a href="mailto:rhawkin8@jhu.edu">rhawkin8@jhu.edu</a>
Department Interim Administrator	Erika Wagner	HH 280	410 502-3715	<a href="mailto:ewagner1@jhu.edu">ewagner1@jhu.edu</a>
Academic Administrator	Shenay Johnson	HH 263	410 502-4415	<a href="mailto:shejohns@jhu.edu">shejohns@jhu.edu</a>
Student Payroll Coordinator	Alisha Wells	HH 286	410 502-4418	<a href="mailto:awells18@jhu.edu">awells18@jhu.edu</a>
HR Coordinator	Kathleen Clemens	HH 284	410 502-4413	<a href="mailto:kathleenclemens@jhu.edu">kathleenclemens@jhu.edu</a>
Budget Analyst	Nancy Martin	HH 297	410 502-6926	<a href="mailto:nancymartin@jhu.edu">nancymartin@jhu.edu</a>
Sr. Research Service Analyst	Angela Mellerson	HH 298	410 614-0818	<a href="mailto:amellers@jhmi.edu">amellers@jhmi.edu</a>

## ACADEMIC POLICIES AND RESOURCES

This handbook, in combination with the School's Guidebook, document the policies and procedures that govern your time of study at Johns Hopkins. For your convenience, you will listed the policies and procedures that are most relevant to HBS students. Students are encouraged to familiarize themselves with the complete listing of School policies noted in the Guidebook ([https://www.jhsph.edu/offices-and-services/student-affairs/resources/jhsph-guidebook/2018\\_2019%20Guidebook.pdf](https://www.jhsph.edu/offices-and-services/student-affairs/resources/jhsph-guidebook/2018_2019%20Guidebook.pdf)).

**Note:** Additional information on School policies, procedures and resources for students can be found at: <http://www.jhsph.edu/current-students/> and at [https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic\\_Programs\\_01\\_GeneralPolicies\\_7-7-17.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_01_GeneralPolicies_7-7-17.pdf)

### Academic and Research Ethics Requirements

#### **Academic Ethics**

All students are required to complete the Academic and Research Ethics course (550.860) during their first term. This requirement is independent of the RCR training requirement (described below) and covers topics associated with maintaining academic integrity, including plagiarism, proper citations, and cheating.

A complete copy of the Academic Ethics Code may be found in the **School's Policies and Procedures**

<https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/Pages/default.aspx>

Degree program	Online* Academic and Research Ethics course <b>550.860.82</b>	In-Person Responsible Conduct of Research (RCR) course <b>306.665.01</b> <i>Required before prelims</i>
<b>PhD</b>	<b>Required</b>	<b>Required</b>
Post Docs	Required	**Only if on training grant
Non Degree Students	Required	Not required

\* All new students are automatically enrolled in 550.860.82 in their first term of enrollment at JHSPH.

\*\* For Masters and Post Docs: This applies only to the following programs: D43, D71, F05, F30, F31, F32, F33, F34, F37, F38, K01, K02, K05, K07, K08, K12, K18, K22, K23, K24, K25, K26, K30, K99/R00, KL1, KL2, R36, T15, T32, T34, T35, T36, T37, T90/R90, TL1, TU2, and U2R.

**Note that HBS doctoral students register for 306.665 in their second year (see curriculum).**

#### **Research Ethics.**

Responsible Conduct of Research (RCR) connotes a broad range of career development topics that goes beyond the more narrowly focused "research ethics" and includes issues such as conflict of interest, authorship responsibilities, research misconduct, animal use and care, and human subject's research.

**Policy.** RCR training requirements for JHSPH students are based on two circumstances: their degree program and their source of funding, which may overlap.

1. All PhD students are required to take one of two courses in Responsible Conduct of Research, detailed below

one time, PRIOR TO THEIR PRELIMINARY EXAMINATION, during their doctoral studies.

2. All students, regardless of degree program, who receive funding from one of the federal grant mechanisms outlined in the NIH notice below must take one of the two courses listed below to satisfy the 8 in-person hours of training in specific topic areas specified by NIH (see NOT-OD-10-019): D43, D71, F05, F30, F31, F32, F33, F34, F37, F38, K01, K02, K05, K07, K08, K12, K18, K22, K23, K24, K25, K26, K30, K99/R00, KL1, KL2, R36, T15, T32, T34, T35, T36, T37, T90/R90, TL1, TU2, and U2R. This policy also applies to any other NIH-funded programs supporting research training, career development, or research education that require instruction in responsible conduct of research as stated in the relevant funding opportunity announcements. It does not include other award types that do not have an RCR training requirement, such as R01s or R21s.

**Procedure.** Completion of one of the following courses as recorded on the student's transcript serves as documentation of completion of the requirement.

- 550.600 Responsible Conduct of Research
- 306.665 Research Ethics and Integrity (**HBS students take 306.665**)

Any student or postdoctoral fellow unsure of whether their source of funding requires in-person RCR training should contact the project officer for the award.

### Advising

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

As students move through their degree programs, they may elect to choose a different advisor, depending on their chosen area of concentration and the dissertation topic selected, or for other reasons. In that event, the student should contact the preferred faculty member to determine if that person is able to assume responsibility as the student's advisor. If so, the student should notify the department in writing of an advisor change, obtaining the signatures of the prior advisor and the new advisor, and submit the signed notification to their respective program director for approval. Once approved, notify the Academic Administrator so that they change may be processed.

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

- Students are expected to engage in pre-planning for these meetings.
- Both advisors and students should be aware of and understand curriculum policies and procedures.
- Students and advisors should identify future professional career goals and interests.
- The advisor and student should review the student's tentative curriculum and course schedule, and alternatives should be identified.

- Any major issues or questions about academic programs and non-academic problems should be identified and discussed.
- The academic administrator, the student, and the advisor should be aware of the administrative policies and procedures affecting payment of tuition and fees, academic eligibility for scholarships, loans, and college work-study support. The academic administrator, working with the student and advisor, can help clarify and identify funding opportunities as well as provide guidance regarding academic policies and procedures.

### **Business Cards**

Students can purchase Johns Hopkins Bloomberg School of Public Health business cards through the Career Services Office. Students will be notified by email about this service, and information will be included on the Career Services web page at <http://www.jhsph.edu/offices-and-services/career-services/for-students/>.

### **Career and Job Counseling**

Career planning and job search assistance is available to students and graduates through the Career Services Offices. Activities are planned throughout the year to assist students in sharpening career goals and job search skills. These activities include: individual counseling, career information forums, and group workshops on resume writing, interviewing techniques, professional networking, and other job search skills and strategies. Further information on the services available can be found at <http://www.jhsph.edu/offices-and-services/career-services/for-students/>

### **Certificate Programs**

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

### **Disability Services**

For the Johns Hopkins University Policy on Accommodation for Disabled Persons, please see the Bloomberg School of Public Health Student Handbook. The School's disability services coordinator, Betty Addison, can be reached at 410-955-3034, [baddiso3@jhu.edu](mailto:baddiso3@jhu.edu). Additional information can be found at <http://www.jhsph.edu/offices-and-services/student-affairs/disability-support-services/>

### **E-mail Signature Lines**

If a student in the Department of Health, Behavior and Society chooses to indicate an affiliation with the University in an e-mail signature line, the line must contain information on the student's candidacy status. Sample e-mail signature line wording is below. It is recommended that students use this wording.

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

## Emergency Alerts

As an employee or student of Johns Hopkins University, you are required to enroll in the Johns Hopkins Emergency Alert System (EAS). When an event, e.g., chemical or radiological cloud, shooter, earthquake, tornado warning, bomb threat or other activity, occurs and requires that people rapidly relocate to a safe place, EAS will send a text message and email to those enrolled in the service.

### ***How to Enroll***

1. Go to my.jhu.edu
2. Log in with your JHED ID and password
3. Hover over the My Profile icon on the left and click Emergency Alerts
4. Enter your cell phone number, indicate your service provider, and click the box next to “Receive Emergency Alerts.”
5. At the bottom of the screen, select the appropriate campus for location specific alerts.

## Expense Reimbursement

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

Department of Health, Behavior and Society doctoral, MHS, and MSPH students have been allocated a fund of \$600 per student for the 2018-2019 academic year to reimburse students for expenses related to their academic programs (not to include tuition and fees, headphones or headsets). Expenses may include items such as books, computer equipment and software, conference registrations, travel to a conference, and APHA and other professional organization memberships. All reimbursement requests must be submitted by **June 1, 2019**. Reimbursements may not be made for expenses dated prior to your matriculation date or after you have been certified as complete (MHS and MSPH students) or completed all degree requirements (doctoral students). All receipts need to be submitted within 90 days of purchase. Any receipt submitted to Shenay Johnson after 90 days is not eligible for reimbursement.

To be reimbursed, students should complete an expense reimbursement form (available in Rm. 263 or by emailing [shejohns@jhu.edu](mailto:shejohns@jhu.edu)) and include original receipts showing method of payment. Receipts must show that payment was made, not only the total amount of purchase. Note that reimbursement cannot be made for the sales tax portion of the purchase amount.

Please ask Shenay Johnson if you have any questions about allowable expenses, acceptable receipts, or any other questions about reimbursement policies.

Please submit completed expense reimbursement form to Shenay Johnson, Academic Program Administrator, Rm. 263 Hampton House, [shejohns@jhu.edu](mailto:shejohns@jhu.edu), 410-502-4415

## Faculty Advisor Roles and Responsibilities:

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

- Understand a student’s general educational goals and needs upon entry to the school. Initially, this takes

place just prior to the student's first course registration period. Frequent follow-up encounters are required as the student's professional identity and skills develop.

- Evaluate the student's prior educational background and overall work experience bearing in mind the minimum residence requirements for the degree and resolve promptly the potential need to extend the full-time residence beyond the minimum or otherwise modify any major component of the student's
- Clarify the progressive and sequential nature of the student's curriculum using appropriate school and department policy and procedures statements, the catalog, and the JHSPH course system.
- Identify the various key educational resources available in the school and throughout the greater University.
- Aid in course selection appropriate to the student's goals and capabilities and consistent with required and elective course selection guidelines and policies.
- Work with the department chair in the selection of preliminary oral and thesis readers committees.
- Work with the advisee in selecting, developing, and executing a thesis, essay or field project, and in identifying financial and other resources needed to satisfactorily conduct the same.
- Maintain appropriate awareness of the level of compatibility between the student advisee and self in terms of subject interests and personality.
- Bring to the attention of the student other faculty members having either professional or research interests relevant to the student's program focus.
- Facilitate the advisee's change of department, advisor, and program if deemed appropriate and of benefit to the student.
- Maintain appropriate awareness of school regulations regarding registration, financial aid, the grading system, pass/fail options and contents of the catalog, prospectus, course lists, academic program Policy and Procedures Manuals (PPMs), Student Handbook, relevant departmental guidelines, policies, and procedures.
- Help the student to choose the appropriate registration status in light of various extenuating personal and academic requirements. For students in unusual circumstances, the advisor must be knowledgeable about the procedures for requesting exceptions to school policy and for obtaining a leave of absence, when appropriate.
- Be readily accessible to advisees for the purpose of approving and signing course registration forms, assisting with resolution of course conflicts, and approving and signing all course change forms and pass/fail agreement forms.
- Actively monitor the student's overall academic program and be sensitive to any signs of academic difficulty. Work with department chair, academic program director, the director of Records and Registration, the associate deans, and various other administrative officers of the school as appropriate when special needs or academic difficulties are identified.

Provide strategic guidance in an attempt to assure that the advisee continues to remain in good standing for the duration of the program. In cases where an advisee is not making satisfactory academic progress, the advisor works with the student in devising a plan for stabilizing and rectifying the situation. In cases where a remedy cannot be found, the advisor deals honestly with the student in recommending withdrawal from the course of study or other more appropriate action.

- Be sensitive to personal problems of a cultural, medical, legal, housing, visa, language, or financial nature.
- Be particularly aware of the fact that the school has a sizeable number of international students who come from a wide variety of educational settings and, because of their prior experience, have needs as professionals, students and individuals that may vary greatly from domestic students. Therefore, these students may require exceptional degrees of sensitivity, understanding and support. The JHMI Office of

International Services <http://ois.johnshopkins.edu/> and other administrative units provide guidance and support to faculty advisors in their dealings with foreign students. In many cases, one or more of these administrative units can more directly address students' need. For example, the Johns Hopkins International Society [http://ois.jhu.edu/News\\_and\\_Events/The\\_International\\_Society/](http://ois.jhu.edu/News_and_Events/The_International_Society/), an informal social group composed of JHMI physicians, students, nurses and employees from a variety of cultural backgrounds, provides programs for cultural, social, and educational exchange.

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

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

## **Funding**

### ***Doctoral Programs***

All incoming PhD students are provided with a doctoral scholarship for full tuition for four years, dependent on satisfactory performance. The Department is also committed to seeking opportunities that will allow it to provide additional financial support to its students

### ***Other sources of funding***

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

The individual NRSA (National Research Service Award, NIH) may provide partial tuition and stipend support for up to three years for doctoral candidates planning to undertake research in certain areas. Students may apply for individual training support from NIH.

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

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

### ***Student Funding Resources***

Funding databases with information on resources and funding proposal procedures are available at <http://www.jhsph.edu/admissions/funding-opportunities> . Another site to visit is the NRSA website



<http://grants.nih.gov/training/nrsa.htm>.

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

If you are planning to submit a grant proposal, such as a NRSA (National Research Service Award, NIH), involve your advisor in the planning at least 3-6 months before the application deadline. In order to prepare the budget and for information on other administrative procedures, contact Alisha Wells, Student Payroll Coordinator, and cc Angela Mellerson, Sr. Research Service Analyst in HBS, **preferably two months, but at least one month, in advance**. Alisha's contact information: 410-502-4418, [awells18@jhu.edu](mailto:awells18@jhu.edu), Room 286; Angela's contact information 410-614-0818, [amellers@jhmi.edu](mailto:amellers@jhmi.edu), Room 298 Hampton House. Include your contact information, as well as the NIH PA# or the link to the grant proposal information, and who your advisor is. You will need an ERA Commons username (usually your JHED ID) for all NIH proposals. Alisha will confirm with you that you have an ID; if you do not, she will assist you in obtaining one. Also, your signature will be required on internal Compliance forms that we will send to you (a University form that accompanies all grant proposals).

The Office of Research Administration (ORA) will need to have your grant proposal **at least 7 business days in advance** of the grant proposal deadline.

### **Grading System, Pass/Fail Option, and Auditing Courses**

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

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

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

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

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

Note: Audited courses count toward tuition calculation and the 22 credit per term limit but do not count toward

full-time enrollment. **Units associated with audited, undergraduate, or informal courses, or courses taken to satisfy entrance conditions, are not credited in the School programs. Please contact the Academic Office if you have any questions regarding auditing courses.**

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

Health, Behavior and Society also maintains email groups for HBS students and others interested in receiving information from the Department. All new students are automatically added to the email group. Items that may be distributed via email include but are not limited to: announcements about Department of Health, Behavior and Society seminars, student-related meetings and activities, social events, and student funding and job opportunities. Students also receive announcements from the HBS student organization.

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

Doctoral and master's students have access to the HBS student workroom, located in the Wolfe St Building, Room W3023. Access to the room is card reader only, so please contact the academic administrator with your full name and badge number to be added to the access list. HBSSO handles the workspace ground rules for this space including use for group meetings and other purposes, so please contact the HBSSO leaders for further details. In addition, PhD students have access to an independent research space in Hampton House B47.

### **Identification Badges**

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

### **Information Technology**

Information Technology serves as the central computing resource for the Bloomberg School of Public Health. Its mission is to provide hardware, software, and services resources to support the instructional and research needs of the students and faculty. More information about Information Technology is available at <http://www.jhsph.edu/offices-and-services/information-technology/>

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

The Office of International Student, Faculty and Staff Services maintains a website with current information for international students: <http://ois.jhu.edu/>

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

JHED is the University's web directory. All faculty, staff, and students are included in the directory; however, individuals have the ability to determine which data elements may be accessible on both Intranet (local Hopkins access) and Internet (world-wide) levels. Members of the Hopkins community are granted secure access to the directory via their Login IDs (LID) and passwords. Questions regarding access to JHED should be directed to JHED Support at 410-516-HELP.

### **Leave of Absence**

A leave of absence refers to and is limited to students who, while in good academic standing, are forced to

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

Students planning to request a leave of absence must file a petition which is signed by the departmental chairman, the student's advisor, appropriate staff members in the area of Student Services and the registrar. An active file fee of \$50 per term is assessed for each term within the leave of absence period. Prior to resuming the degree program, students on leave of absence must notify the department chair and the registrar. Upon return from leave of absence status, students must register for a minimum of two successive terms before completion of their degree programs. **Important:** *The failure of a student to register without obtaining an approved leave of absence or nonresident status will be considered withdrawn from the degree program and the School. The student must be formally readmitted by the program and department before resuming a program of study.*

### **Library Services**

To meet the needs of the Bloomberg School of Public Health, the Welch Library strives to focus on the diverse areas unique to public health such as basic and applied research, social policy, mental health, management and evaluation of the delivery of health services, biostatistics, epidemiology, environmental health sciences, and the impact on the behavior and health of the community at the individual and societal levels. WelchWeb ([www.welch.jhmi.edu](http://www.welch.jhmi.edu)), the library's Web site, serves as a point of entry to the complete array of programs and services offered by the library. The primarily electronic collection includes more than 7100 electronic journals, 11,425 electronic books, 421 databases, and 2274 videos available to users anytime, anywhere. Among the many available resources are PubMed, EMBASE, SCOPUS, Web of Science, CINAHL, PsycINFO, Global Health, LEXIS NEXIS, FirstSearch, Proquest, etc.

Donna Hesson is the librarian for the Department of Health, Behavior and Society. She is here to provide assistance in finding information, helping with literature searches, and offering instruction on how to use the library resources Hopkins has to offer. She is available any time via email ([dhesson@jhmi.edu](mailto:dhesson@jhmi.edu)) or you may stop by the 9th floor of Hampton House where she has office hours. Her hours in Hampton House are as follows:

9th Floor, Hampton House

Monday 10am-1pm

Tuesday 10am-3pm

Wednesdays 9:30am-3pm \*\* (Main SPH building 2nd floor landing near The Daily Grind)

Thursday 10am-12noon

Friday 10am-3pm

### **Mail Bins**

HBS provides mail bins for students on the second floor of Hampton House.

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

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

### ***Special Student Regular***

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

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

### ***Special Student Limited***

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

### ***Postdoctoral Fellows***

The Bloomberg School of Public Health and the Department of Health, Behavior and Society encourage qualified applications for postdoctoral training. Seminars and formal courses offered at any of The Johns Hopkins University Schools are available as part of the research program which is the core of most postdoctoral efforts in this department. Although postdoctoral training programs have an overall general similarity, the mark of this educational process is its variety and flexibility. Planning for such a program therefore depends on agreement between the trainee and the supervising faculty member. Once accepted as a postdoctoral fellow, the fellow is considered a student-fellow and must maintain a student registration. A postdoctoral fellow must register for a minimum of 16 credits per term. The 16 credits may be a combination of Postdoctoral Research (410.830) and courses of interest to the postdoctoral fellow. Postdoctoral fellows are not permitted to earn more than 16 credits of didactic course work for academic credit during their tenure as a postdoctoral fellow. However, this 16 credit limit may be extended for some special postdoctoral training programs if prior approval is obtained from the School's Committee on Academic Standards. Even in cases where an exception to the 16 credit limit has been granted, only 16 credits can be transferred to meet degree program requirements. There is no limit on the number of courses a fellow may audit. The postdoctoral fellow's advisor approves the registration request.

Links to postdoctoral fellow PPM and Guidebook: <http://www.jhsph.edu/academics/postdoctoral-training/Appointing%20Postdoc%20Fellows>

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

#### ***Policy***

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

parental leave.

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

### ***Provisions***

Parental leave shall include sixty calendar days of stipend/salary support\* and health insurance coverage. Stipend and health insurance support during parental leave will not be granted to those individuals who do not have such support provided to them at the time of the request for leave. Graduate students and postdoctoral fellows who receive loans must comply with his/her loan payback requirements.

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

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

### ***Procedures***

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

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

\*\* Students and Postdoctoral Fellows supported on NIH Training Grants must adhere to the NIH Policy on Unpaid leave, which states, "Individuals requiring extended periods of time away from their research training experience, that is, more than 15 calendar days of sick leave or more than 60 calendar days of parental leave, must seek approval for an unpaid leave of absence. Approval for a leave of absence must be requested in advance from the NIH awarding office. Fellows must provide a letter of support from the sponsor, countersigned

by an AOO, and must advise the NIH awarding office of the dates of the leave of absence. Upon approval of the request, the NIH awarding office will issue a revised NRFA extending the ending date of the current budget period by the appropriate number of days or months of unpaid leave time. Recipients are precluded from spending award funds during the leave of absence.”

## **Security Services**

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

## **Student Assistance and Well-Being**

The Office of Student Life is available to assist students by providing support and assist in navigating resources pertaining to personal and academic challenges. If you would like to schedule a one-on-one appointment with a staff member in the Office of Student life, you can [contact the Office of Student Life directly](http://www.jhsph.edu/offices-and-services/office-of-student-life/contact-student-life/index.html). <http://www.jhsph.edu/offices-and-services/office-of-student-life/contact-student-life/index.html> Students can also contact the [Johns Hopkins Student Assistance Program](#) which provides resources to assist students across the Johns Hopkins community with any pressures and difficulties they may face during their academic careers. The Johns Hopkins Student Assistance Program (JHSAP) is a life management resource that can help you identify and manage challenging issues in healthy ways. Getting help is free, convenient, and confidential. Services include:

- Short-term counseling
- Crisis response
- Healthy relationship support
- School-life coaching and adjustment
- Educational workshops
- Dean, faculty, and staff consultations

For more information or to schedule an appointment, visit [www.jhsap.org](http://www.jhsap.org), call 443-287-7000, or email [jhsap@jhu.edu](mailto:jhsap@jhu.edu).

Students in need of physical well-being assistance should contact [University Health Services](#).

## **Student Employment**

Prior to accepting any employment at Johns Hopkins University, students must contact the Department’s Student Payroll Coordinator, Alisha Wells, [awells18@jhu.edu](mailto:awells18@jhu.edu). Students must have a valid I-9 on file before any work can begin. The effective date of the I-9 must not be prior to the date the I-9 has been completed by the department. International students will also need to complete a Foreign National Information Sheet to be submitted to the JHU Tax Office. [http://finance.jhu.edu/depts/tax/about\\_tax.html](http://finance.jhu.edu/depts/tax/about_tax.html)

Students are required to submit timesheets for hours worked; signed (copies not accepted) timesheets must be submitted weekly in order to process payments. Students are paid twice per month. Once hired, a personnel number will be assigned. When the new personnel number is assigned, an e-mail will be sent to the student and the supervisor along with a copy of the timesheet and instructions for timesheet submissions. Accurate timekeeping is important; please read the form carefully before completing. Students should also take care not

to complete duplicate timesheets. If timesheets are submitted for a week previously processed, an e-mail will be sent to the student and the student's supervisor requesting clarification.

Students should contact Ms. Wells (office hours: Monday – Friday, 8:00 a.m. – 4:30 p.m.) promptly if they have any questions concerning payroll procedures.

### **Student Groups**

The Health, Behavior and Society Student Organization (**HBSSO**) is the student-run group of elected and interested PhD and master's students. HBSSO has two main functions: academic and social. In the academic realm, it is an official communication vehicle between students, staff and faculty to discuss curriculum, student life, advising, research, and other student issues. HBSSO also coordinates picnics, end-of-the-year celebrations, community service activities, and other social events throughout the year. HBSSO has a Student Assembly representative who serves as our official link to what is happening at a school-wide level.

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

### **Summer Institute**

The course and registration information for the 2019 Summer Institute will be available on the School and Department websites in February 2019. Summer Institute tuition is **not** included in full-time tuition. It is not expected that PhD students will take courses in the Summer Institute.

### **Teaching Assistant Policy**

Any student who wishes to serve as a Teaching Assistant (TA) in any Health, Behavior and Society course must first complete the self-paced, online "Teaching Assistantships I: Essential Elements" course. Teaching Assistants link: <https://sites.google.com/site/ctlteachingtoolkit/teaching-assistants> . Direct link to register: <https://courseplus.jhsph.edu/core/index.cfm/go/enr:enr.start/cID/296/> Students planning to take online courses should first take the free, non-credit mini-course "Introduction to Online Learning (IOL)." Students are now required to take IOL before beginning their first term. See <https://courseplus.jhu.edu/core/index.cfm/go/course.home/cid/90/> Registration for "Teaching Assistantships II: Interactive Methods" is highly recommended for students who wish to develop their knowledge and skills as Teaching Assistants. Students who complete both courses will receive a certificate of completion.

### **Transfers**

When a matriculated student wants to change degree programs or move from one academic department to another prior to completion of a degree, it is considered a "Transfer." "Transfers" do not involve the School's Admissions Office. Transfers are distinct from the situation where a student completes one degree and wants to pursue another; such a student must formally apply to the School, as this is not considered a transfer.

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

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

### **Training in the Responsible Conduct of Research (RCR)**

Responsible Conduct of Research (RCR) connotes a broad range of career development topics that goes beyond the more narrowly focused "research ethics" and includes issues such as conflict of interest, authorship responsibilities, research misconduct, animal use and care, and human subject's research.

**Policy.** RCR training requirements for JHSPH students are based on two circumstances: their degree program and their source of funding, which may overlap.

All PhD students are required to take 306.665 Research Ethics and Integrity, PRIOR TO THEIR PRELIMINARY EXAMINATION, during their doctoral studies.

### **Travel Abroad Notice**

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

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

If students are traveling to a less developed part of the world, they should be certain to contact their health care provider or the Johns Hopkins International Travel clinic to learn about recommended immunizations and other matters to guard health. Located on the East Baltimore campus, the International Travel Clinic can be reached by



telephone at 410-955-8931. Further information about recommended immunizations and prophylaxis is available at the CDC Website, <http://wwwn.cdc.gov/travel/contentVaccinations.aspx>

International students must contact the Office of International Services (OIS) well in advance of any travel to avoid compliance issues with their visa status.

Students who travel must complete a Graduate Student Study Release and International Travel Checklist and leave the forms with their Academic Administrator. Copies of the forms can be accessed at <https://my.jhsph.edu/sites/itr/default.aspx>. Students are also strongly encouraged to register their travel on the International Travel Registry at this link.

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

### **Weather Emergencies**

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

## PhD Program

Program Director: Dr. Katherine Clegg Smith

HBS Academic Administrator Shenay Johnson, 263 Hampton House, 410-502-4415  
[shejohns@jhu.edu](mailto:shejohns@jhu.edu)

### Overview of PhD Program

The PhD program is designed for students seeking training for careers in social and behavioral sciences, health education, and health communication, most often in academic or research settings. The curriculum emphasizes the application of social and behavioral science perspectives to contemporary health problems. The training in this program focuses on the theoretical perspectives and methods of the social and behavioral sciences that enable scholars to understand and influence the social contexts and behaviors relevant to health.

The PhD degree represents outstanding scholarly achievement and the accomplishment of independent research. The University's Doctor of Philosophy Board oversees the granting of all PhD degrees.

The following two areas are examples of significant work in the PhD program:

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

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

This sociological and psychological conceptualizations of health and illness, theories of stress and coping, and the special problems in the design and measurement of social and psychological variables are emphasized in the training of the PhD student. The interactive and independent roles of psychosocial factors for disease, with a focus on the social context in which illness is defined and treated, are emphasized. Major social structural divisions such as gender, socioeconomic status, and ethnicity are influential in health outcomes. The basic structure and function of health care systems of societies are also considered in their social-political context.

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

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

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

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

## **Course Requirements**

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

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

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

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

Students take the departmental and School-wide preliminary oral examinations by the end of their third year in residence. Faculty members examine the student's readiness to conduct independent research. Upon passing, students pursue a research topic under the guidance of an academic advisor and faculty committee. The student's written dissertation is presented in a formal public seminar and then defended at a final School-wide oral examination. Most students complete the PhD within five years, and the School requires that students complete within seven years.

## **Course Requirements - School**

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

Candidates who have completed a master's program at the Bloomberg School of Public Health may apply 12 credits from that program toward this School requirement of taking at least 18 credit units outside the department. Contact the HBS Academic Office for further information.

## Curriculum - Social and Behavioral Sciences

**Note: Minimum of 16 credits (including special studies and thesis research) required each term throughout doctoral program.**

### *First year, first term*

#### Required Courses

- 550.860 Academic and Research Ethics course (online-should be automatically enrolled in this course)  
140.621 Statistical Methods in Public Health I (4)  
340.721 Epidemiological Inference in Public Health  
410.860 Graduate Seminar (2)  
410.863 Doctoral Seminar in Social and Behavioral Research and Practice (1)

410.600 Fundamentals of Health, Behavior and Society is highly recommended for those students with little social and behavioral sciences background. Students should discuss this with their advisors to ensure that they have covered the course content and have met the learning objectives of this course in prior coursework. The course should be taken in 1<sup>st</sup> term by students who plan to take the course.

Students are required to discuss course selections with their advisors prior to registration. Students not taking 410.600 in 1<sup>st</sup> term are required to select at least one 1<sup>st</sup> term HBS course in addition to 410.860 and 410.863.

**TA Training:** Any student who wishes to serve as a Teaching Assistant (TA) in any Health, Behavior and Society course must first complete the self-paced, online “Teaching Assistantships I: Essential Elements” course. Teaching Assistants link:

<https://sites.google.com/site/ctlteachingtoolkit/teaching-assistants>. Direct link to register:  
<https://courseplus.jhsph.edu/core/index.cfm/go/enr:enr.start/cid/296/>

Students planning to take online courses should first take the free, non-credit mini-course “Introduction to Online Learning (IOL).” Students are now required to take IOL before beginning their first term. See <https://courseplus.jhu.edu/core/index.cfm/go/course.home/cid/90/>

Registration for “Teaching Assistantships II: Interactive Methods” is highly recommended for students who wish to develop their knowledge and skills as Teaching Assistants. Students who complete both courses will receive a certificate of completion.

### *First year, second term*

- 140.622 Statistical Methods in Public Health II (4)  
410.860 Graduate Seminar (2)

410.615 Research Design in the Social and Behavioral Sciences (3), is highly recommended for those students with little social and behavioral sciences background. Students should discuss this with their advisors to ensure that they have covered the course content and have met the learning objectives of this course in prior coursework.

**First year, third term**

- 140.623 Statistical Methods in Public Health III (4)  
410.860 Graduate Seminar in Social and Behavioral Sciences (2)

**First year, fourth term**

- 140.624 Statistical Methods in Public Health IV (4)  
410.860 Graduate Seminar in Social and Behavioral Sciences (2)

**Second year, first term**

- 410.870 HBS Research and Proposal Writing Process for Doctoral Students I (2)  
550.600 Responsible Conduct of Research (1- take this or 306.665- see pg.19)

**Second year, second term**

- 550.865.81 Public Health Perspectives on Research (2)

**Required of all PhD/ScD students, ScM students, and MHS students enrolled in academic/advanced study programs.** Students may obtain waivers if they have 1. completed an MPH, professional MHS, or MSPH degree at a domestic institution within the last ten years, 2. enrolled in an MSPH program or in the DrPH program, or 3. taken and passed with a B or better graduate-level courses in the five Council on Education for Public Health (CEPH) core areas that are biostatistics, epidemiology, social and behavioral sciences, environmental health sciences, and health systems administration. Requests for waivers should be addressed to Maryann Smith ([mksmith@jhsph.edu](mailto:mksmith@jhsph.edu)) Lecture times: Not applicable (online); LiveTalk sessions: Wednesdays at 12:00 noon or 5:30 PM online

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

**Second year, third term**

- 306.665 Research Ethics and Integrity (3) if the student did not take 550.600.

**Recommended HBS courses**

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

The Department offers a flexible PhD curriculum. Students are strongly encouraged to balance breadth and depth, theory and methodology in pursuing training in the Department. The Department has a broad focus, incorporating health education/health communication as well as social and psychological influences on health.

**HBS courses recommended for doctoral students and offered by term (list does not include required courses noted above):**

Term 1:            Course Title and # Credits

410.600	Fundamentals of Health, Behavior and Society (4)
410.612	Sociological Perspectives on Health (3)
410.620	Program Planning for Health Behavior Change (3)
410.653	Contemporary Issues in Health Communication (1)
410.656	Entertainment Education for Behavior Change and Development (4)
410.676	Clinical Health Behavior Change Experience in Weight Management (variable credit)
410.733	Communication Network Analysis in Public Health Programs (4)
410.861	Graduate Seminar in Community-Based Research (1)
410.690	Ethnographic Fieldwork (4)

Term 2:

550.601	Implementation Research and Practice (3) (extradepartmental)
550.629	Introduction to Sexual Orientation, Gender Identity, and Public Health (3) (extradepartmental)
410.631	Introduction to Community-Based Participatory Research: Principles and Methods (3)
410.640.81	Global Tobacco Control (3)
410.650	Introduction to Persuasive Communications: Theories and Practice (4)
410.668	Policy Interventions for Health Behavior Change (3)
410.679	Global Communication and Social Change
410.710	Concepts in Qualitative Research for Social and Behavioral Sciences (3)
410.861	Graduate Seminar in Community-Based Research (1)

Term 3:

410.613	Psychosocial Factors in Health and Illness (3)
410.626	Alcohol, Society and Health (3)
410.651	Health Literacy: Challenges and Strategies for Effective Communication (3)
410.654	Health Communication Programs I
410.672.81	Introduction to Campaigning & Organizing for Public Health (3)
410.676	Clinical Health Behavior Change Experience in Weight Management (variable credit)
410.721	Translating Research into Public Health Programs I (2)
410.752	Children, Media and Health (3)
410.755.81	Health Communication Programs
410.861	Graduate Seminar in Community-Based Research (1)
410.712	Qualitative Analysis

Term 4:

410.610	Health and Homelessness (3)
410.611	Health, Poverty and Public Policy in the U.S. (3)
410.620.81	Program Planning for Health Behavior Change (3)

410.625	Injury Prevention: Behavioral Sciences Theories and Applications (3)
410.711	Doctoral seminar in mixed methods for public health research (3)
410.630	Implementation and Sustainability of Community-Based Health Programs (3)
410.640.81	Global Tobacco Control (3)
410.655	Health Communication Programs II (4)
410.657	Communication Strategies for Sexual Risk Reduction (3)
410.660	Latino Health: Measures and Predictors (3)
410.663	Media Advocacy and Public Health: Theory and Practice (3)
410.672.81	Introduction to Campaigning & Organizing for Public Health (3)
410.675	Critical Analysis of Popular Diets and Dietary Supplements
410.680	Social Ecological Approaches to Health Regimen Adherence in Chronic Conditions (3)
410.685	Data Analysis and Presentation in Social and Behavioral Sciences Research (3)
410.711	Doctoral Seminar in Mixed Methods for Public Health Research (3)
410.722	Translating Research into Public Health Programs II (2)
410.861	Graduate Seminar in Community-Based Research (1)
415.624	Ethical, Legal and Social Implications in Genetics and Genomics Over Time (2)

School of Public Health course listings for courses in HBS and other departments:  
<http://www.jhsph.edu/courses/>

Students also have the opportunity to take courses in other divisions of the University. Contact Records and Registration regarding interdivisional course registration procedures. <http://www.jhsph.edu/offices-and-services/student-affairs/records-and-registration/interdivisional-registration.html>

### Additional Requirements in Methodological Training

In addition to the specific required courses listed above, students are required to complete, **prior to their preliminary oral examination**, at least one course in each of four areas of methodological training in the social and behavioral sciences: quantitative methods (QN), qualitative methods (QL), evaluation methodologies (EV), and methods applications specific to the social and behavioral sciences (SBS). These courses should be taken for letter grade and not on a Pass/Fail basis. From the menu of courses listed below, students should carefully choose methods training by considering both their previous training and future research goals. Departmental faculty should be consulted as needed.

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

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

Qualitative (QL)
*410.690 Ethnographic Fieldwork (4)
*410.710 Concepts in Qualitative Research (3)
*410.712 Theory & Practice in Qualitative Data Analysis & Interpretation for the Social & Behavioral Sciences (3)

224.691 Qualitative Data Analysis (3)
<b>Quantitative (QN)</b>
*410.686 Advanced Quantitative Methods in the Social and Behavioral Sciences: A Practical Introduction (4)
*410.733 Communication Network Analysis in Public Health Programs (4)
140.640 Statistical Methods for Sample Surveys (3)
140.641 Survival Analysis (3)
140.655 Analysis of Longitudinal Data (4)
140.656 Multilevel Statistical Models in Public Health (4)
140.762 and 140.763 Bayesian Methods I and II (3 each, every other year, next offered in 16-17)
330.657 Statistics of Psychosocial Research: Measurement (4)
340.606 Systematic Reviews and Meta-Analysis
380.712 Methods in Analysis of Large Population Surveys (3)
<b>Evaluation (EV)</b>
*410.721 and 410.722 Translating Research into Public Health Programs I and II (4 total)
300.713 Research and Evaluation Methods for Health Policy (4)
305.613 Evaluation-Informed Program Development and Implementation (4)
380.611 Fundamentals of Program Evaluation (4)
380.612 Applications in Program Monitoring and Evaluation (4)
<b>SBS Applications (SBS)</b>
*410.631 Introduction to Community-Based Participatory Research: Principles and Methods (3)
*410.711 Doctoral Seminar in Mixed Methods for Public Health Research (3)
221.638 Health Systems Research and Evaluation in Developing Countries (4)
340.677 Infectious Disease Dynamics: Theoretical and Computational Approaches (3)
340.717 Health Survey Research Methods (4)
380.603 Demographic Methods for Public Health (4)
380.711 Issues in Survey Research (3)

\*HBS faculty instructor

### Course/Credit Load

The Department strongly encourages doctoral students to register for fewer than 19 credits (including special studies and thesis research) in any one academic term. While a credit registration of more than 18 credits is possible through the registration system, departmental faculty think that the additional course burden prohibits doctoral students from dedicating the appropriate time needed for the educational activities being undertaken. Any decision to register for more than 18 credits should be carefully considered and discussed with the student's



advisor prior to registering. Doctoral students should register for a minimum of 16 credits each term; the maximum number of credits per term is 22.

### **Satisfactory Academic Progress**

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

1. A minimum grade point average (GPA) of 3.00. Any doctoral student who does not obtain the minimum 3.00 GPA by the end of the third term during the first year will not be permitted to sit for the written qualifying exams. In this situation, an appropriate course of action will be determined by the Department chair.
2. All courses required for the program must be taken for a letter grade. All HBS departmental courses must be taken for a letter grade except with prior consent of the advisor. The pass/fail option may only be used for elective courses and only with the consent of the student's advisor.
3. No grades below a "B" in core courses.
4. All grades will be calculated into the student's GPA.
5. All doctoral students will have their transcript evaluated at the end of their first year. This evaluation will be completed in conjunction with the qualifying exam review process.

### **Independent Developmental Plans (IDP)**

It is now university policy that each Ph.D. student and Post Doctoral Fellow should develop an individual development plan (IDP) in conjunction with their advisor. This is in line with the 2014 NIH notice that strongly encourages the development of an institutional policy on Individual Development Plans for all graduate students and postdoctoral scholars who are supported by NIH funds. Beginning in 2017-2018, all matriculating PhD students must complete an IDP, review it with their advisor and submit a signed IDP form for departmental records on an annual basis.

The IDP is a mechanism for self-reflection as well as a communication and planning tool for the student and their faculty mentor/s. The IDP can be useful to make sure that the student and the advisor's expectations are clearly outlined and in agreement so that there are no big surprises, particularly at the end of the student's training.

The goal of the IDP and the annual review process is to support the student in their success in the program and in attaining readiness for their intended future career. To this end, the IDP creates a structure for the student to:

1. assess current skills, interests, and strengths;
2. make a plan for developing skills to meet academic and professional goals; and
3. communicate and collaborate with supervisors, advisors, and mentors about evolving goals and related skills.

The onus to engage in the IDP process is on the student, with the support and input of the advisor. Although the IDP is kept on file in the department, it is primarily a document for use by the student. Through the IDP process, it is possible that the student may decide to identify various additional mentors to whom they can go for expertise and advice.

Once an IDP is written, it is expected that it will be revisited and revised by the student and their advisor (and when appropriate, the dissertation committee) on an annual basis, and that this review will be integrated into an annual review process for each student. It is expected that the department will keep a record of this document, and of the process by which it was developed and revised.

We are proposing that there be three aspects of the HBS IDP that will be completed on an annual basis, and **submitted to the academic coordinator (Shenay Johnson) by January 15<sup>th</sup> of each year**. The IDP summary and the signature form will both be kept in the student's departmental file.

1. Self assessment and goal setting, primarily accomplished by the student through the completion of the AAAS IDP tool. The tool is accessible at the following website: <https://myidp.sciencecareers.org>

While all elements of this tool are likely to be beneficial for the student, the elements that must be completed are the skills and interests assessments, the goal setting elements and the identification of mentors. We encourage completion of all elements of the sciencecareers IDP, but the elements outlined above are the essential elements.

2. Advisor's response to the plan. It is required that the advisor be involved in a review and possible refinement of the student's IDP process. In most instances, this feedback will be provided in the context of an in-person meeting between the student and their advisor. There may be circumstances where it makes sense to involve other faculty members (such as members of the thesis committee). There may also be times (such as if remote fieldwork is being undertaken) where review of a plan needs to occur via skype or phone call. In all cases, students and advisors should discuss the plan submitted.

The student should set up a meeting with their advisor specifically to review the IDP. The IDP should be forwarded to the advisor in advance of this meeting so that the advisor has time to review before the meeting. The student and the advisor should discuss the IDP, and possibly revise (e.g. add goals or members of the mentorship team). Both student and advisor should sign the signature form. The student should scan this form and send electronic copies of the IDP and the form to Shenay Johnson, ccing their advisor and the PhD program director (Kate Smith).

3. Departmental and program feedback to the student at regularly scheduled times (at least annually). This written feedback should provide an evaluation of student progress in the program to date and the student's graduation trajectory, and progress towards stated career goals. Departmental feedback should be integrated into the IDP process. **Students will receive written departmental feedback by August 1<sup>st</sup> of each year**. The goals outlined in the IDP will be reviewed in preparation of this feedback. Other elements of the IDP will not factor into departmental feedback.

### Ideas for items/topics to consider in creation/review of the IDP

#### Year 1

1. Career goal for PhD program (long term goals)
2. Coursework plans/goals for Year 1 (other than required courses)
3. Coursework plans/goals before embarking on dissertation
4. Skills assessment (areas of strength and needs for additional training)

5. Goals for establishment of professional identity and network
6. Goals for research opportunities in coming year/entire PhD program
7. Goals for teaching opportunities
8. Goals for practice opportunities
9. Funding targets/opportunities
10. Preparation for qualifying exams

### **Year 2/3 (before departmental and schoolwide preliminary exams)**

1. Achievements/goals met over the past year
2. Challenges faced over the past year
3. Career goal for PhD program (long term goals)
4. Remaining coursework plans/goals (other than required courses)
5. Skills assessment (areas of strength and needs for additional training)
6. Goals for establishment of professional identity and network
7. Goals for research opportunities in coming year/entire PhD program
8. Goals for teaching opportunities
9. Goals for practice opportunities
10. Goals related to identification of dissertation topic/focus
11. Progress on identification of broader mentorship team/committee
12. Progress on preparation of dissertation proposal
13. Funding targets/opportunities

### **Years 3+ (after preliminary exams)**

1. Achievements/goals met over the past year
2. Challenges faced over the past year
3. Career goal for PhD program (long term goals)
4. Dissertation goals for the coming year
5. Planned timeline for program completion and remaining activities and milestones
6. Non-dissertation (research/teaching/practice) goals for remainder of program
7. Skills assessment (areas of strength and needs for additional training)
8. Goals for establishment of professional identity and network
9. Identification of possible career opportunities
10. Funding targets/opportunities

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

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

### **Departmental Qualifying Examination**

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

substantive knowledge of the major field and related areas.

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

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

### **Research Hours**

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

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

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

The research hours should be completed between matriculation and the Departmental preliminary oral exam. Completion of this requirement will be monitored by the Department through submission of the Research Hours Form to the HBS Academic Office. Please contact the Academic Office for the form.

### **Departmental Preliminary Oral Examination**

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

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

The departmental preliminary orals committee consists of four faculty members and an alternate. The student's advisor is included in the four committee members. All committee members should have primary appointments in the Department of Health, Behavior and Society. (An exception is made when the student's advisor has a primary appointment in another department and a joint appointment in HBS.) The senior faculty member from the department who is not the student's advisor will serve as chair of the committee. The exam is closed, with only the committee members and the student in attendance.

The student will coordinate the date of the exam with the exam committee members and will distribute a copy of his/her research proposal to all committee members at least three weeks before the exam is scheduled to be held. The student is required to complete the Departmental Oral Form, available from the HBS Academic Office. The information required on this form includes the names of the committee members, the title of the research protocol and the date, time, and location of the exam. Committee members will receive formal written notification of the exam date and time by memo from the Department chair.

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

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

Note: The exam is an evaluation of the student's general academic preparation and is not limited to an assessment of the student's proposal or the details of the proposed study.

Based on the above criteria, students can then receive:

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

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

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

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

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

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

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

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

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

The School-wide preliminary oral examination takes place after the student has successfully completed the departmental qualifying examination and the departmental preliminary oral examination and completed **550.600.01, Responsible Conduct of Research (it is only offered in 1<sup>st</sup> term)**. You will not be approved to complete the school-wide exam if you have not taken this course. The purpose of this examination, as stated in the School's Policy and Procedure Memorandum (PPM), is to determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest. Specifically, the examiners will be concerned with the student's:

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

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

All requests for extensions beyond the stated time periods to take and pass the School-wide Preliminary Oral Examination or to complete the doctoral degree requirements must be approved by the Committee on Academic Standards. School policy regarding extension requests:

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

Contact the Academic Administrator for the most up-to-date information on extension policies.

**The School-wide preliminary oral examination must be scheduled at least one month in advance by submission of a preliminary oral examination form to Shenay Johnson.** Instructions on scheduling the examination and information on committee composition are available on the Records and Registration web site:

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

**After successful completion of School-wide preliminary oral exam, students register for 16 credits of 410.820 Thesis Research each term (or a combination of Thesis Research and other courses totaling at least 16 credits) until completion of all degree requirements.**

### **IRB Approval**

Among the many issues students should consider in developing a research study is the issue of whether it will qualify as human subjects research. The JHSPH IRB office is charged with making sure that research studies involving human subjects comply with federal, state, and local law, as well as institutional policy. The IRB has posted a guidance document on its website called "What needs review by IRB?" which you may access from this page: <http://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects/other-degree-students.html>. More information about student projects is available here: <http://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects/>.

The IRB office has prepared a student manual at [http://www.jhsph.edu/offices-and-services/institutional-review-board/pdfs-and-docs/Student%20Manual\\_V15\\_17Jul14\\_Final.pdf](http://www.jhsph.edu/offices-and-services/institutional-review-board/pdfs-and-docs/Student%20Manual_V15_17Jul14_Final.pdf). Students should review this manual carefully and discuss the issues as they relate to the proposed project with their advisors as a first step in understanding the process and evaluating whether the proposed study will involve human subjects research.

Human subjects research includes both primary data collection from living humans and secondary data analysis of identifiable private information, and use of existing identifiable biospecimens. All student studies involving data about humans should be submitted to the IRB. A faculty member must serve as the Principal Investigator of a student research project. The PI assumes full responsibility for the study. The IRB website includes extensive FAQs about general IRB topics, using the PHIRST electronic application system, completing the CITI human subjects research training, and student research. If there are further questions, contact the IRB office (410-955-3193) and make an appointment to review any questions with a research subjects specialist.

### **Dissertation Advisory Committee**

The progress of each doctoral student is followed regularly, at least once a year, by a committee consisting of the dissertation advisor and two to four other faculty members, from both inside and/or outside the student's department. The student and his/her advisor, with the consent of the Department chair, decide on the composition of this committee. The objective of the Dissertation Advisory Committee is to provide continuity in the evaluation of the student's progress during the dissertation phase of the student's training. Students should form their advisory committees and obtain IRB approval soon after passing their preliminary oral exams and well before the Office of Graduate Education and Research deadline.

Each month, the Office of Graduate Education and Research will generate a report of the students who passed their Preliminary Oral Exam within the past three months. (Students receiving a conditional pass must meet the conditions before this contact is initiated.) An e-mail and "Dissertation Research Documentation Form" will be sent to the student and copied to the student's Dissertation Advisor (as identified on the Preliminary Oral Exam Committee) and the Academic Administrator. The form is to be completed and returned within three months of contact (or six months past preliminary oral exam date) to the Office of Graduate Education and Research for

tracking and inclusion in the student's academic file. A copy is kept in the HBS Academic Office. This documentation will then be attached to the combined Appointment of Dissertation Readers' and Final Oral Exam Committee Composition form in order to obtain final signatory approval from the Sr. Associate Dean for Academic Affairs.

The first formal meeting of the Dissertation Advisory Committee must be held by the time the student is developing his/her dissertation proposal after the preliminary oral examination and prior to submitting the "Dissertation Research Documentation Form."

As noted in the "Milestones" table of this handbook, students should schedule meetings with their advisors at least once per term to review their dissertation progress. Students should also plan to meet at least once per year with their Dissertation Advisory Committee and provide this committee with a written progress report and a copy of the "HBS Doctoral Dissertation Progress Evaluation Form" (available from the HBS Academic) to be completed by the student's advisor, attached to the progress report, and submitted to the HBS Academic Office for the student's file. The first progress report and evaluation form should be completed by one year from the date the "Dissertation Research Documentation Form" was submitted.

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

### **Dissertation Guidelines**

All doctoral students must complete an original investigation presented in the form of a dissertation. The dissertation must be based on original research, worthy of publication, and acceptable to the Department of Health, Behavior and Society and to a committee of dissertation readers. During the student's application process, various research ideas may have been discussed with faculty members. However, each student's dissertation proposal must be developed, reviewed, and found acceptable to departmental faculty while the candidate has been enrolled as a doctoral student.

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

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

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



Committee, but not both. All faculty members must serve as Dissertation Readers representing the department of their primary faculty appointment.

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

### **Oral Defense of Dissertation**

The oral defense of the dissertation by the candidate before a committee of the faculty is the final step for the doctoral degree candidate. Instruction and forms for the appointment of dissertation readers and scheduling the final oral exam can be accessed at

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

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

The completed form must be submitted to the HBS Academic Office for review. The Academic Administrator will obtain the Department chair's signature and forward the form to Records and Registration. **Committee members should be given at least 30 days to properly read the dissertation before the defense, and the "Dissertation/Dissertation Approval Form," signed by the advisor, should be included with the dissertation copies. The advisor should consult with committee members at least two weeks prior to the exam date to ensure that the student is ready to proceed with the exam.**

Students must be continuously registered up to and including their term of completion. A doctoral student is not considered complete at the time he/she passes their final defense. Note that students must be registered in the term of their final oral exam. Doctoral students who schedule their exams after the end of 4<sup>th</sup> term must register for summer term. They then have until the end of the add/drop period of the following term to complete all requirements. Students are considered complete (a) when copies of his/her acceptance letters from the Examining Committee Chair and Dissertation Advisor are on file in the Office of Records & Registration; (b) the dissertation is submitted electronically to The Milton S. Eisenhower Library; and (c) a pdf copy of the dissertation and a dissertation form submitted to the academic administrator once approved by the library.

Students should be sure to check both graduation and registration deadlines with the academic administrator well in advance.

### **Public Seminar**

As a culminating experience, all doctoral students are required by the School to present a formal, public seminar. A room that holds not less than 25 people should be reserved for the public seminar. A three-hour period should be allowed for the final oral examination, consisting of the public seminar and session with the examination committee. It will begin with an approximately 45 minute public seminar followed by 15 minutes of Q&A with the audience. This will be immediately followed by the closed portion of the examination, which is closed to all except the doctoral candidate and the examination committee. Records and Registration posts the seminar announcement to the School's events calendar.

## Dissertation Policy for HBS Doctoral Students

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

During the student's application process, various research ideas may have been discussed with faculty members. However, each student's dissertation proposal must be reviewed and found acceptable to the Department of HBS while the candidate is enrolled as a student in the Department.

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

Each of these options is described briefly below.

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

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

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

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

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

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

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

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

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

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

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

- A total of three (or more) papers, linked to the student's dissertation topic. One of these papers may be the literature review, provided it is a comprehensive critical review, suitable for publication.

If one of the three papers is not a literature review, the dissertation must still contain a chapter that critically surveys the literature.

- A chapter which integrates and discusses the findings reported in the manuscripts. It should include a discussion of the conclusions of the research, and it should make recommendations for further studies.
- An appendix outlining in detail the study methods and any accompanying data tables necessary to fully understand the data.

A manuscript oriented dissertation must also meet the following criteria:

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

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

### **Role of Faculty Advisor:**

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

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

Thesis guidelines and deadlines:

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

Link to School PPM on PhD Degree

[https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic\\_Programs\\_15\\_Doctor\\_of\\_Philosophy\\_Degree\\_GTPCI\\_071417.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_15_Doctor_of_Philosophy_Degree_GTPCI_071417.pdf)

Link to HBS Doctoral Degree Program Competencies

[http://www.jhsph.edu/departments/health-behavior-and-society/degrees/phd\\_social\\_behavioral/](http://www.jhsph.edu/departments/health-behavior-and-society/degrees/phd_social_behavioral/)

MILESTONES FOR THE PhD PROGRAM		
Key Dates	Task/Event	Date Completed
<b>First Year</b>		
<b>Term 1</b>		
Before 1 <sup>st</sup> term registration	Introductory Advisor Meeting	
	Course selections – Discussion of required and highly recommended courses, courses in area of interest, and special studies.	
	Identify professional and educational goals. Review deadlines. Review the Individual Development Plan Procedures	
<b>Term 2</b>		
Before 2 <sup>nd</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
	Discuss research plans. Identify faculty resources.	
	Discuss the Individual Development Plan (IDP)	
<b>Term 3</b>		
Before 3 <sup>rd</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
	Submit IDP to Academic Coordinator	
<b>Term 4</b>		
Before 4 <sup>th</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
By end of first year	Residency requirement met	
	Student has discussed research hours requirement with advisor	
	Departmental qualifying exam in June	
<b>Second Year</b>		
<b>Term 1</b>		
Before 1 <sup>st</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	
	Discuss possible composition of oral exam committees.	
	Review IDP and procedures	
<b>Term 2</b>		
Before 2 <sup>nd</sup> term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	

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

# **Forms for PhD Students**

## **Begin on Next Page**

**The Johns Hopkins  
University Bloomberg School  
of Public Health**  
Timetable for Completion of Degree  
Requirements  
**All Doctoral Candidates**  
If **Graduation** is planned for **AY 2018-2019**

Requirement	Due Dates for Summer Conferral August 24, 2018	Due Dates for Fall Conferral December 28, 2018	Due Dates for Spring Conferral May 23, 2019
<p><b>Student has:</b></p> <ul style="list-style-type: none"> <li>◦ <i>verified with their Academic Coordinator that all academic requirements for the degree (except for submission of the thesis) have been fulfilled.</i></li> <li>◦ <i>Submitted the Appointment of Thesis Readers and Final Oral Exam Form to the Office of Records &amp; Registration. Thesis has already been distributed to readers.</i></li> </ul>	<p>Friday <b>June 8, 2018</b></p>	<p>Friday <b>September 7, 2018</b></p>	<p>Friday <b>February 22, 2019</b></p>
<p><b>Final Oral Exam has been held and passed.</b></p>	<p>Friday <b>July 6, 2018</b></p>	<p>Friday <b>October 5, 2018</b></p>	<p>Friday <b>March 15 for Option 1 March 18 -March 29, 2019 For Option 2</b></p>
<p><b>Student has:</b></p> <ul style="list-style-type: none"> <li>◦ <i>submitted Thesis Acceptance Letters from Committee Chair and Thesis Advisor to the Office of Records &amp; Registration.</i></li> <li>◦ <i>submitted electronic copy of dissertation (PhD, DrPh &amp; ScD) to: Sheridan Library: <a href="http://etd.library.jhu.edu">http://etd.library.jhu.edu</a></i></li> </ul>	<p>Friday <b>July 27, 2018</b></p>	<p><b><u>Option 1</u></b> Friday <b>November 2, 2018</b> 2<sup>nd</sup> term Registration NOT Required</p> <p><b><u>Option 2</u></b> Friday <b>November 16, 2018</b> 2<sup>nd</sup> term Registration Required</p>	<p><b>Must defend by 3/15/19</b> <b><u>Option 1</u></b> Friday <b>April 5, 2019</b> 4<sup>th</sup> term Registration NOT Required</p> <p><b>Must defend between 3/18 and 3/29</b> <b><u>Option 2</u></b> Friday <b>April 26, 2019</b> 4<sup>th</sup> term Registration Required</p>

**May 21, 2019**  
**Arena Thursday, May 23, 2019**  
**Arena**

**School Convocation\* - Royal Farms**  
**University Commencement\* – Royal Farms**

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

\*Diplomas for August and December graduates will be ordered at the time of conferral and will be mailed directly from the vendor. August and December graduates are welcome to participate in the May convocation and commencement ceremony(ies).



**International Students should contact the Office of International Services before dropping registration. <http://ois.jhu.edu/>**

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, [ebudlow1@jhu.edu](mailto:ebudlow1@jhu.edu).

**(these dates are subject to future changes)**

## CURRICULUM VITAE

(YOUR NAME)

### PERSONAL DATA

*Home Address (optional)*  
*Business Address, Phone, FAX & E-Mail*

### EDUCATION AND TRAINING

*Degree/Year*  
*Institution and Field Postdoctoral Training*  
*Medical or Other Licensure*  
*Medical Board or Other Certification*

### PROFESSIONAL EXPERIENCE (annotate as appropriate)

*Position, Dates and Institution beginning with Current Faculty Position include any relevant practice positions*  
*Principal Responsibilities*

### PROFESSIONAL ACTIVITIES

*Society Membership and Leadership Participation on Advisory Panels Program or Project Development Consultations*

### EDITORIAL ACTIVITIES

*Peer Review Activities Editorial Board*  
*Membership Ad Hoc Review of Proposals*

### HONORS AND AWARDS

*Honors*  
*Awards*  
*Named Lectureships*

### PUBLICATIONS (list separately)

*Journal Articles (signifies peer review) Books or Monographs*  
*Articles, Editorials and other publications not peer reviewed*  
*Chapters*  
*Practice-Related Reports (annotate with regards to impact on the field or the profession as appropriate)*

### PRACTICE ACTIVITIES

#### Research Findings translation to Inform Policy and Practice (annotate with regards to impact on the field or the profession as appropriate)

*Testimony (federal, state, and local level)*  
*Presentations to policy-makers and other stakeholders*  
*Consultations with policy-makers and other stakeholders*  
*Research finding dissemination through media appearances and other communication venues (federal, state, and local)*  
*Software development*

*Other practice activities*

**TEACHING**

*Advisees*

*Name, Degree and Dates Thesis Title (if applicable)*

*Preliminary Oral Participation*

*Final Oral Participation*

*Classroom Instruction*

*Title, Course Enrollment (if Principal Instructor) Other Significant Teaching*

**RESEARCH GRANT PARTICIPATION**

*Title of Grant, Dates and Sponsoring Agency Principal Investigator and Funding Level Main Grant Objective Principal Responsibilities of Individual*

**ACADEMIC SERVICE**

*Division and/or Department School University*

**PRESENTATIONS** *Scientific Meetings*

*Invited Seminars*

**ADDITIONAL INFORMATION**

*Personal statement of research and practice goals, objectives and impact  
Keywords (for sorting)*

**Department of Health, Behavior and Society  
Departmental Preliminary Oral Examination**

Name: \_\_\_\_\_

Degree Program: \_\_\_\_\_

Committee Members:

1. \_\_\_\_\_  
Advisor Faculty Rank

2. \_\_\_\_\_  
Faculty Rank

3. \_\_\_\_\_  
Faculty Rank

4. \_\_\_\_\_  
Faculty Rank

Alternate:

\_\_\_\_\_  
Faculty Rank

Protocol Title: \_\_\_\_\_

\_\_\_\_\_

Date of Exam: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Approved: \_\_\_\_\_  
Advisor

---

This form should be submitted to the HBS Academic Coordinator (Rm. 263 HH) at least 3 weeks prior to the exam date.

Notice sent to committee members: \_\_\_\_\_  
Date

**Department of Health, Behavior and Society  
Departmental Preliminary Oral Examination – Report of Results**

Student Name: \_\_\_\_\_

Degree Program: \_\_\_\_\_ Date of Exam: \_\_\_\_\_

Title of Proposal: \_\_\_\_\_

\_\_\_\_\_

Examining Committee:

1. \_\_\_\_\_ 2. \_\_\_\_\_  
Chair of Committee Advisor

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_  
Alternate

.....  
Results of Examination

\_\_\_\_\_ Unconditional Pass

\_\_\_\_\_ Conditional Pass      Conditions must be met by: \_\_\_\_\_

Conditions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Fail

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Examining Committee Signatures:

1. \_\_\_\_\_ 2. \_\_\_\_\_  
Chair of Committee Advisor

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_  
Alternate

Please return signed form and file to HBS Academic Coordinator, Rm. 263 HH

## HBS Doctoral Research Hours

All doctoral students in the Department of Health, Behavior and Society are required to engage in or be exposed to at least two research projects prior to the departmental oral exam (see HBS Student Handbook). A minimum of 300 hours for total work on research tasks is required.

Student Name: \_\_\_\_\_

### Research Project 1

Project Title: \_\_\_\_\_

Primary Investigator: \_\_\_\_\_

Duration of Research Hours: \_\_\_\_\_

Brief description of research activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Research Project 2

Project Title: \_\_\_\_\_

Primary Investigator: \_\_\_\_\_

Duration of Research Hours: \_\_\_\_\_

Brief description of research activity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Advisor Name : \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Research Mentor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Received by HBS Academic Coordinator on \_\_\_\_\_

**HBS Doctoral Dissertation Progress Evaluation Form**

Student: \_\_\_\_\_

Degree Program: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date of Dissertation Advisory Committee Meeting: \_\_\_\_\_

Dissertation Advisory Committee Members Present:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluation of doctoral dissertation progress:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Advisor Signature

**Attach copy of student's progress report**

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Advisor signature

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(date)

---

Academic Coordinator signature:

---

(date)

**Dissertation/Thesis Information Form  
For Bound Department Copy**

Information we need to submit dissertation/thesis online to Thesis on Demand:

\_\_\_\_\_ Please check to confirm that your dissertation/thesis has been approved by the Eisenhower Library.

Name as it will appear on the binding:

First Name: \_\_\_\_\_

Middle Name or Initial (optional): \_\_\_\_\_

Last Name: \_\_\_\_\_

Dissertation/Thesis Title (note that Thesis on Demand limits titles to 100 characters):

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Year: \_\_\_\_\_

Abbreviated Degree, e.g., PhD, DrPH, ScM: \_\_\_\_\_

Eisenhower Library link about formatting: <http://guides.library.jhu.edu/etd>

**What things should I be aware of when preparing my PDF (from Thesis on Demand FAQs)?**

There are a couple of things to be aware of when creating your PDF for upload to our system – they are: Make sure your fonts are embedded – this is an option available in most PDF-producing programs. To check if your fonts are embedded:

1. Open Adobe Reader or Adobe Acrobat
2. Click on “Document Properties”
3. Click on “Fonts Tab”
4. Each font listed should have “(Embedded)” or “(Embedded Subset)” next to the font
5. If font does not have one of these next to it, font is NOT embedded

Make sure images that are embedded in your document are the highest quality you can get. We suggest a minimum 300 dpi for images or graphics. Although in most cases lower dpi images print quality is acceptable in thesis, note that images under 300 dpi may print with a lower resolution resulting in poor print quality.

Make sure you have permission to use any images contained within your thesis or dissertation