Message from the Department Chair

August 2020

Dear Students and Fellows:

It is with great pleasure that I welcome those of you who are new, and those who are returning, to our department for this new Academic Year 2020-21. The Department of Mental Health is at the forefront of exciting developments in the field of public mental health. We are committed to applying the public health approach to alcohol, drug, mental health and behavioral problems in adults and children around the world.

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

Faculty and staff join me in wishing you a rich and rewarding year, both academically and personally. We are extremely excited to have you join us in our department's mission to address the important problems of public mental health.

Warm regards,

M. Daniele Fallin, Ph.D.
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THE DEPARTMENT OF MENTAL HEALTH

Mission
The mission of the Department of Mental Health is to advance the understanding of mental and behavioral disorders, to develop, implement, evaluate methods to prevent and control these disorders, to promote mental health in populations around the world, and to educate the next generation of public health professionals that will promote this mission.

About the Department of Mental Health

The Department of Mental Health is the first and the only department-level unit in a school of public health that focuses on Mental Health. The formal charter in 1961 under Dr. Paul Lemkau developed directly from an unusual pairing at Johns Hopkins in 1907 between Dr. Adolf Meyer, a skilled, pragmatic psychiatrist, and Clifford Beers, who, in his memoirs of his own harsh experiences, *A Mind That Found Itself*, crusaded against cruel, institutional treatment of mental illness. Meyer introduced Beers to William Henry Welch, the first Dean of the School of Hygiene and Public Health, and Welch was so committed to mental health that he served as president of the National Committee on Mental Hygiene for several years. These three individuals were powerful visionaries who elevated the level of public discourse about the etiology and treatment of mental disorders.

Meyer believed that mental disorders occurred in the context of brain physiology and one’s home and social environment, and that review of the individual’s life story and social environment could provide critical clues as to the treatment and community-based prevention of psychiatric disorders.

Research Areas and Centers

The Department emphasizes ongoing research that enriches and stimulates the teaching programs. All students and fellows are encouraged to participate in at least one research group of a major research program such as those listed below.

Psychiatric Epidemiology
(Primary Faculty Contacts: Dr. Heather Volk, hvolk1@jhu.edu; Dr. Peter Zandi, pzandi1@jhu.edu)

Mental and behavioral disorders impose a significant burden on public health, and are among the leading causes of disability worldwide. Faculty use the tools of epidemiology and biostatistics to understand the occurrence and distribution of mental and behavioral disorders across people, space and time, and to investigate the causes and consequences of these disorders in order to develop more effective intervention strategies to treat and prevent them and to promote mental health. Faculty are involved in a range of population-based studies of mental and behavioral disorders that span the life course from in utero to the elderly, typically with studies that are prospective and developmentally oriented.
Substance Use
(Primary Faculty Contacts: Dr. Renee Johnson, rjohnson@jhu.edu; Dr. Brion Maher, brion@jhu.edu)

A major focus of the Department is the epidemiology of substance use and related disorders, encompassing tobacco, alcohol, and illegal drugs. Our faculty’s research uses a life course framework and social-ecological perspective to understand the determinants of substance use, including opportunities to use drugs, initiation, use disorders, services, and treatment. A major goal of this research is the identification of potential targets for intervention leading to the development and testing of preventive intervention approaches. Another body of research focuses on the consequences of drug use, including comorbid psychiatric disorders and health consequences such as HIV/AIDS. The Department is the site of several National Institute on Drug Abuse (NIDA) funded studies, as well as a NIDA-funded research training program.

Cognitive Health and Aging
(Primary faculty contacts: Dr. George Rebok, grebok1@jhu.edu; Dr. Michelle Carlson, mcarlso2@jhu.edu)

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

Global Mental Health
(Primary faculty contacts: Dr. Judy Bass, jbass1@jhu.edu; Dr. Sarah Murray, sarah.murray@jhu.edu)
Countries trying to develop in the face of adversity, such as conflict, the HIV epidemic, and natural disasters, face impediments not just in infrastructure development but also in human development. Establishing a physically and mentally healthy populace is a necessary component for promoting development in low-resource countries. Health problems that chronically impair functioning are likely to cause significant social and economic problems by both reduced social and economic contribution by the individual and the increased resources required to care for them. As publicized in the WHO and Harvard University ‘Global Burden of Disease’ reports, common mental illnesses constitute the major cause of dysfunction both globally and specifically in poor countries. Faculty in the Department of Mental Health and throughout the School of Public Health are pioneers in conducting applied research to understand cross-cultural and cross-contextual variations in the manifestation of disorders and to investigate the impact of prevention and intervention programming on populations living in areas with few resources. The Department houses an NIMH-funded training program for pre- and postdoctoral training.

**Psychiatric Genetics**  
(Primary faculty contacts, Dr. Dani Fallin, dfallin@jhu.edu; Dr. Brion Maher, brion@jhu.edu)

Family, twin and adoption studies show that genetic factors play an important role in the etiology of the major mental and behavioral health disturbances and responses to treatment for these disturbances. Faculty in the department are leaders in research to identify these genetic factors and explain how they interact with the physical and social environment to increase (or decrease) the risk for these disturbances. The goal of this research is to establish better predictive models of who is at risk for illness and establish the foundation for developing more rational treatment and preventative strategies. Faculty collaborate with investigators from around the school, including the Department of Epidemiology and the Department of Biostatistics in the School of Public Health; the Department of Psychiatry and Behavioral Sciences and the Institute of Genetic Medicine in the School of Medicine; and the Kennedy Krieger Institute. They are engaged in population and family based studies of a wide range of psychiatric disorders and related phenotypes including: Major Depression, Bipolar Disorder, Alzheimer’s Disease, Schizophrenia, Autism, Obsessive-Compulsive Disorder, Substance Abuse and Dependence, Suicide, and Stress-related cortisol response. The latest tools and techniques are utilized from genome-wide linkage, genome-wide association, next-generation sequencing, gene expression and epigenetic studies. There are a number of outstanding didactic and practical training opportunities for students interested in psychiatric and behavioral genetic epidemiology. Students may pursue advanced coursework in genetic epidemiology, behavioral genetics, statistical genetics, and bioinformatics. They may also gain practical research experience by collaborating on different projects lead by the departmental and affiliated faculty around the school.

**Prevention Science**  
(Primary faculty contacts: Dr. Tamar Mendelson, tmendel1@jhu.edu; Dr. Rashelle Musci, rmusci@jhu.edu)

Several faculty work in the area of prevention science. The Department was the home to the former Center for Prevention and Early Intervention, a collaborative effort between the Bloomberg School of Public Health and community partners in prevention and early intervention.
such as the Baltimore City Public Schools System, the Family League of Baltimore City, Baltimore Mental Health Systems and the Maryland Department of Education, and prevention and early intervention researchers at Morgan State University, Pennsylvania State University, the University of California at Los Angeles, the University of Alabama, Columbia University, and Stanford University.

The goals of that center included improvement of school-based preventive and early treatment interventions for children and adolescents identification of factors that inhibit or facilitate prevention and treatment practices and dissemination of best practices. The Center for Prevention and Early Intervention builds on the foundation laid by the Johns Hopkins Prevention Intervention Research Center (1985-2001), which provided the basis for two generations of school-based, preventive intervention field trials in Baltimore and their ongoing follow-ups. These general goals are still the focus on many ongoing studies by prevention faculty in our department. In addition, prevention scientists in the department also work in the health care sector, and on prevention of specific outcomes such as child sexual abuse and suicide.

**Epidemiologic Catchment Area-East Baltimore (ECA)**
(Primary faculty contact: Dr. William Eaton, weaton1@jhu.edu; Dr. Adam Spira, aspira@jhu.edu)

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

**Wendy Klag Center for Autism and Developmental Disabilities**
(Primary faculty contact: Dr. Dani Fallin, dfallin@jhu.edu; Dr. Heather Volk, hvolk1@jhu.edu)

The Wendy Klag Center (WKC) is dedicated to the promotion of research and education regarding the origins, detection, measurement and prevention of conditions that affect behavioral, socioemotional and/or cognitive development, related to developmental disabilities, as well as evaluation of services and policies that support optimal development of affected children and their families. The Center, housed in Mental Health, is a school-wide effort that involves faculty and students across all departments who are pursuing research in autism or developmental disabilities. The Center offers journal clubs, seminars, and other events, as well as student internship placements and competitive student project funding and student travel awards.
Current research by WKC faculty and students include national autism surveillance with the CDC (ADDM network), a national autism case-control study focused on genetic and environmental contributions to etiology (the SEED study), a national pregnancy cohort study of autism spectrum disorder (the EARLI study), multiple projects in genetic and epigenetic analyses of these samples, and projects focused on services delivery and policy, as well as methodological research. The Center offers competitive student research funding, internships, and travel awards.

**Moore Center for the Prevention of Child Sexual Abuse**
(Primary faculty contact, Dr. Elizabeth Letourneau, elizabethletourneau@jhu.edu)

The Moore Center for the Prevention of Child Sexual Abuse was established in October 2012 with a 5-year private gift from the Stephen and Julia Moore family. The Center’s fundamental mission is to move the public toward adoption of a comprehensive public health policy that focuses significant resources on the primary prevention of child sexual abuse. The Center will achieve this goal through research, education, communication, advocacy and policy activities. With respect to research, Center projects focus on the development and evaluation of primary prevention interventions that target parents/caregivers, young adolescents, and the wider community. Planned projects include an economic analysis of the impact of child sexual abuse and a survey on the collateral consequences of child sexual abuse on close relatives and romantic partners of victims. The Center focuses equally on the prevention of victimization and perpetration. Child sexual abuse is identified by the World Health Organization as one of 25 factors that contributes substantively to the global burden of disease. Current strategies that focus efforts on after-the-fact rehabilitation and retribution are insufficient to address this serious problem. Rather, a comprehensive public health approach that emphasizes the importance of effective primary prevention is needed. To our knowledge, this Center is the first to have such a focus.

**Statistical Methods for Mental Health**
(Primary faculty contacts, Dr. Elizabeth Stuart, estuart@jhu.edu; Dr. Rashelle Musci, rmusci1@jhu.edu)

The methods program area is interested in developing and applying innovative statistical and economic methods for public mental health research. These methods are crucial for generating accurate answers to research questions. The methods, for example, help deal with complications regarding missing data and non-adherence in randomized trials, how to analyze complex data such as DNA or complex longitudinal data, how to measure and model variables that are not directly observable, and how to model the cost and benefit trade-offs of preventive interventions. There are strong links between the methods research group and other groups in the Department, such as the substance use research group, the Center for Prevention and Early Intervention, and the Center for the Prevention of Youth Violence. There are three particular research areas within this program area: statistics, economics, and latent variables and measurement. The statistics area focuses on the development of statistical methods for estimating causal effects, such as estimating the long-term consequences of adolescent drug use, as well as methods for designing and analyzing randomized experiments, such as of school-based preventive interventions. The economics area focuses on addiction economics, specifically the economics of drug and alcohol use and mental disorders and the evaluation of treatment.
programs for these disorders. A third area examines methods for measuring concepts related to mental health, such as measures of the built environment and alcohol use among drivers, and for modeling relationships between observed variables and variables that we do not directly observe (latent variables), such as cognitive decline. Student involvement in the methods program area consists of research assistance opportunities, as well as advising by faculty members in statistical and economic methods. Relevant coursework includes term-long and summer institute courses in the Department of Mental Health, such as the Methods seminar, courses in the design of cluster-randomized trials, and a two-term sequence on statistics for psychosocial research. Courses in the Biostatistics department are also relevant, including a causal inference course taught by Dr. Stuart. Many doctoral students interested in this program area also pursue a concurrent MHS in Biostatistics.

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

**Department Organization**
The department is led by the Department Chair (Dr. Fallin). Under the chair is a Vice Chair for Diversity, Equity and Inclusion (Dr. Johnson), a Vice Chair of Research (Dr. Spira), and a Vice Chair of Education (Dr. Bass). The Department Chair appoints all committee chairpersons, faculty, and staff. In each case, the committee's function is to establish an agenda of interests in a specific area, initiate a discussion and review issues or requests, formulate a consensus and specific proposals or policies, and bring recommendations for action before the full Department for vote. Committee determinations are not final until endorsed by a majority vote.

Within the department structure, there are several standing and ad-hoc committees that oversee faculty and student research, practice and education. For specific questions on committee mandate and make-up, please contact the Vice Chairs or the Senior Academic Program Coordinator.

**Departmental Honors and Awards**
Annually, a committee of Department faculty, solicits nominations and selects students as recipients of the following awards:

- **The Morton Kramer Award** – made annually to a doctoral student who has demonstrated excellence in the application of biostatistical and epidemiologic methods to the solution of problems in research dedicated to advancing our knowledge of the epidemiology of mental disorders, and to the application of such knowledge in programs designed to prevent and control mental disorders and associated disabling conditions.
- **The Paul V. Lemkau Award** – made annually for outstanding performance in doctoral studies in the field of mental health.

- **The Lucy Shum Memorial Award** – made annually for a student in the Department of Mental Health who will work in the arena of public health policy for mental health issues. If there are several eligible students a preference will be given to students of Chinese heritage.

- **The Rose and Ali Kawi Award** – made annually to support outstanding students pursuing a doctoral degree in the Department of Mental Health who furthers the work of Dr. Ali Kawi, a graduate of the Department, and his work in research and education in neuropsychiatric disorders, psychosomatic research and prenatal factors in reading disorders, and learning and mental health.

- **The Alberta Szalita Award** – made annually to support a graduate student or junior faculty member in the Department of Mental Health. Preference will be given to recipients who are clinically trained.

The departmental Honors and Awards Committee is responsible for choosing the recipients of the awards each year, based on nominations from the faculty, and the awards are granted at a school-wide awards ceremony and also recognized at the department’s annual end-of-year party.

**Academic Training Programs**

The Department of Mental Health houses multiple NIH-funded doctoral and postdoctoral institutional training programs:

**Psychiatric Epidemiology Training (PET) Program**

This interdisciplinary doctoral and postdoctoral program is affiliated with the Department of Epidemiology and with the Department of Psychiatry and Behavioral Sciences at the School of Medicine. The Program is co-directed by Dr. Peter Zandi (pzandi1@jhu.edu) and Dr. Heather Volk (hvolk1@jhu.edu). The goal of the program is to increase the epidemiologic expertise of psychiatrists and other mental health professionals, and to increase the number of epidemiologists with the interest and capacity to study psychiatric disorders. Graduates are expected to undertake careers in research on the etiology, classification, distribution, course, and outcome of mental disorders and maladaptive behaviors. The Program is funded with a training grant from the National Institute of Mental Health.

Pre-doctoral trainees are required to take the four term series in Epidemiologic Methods (340.751-340.754), as well as the four term series in Biostatistics (140.621-624). In addition to the other departmental requirements for the doctoral degree, pre-doctoral trainees must also take four advanced courses in one of the domains of expertise they have selected to pursue: Genetic and Environmental Etiology of Mental Disorders, Mental Health Services and Outcomes, Mental Health and Aging, and Global Mental Health. Pre-doctoral trainees should consult with their advisor and the program director to select courses consistent with their training goals.

Postdoctoral fellows take some courses, depending on background and experience, and engage in original research under the supervision of a faculty member. They are expected to have mastery in the basic principles and methods of epidemiology and biostatistics. Thus, fellows are required to take 340.721 Epidemiologic Inference in Public Health, 330.603 Psychiatric Epidemiology,
and some equivalent of 140.621 Statistical Methods in Public Health I and 140.622 Statistical Methods in Public Health II. They may be waived from these requirements by the program director if they can demonstrate equivalent prior coursework.

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

This training program is co-led by Dr. Renee M. Johnson (rjohnson@jhu.edu) and Dr. Brion Maher (brion@jhu.edu). The DDET program is designed to train scientists in the area of substance use and substance use disorders. Research training within the DDET Program focuses on: (1) genetic, biological, social, and environmental factors associated with substance use, (2) medical and social consequences of drug use, including HIV/AIDS and violence, (3) co-morbid mental health problems, and (4) substance use disorder treatment and services. The DDET program is funded by the NIH National Institute on Drug Abuse.

The program supports both pre-doctoral and postdoctoral trainees. Pre-doctoral trainees have a maximum of four years of support on the training grant. After completing required coursework, pre-doctoral trainees are expected to complete original research under the supervision of a faculty member affiliated with the DDET program. Postdoctoral trainees typically have two years of support on the training grant. They are required to engage in original research on a full-time basis, under the supervision of a DDET faculty member. Trainees’ research projects must be relevant to the field of substance use.

All trainees are required to attend a weekly seminar series focused on career development and substance use research. The DDET program supports trainees’ attendance at relevant academic meetings, including the Annual Meeting of the College on Problems of Drug Dependence (CPDD) each June. Training grant appointments are awarded annually and are renewable given adequate progress in the academic program, successful completion of program and departmental requirements, and approval of the training director.

Pre-doctoral trainees are required to take the required series in epidemiology and biostatistics, as well as The Epidemiology of Substance Use and Related Problems (330.602). In addition, they must take three advanced courses that enhance skills or content expertise in substance use and related problems: one in epidemiology (e.g., HIV/AIDS epidemiology), one in biostatistics, and one in social and behavioral science or health policy. The most appropriate biostatistics course will provide instruction on a method the trainee will use during the thesis research (e.g., survival analysis, longitudinal analysis methods). (Course requirements for trainees from other departments will be decided on a case-by-case basis.)

Postdoctoral trainees are expected to enter the program with mastery in the basic principles and methods of epidemiology and biostatistics. They are required to take The Epidemiology of Substance Use and Related Problems in their first year (330.602), as well as required ethics courses. Postdoctoral trainees are encouraged to take courses in scientific writing and grant writing.

**Global Mental Health Training (GMH) Program**

The Global Mental Health Training (GMH) Program is a training program to provide public health research training in the field of Global Mental Health. It is housed in the Department of Mental Health, in collaboration with the Departments of International Health and Epidemiology. The GMH Program is supported by a T32 research training grant award from the National Institute on Mental Health.
Institute of Mental Health (NIMH). Dr. Judy Bass (jbass1@jhu.edu) is the training program director.

As part of this training program, trainees will undertake a rigorous program of coursework in epidemiology, biostatistics, public mental health and global mental health, field-based research experiences, and integrative activities that will provide trainees with a solid foundation in the core proficiencies of global mental health while giving trainees the opportunity to pursue specialized training in one of three concentration areas that are recognized as high priority: (1) Prevention Research; (2) Intervention Research; or (3) Integration of Mental Health Services Research.

Pre-doctoral trainees are required to take the required series in epidemiology and biostatistics and department of mental health required courses. In addition, they must take three courses that will enhance skills and content expertise in global mental health: 330.620 Issues in Mental Health Research in Developing Countries, 224.694 Mental Health Intervention Programming in Low and Middle Income Countries, and 330.680 Promoting Mental Health and Preventing Mental Disorder in Low and Middle Income Countries.

The Mental Health Services and Systems (MHSS) Program
The Mental Health Services and Systems (MHSS) program is an NIMH-funded T32 training program run jointly by the Department of Mental Health and the Department of Health Policy and Management and also has a close affiliation with the Johns Hopkins School of Medicine. Drs. Elizabeth Stuart (estuart@jhu.edu) and Colleen Barry (cbarry@jhu.edu) are the training program co-directors.

The goal of the MHSS Program is to train scholars who will become leaders in mental health services and systems research. This program focuses on producing researchers who can address critical gaps in knowledge with a focus on: (1) how health care services, delivery settings, and financing systems affect the wellbeing of persons with mental illness; (2) how cutting-edge statistical and econometric methods can be used in intervention design, policies, and programs to improve care; and (3) how implementation science can be used to most effectively disseminate evidence-based advances into routine practice. The program strongly emphasizes the fundamental principles of research translation and dissemination throughout its curriculum.

Pre-doctoral trainees in the MHSS program are expected to take a set of core coursework in epidemiology and biostatistics, 5 core courses related to the core elements of mental health services and systems (330.662: public mental health, 330.664: introduction to mental health services, 140.664: causal inference in medicine and public health, 550.601: implementation research and practice, and 306.665: Research ethics and integrity), and to specialize in one of 3 tracks: (1) health services and economics; (2) statistics and methodology; or (3) implementation science applied to mental health. Trainees are also expected to participate in a biweekly training grant seminar every year of the program, and take a year-long practicum course exposing them to real world mental health service systems and settings.

For more details see this webpage: http://www.jhsph.edu/research/centers-and-institutes/center-for-mental-health-and-addiction-policy-research/training-opportunities/
**Epidemiology and Biostatistics of Aging**
This program offers training in the methodology and conduct of significant clinical- and population-based research in older adults. This training grant, funded by the National Institute on Aging, has the specific mission to prepare epidemiologists and biostatisticians who will be both leaders and essential members of the multidisciplinary research needed to define models of healthy, productive aging and the prevention and interventions that will accomplish this goal. The Associate Director of this program is Dr. Michelle Carlson (mcarlso2@jhu.edu).

The EBA training grant has as its aims:
- Train pre- and post-doctoral fellows by providing a structured program consisting of a) course work, b) seminars and working groups, c) practica, d) directed multidisciplinary collaborative experience through a training program research project, and e) directed research.
- Ensure hands-on participation in multidisciplinary research bringing trainees together with infrastructure, mentors, and resources, thus developing essential skills and experience for launching their research careers.
- Provide in-depth knowledge in established areas of concentration, including a) the epidemiology and course of late-life disability, b) the epidemiology of chronic diseases common to older persons, c) cognition, d) social epidemiology, e) the molecular, epidemiological and statistical genetics of aging, f) measurement and analysis of complex gerontological outcomes (e.g., frailty), and g) analysis of longitudinal and survival data.
- Expand the areas of emphasis to which trainees are exposed by developing new training opportunities in: a) clinical trials; b) causal inference; c) screening and prevention; and d) frailty and the integration of longitudinal physiologic investigation into epidemiology.
- Integrate epidemiology and biostatistics training to form a seamless, synthesized approach whose result is greater than the sum of its parts, to best prepare trainees to tackle aging-related research questions.

These aims are designed to provide the fields of geriatrics and gerontology with epidemiologists and biostatisticians who have an appreciation for and understanding of the public health and scientific issues in human aging, and who have the experience collaborating across disciplines that is essential to high quality research on aging. More information can be found on the training grant website at: [http://coah.jhu.edu/academics/aging-training.html](http://coah.jhu.edu/academics/aging-training.html)

**Aging and Dementia Training Program**
This interdisciplinary pre- and post-doctoral training program is an interdisciplinary program, funded by the National Institute on Aging, affiliated with the Department of Neurology and the Department of Psychiatry at the School of Medicine, the Department of Mental Health at the School of Public Health and the Department of Psychology and Brain Sciences at the School of Arts and Sciences. The Department of Mental Health contact is Dr. George Rebok (grebok1@jhu.edu). The goal of this training program is to train young investigators in age-related cognitive and neuropsychiatric disorders.

**The Data Integration for Causal Inference in Behavioral Health program**
This program is an NIH-funded T32 training program run out of the Department of Mental Health, with collaborators from Health Policy and Management, Health Behavior and Society,
and Population Family and Reproductive Health. Dr. Elizabeth Stuart (estuart@jhu.edu) is the training program director. The training program is funded by the NIMH Office of Behavioral and Social Science Research and administered by the National Institute of Mental Health, as part of a broader initiative to increase analytics training in the social and behavioral sciences.

The program provides rigorous training and high-quality mentorship in: 1) the science of behavioral health; 2) computational and analytic tools to manage, analyze, and integrate complex data sources; and 3) causal inference methods to take full advantage of these data. The program leverages close connections with data scientists, statisticians, and computer scientists from across the University. Trainees undertake a rigorous program of coursework in the core domains of public health and behavioral health including behavioral and social science, epidemiology, biostatistics, data science, population health informatics, causal inference, and research ethics. In addition, each trainee takes additional elective courses in social and behavioral perspectives on mental health and substance use, informatics and computational skills, and causal and statistical inference. Trainees also participate in a year-long seminar on analytics for behavioral health, a bi-weekly seminar to discuss research in progress and professional development, ongoing mentored research projects, and integrative activities to complement their didactic curriculum. The trainees are supported by an experienced group of 21 core faculty; each trainee is co-advised by one of 9 affiliated faculty with methodological expertise.

For more information, or to join a mailing list for information on related topics, contact the Program Director, Elizabeth Stuart, estuart@jhu.edu.

ADMINISTRATIVE INFORMATION

Student Accounts
Students have access to their registration and financial information through the student information services (SIS) https://sis.jhu.edu/sswf/. Students are responsible for regularly monitoring their SIS accounts to ensure that any problems can be resolved in a timely manner. Some courses will have a course materials fee. Registration changes after the add/drop period will incur a late registration fee, which is the student’s responsibility. Students who receive funding from the department or from training grants should check their accounts periodically to ensure that their accounts are correct. Students can contact Patty Scott, the Academic Program Administrator, with questions about their student accounts.

Student Financial Services
Requests for loans or financial assistance, other than Department Scholarships and grant-supported fellowships, are strictly between the student and the Student Financial Services Office. General information about the assistance offered by the Student Financial Services Office is listed at: http://www.jhsph.edu/offices-and-services/student-affairs/financial-aid/.
Students interested in obtaining work-study positions should complete an application at the beginning of the academic year in the School’s Student Financial Services Office, JHSPH, E1002. That office maintains a listing of available work-study positions.

**Office of Records and Registration**

Students may access their student record data by logging onto the SIS website, [https://sis.jhu.edu/sswf](https://sis.jhu.edu/sswf) and selecting Academic Info. They may access biographic and address information by selecting Personal Info. Course registration via the SIS website is required. If students should need to submit a form (i.e., request for audit), the office is located JHSPH E1002, and is open from 8:00 a.m. – 4:00 p.m., Monday through Friday.

It is the student’s responsibility to register for courses during open registration periods that are dictated by the Office of Records and Registration. The dates are posted on the School’s academic calendar which is published on the school’s website: [https://www.jhsph.edu/academics/calendar/2020-2021.html](https://www.jhsph.edu/academics/calendar/2020-2021.html). *A course change registration fee is assessed if registration is late; this is NOT covered by training grants or departmental funding.*

**Office of Academic Integrity**

Faculty and students share the joint responsibility for maintaining the academic integrity and conduct standards at the school. More information about academic integrity policies and procedures can be found on the office website, including information about grade appeal policies as well as a student handbook on referencing to provide guidance on avoiding plagiarism.

Guidance on the use of editors for course, thesis proposals and thesis related assignments is also available: [https://www.jhsph.edu/offices-and-services/office-of-academic-affairs/academic-integrity/useofeditors-faq.pdf](https://www.jhsph.edu/offices-and-services/office-of-academic-affairs/academic-integrity/useofeditors-faq.pdf)

**General Student/Fellow Travel Planning**

Students and fellows traveling on a training grant or faculty grant/contract related projects must secure written approval (via email is acceptable) from the Principal Investigator (PI) for any travel that will be funded by these sources prior to making any arrangements or embarking on a trip. The student or fellow is responsible for getting the correct budget number from the PI. The student, fellow or the PI’s support staff makes the necessary travel arrangements either with a travel agency or through airlines, Amtrak, etc. directly.

If a student/fellow requires a travel advance, the student should ask the PI to assist with a Travel Request using SAP. By University policy, an advance will not be given sooner than 10 days prior to the actual trip. However, if arrangements are made far enough in advance, the Department can pay on an invoice prior to the actual travel. Some hotels will also invoice in advance and can be paid directly. This cuts down on the amount of travel advance. Invoices can be processed by the support staff person using SAP and will then be approved by the budget analyst for payment. Invoices will also need approval from the PI.
NOTE: A travel advance is considered by the University as an encumbrance against an account; it is not cleared until a Travel Expense Report is filed within SAP. If travel advances are not cleared within 3 months of the advance, the individual will be charged taxes on the amount of the advance and the dollar amount of the advance will be reported to the IRS as income on the W-2 at the end of the calendar year in which the advance was made.

Within 30 days after return from a trip, a Travel Expense Report must be completed, signed by the PI, and given to Candice Davis in office 850. A copy of the Travel Expense Report is available from Candice. All of the original receipts from the trip must be submitted with the Travel Expense Report. It is essential to have original receipts since the University will not pay from photocopies or statements. Include all transportation receipts, invoices that might have come with tickets, charge card receipts, toll, parking, meal, etc. charges related to travel. If traveling by car, include mileage in the Travel Expense Report, which is reimbursable at the current government rate.

Reimbursements must be submitted within 30 days of the last day of travel or date non-travel expenses were incurred. Receipts older than 90 days will not be processed. This policy is now being fully enforced by MH and Accounts Payable due to the IRS Accountable Plan Rules. You can access the full Travel Guide Policies & Procedures (http://www.controller.jhu.edu/policyapp/displayGuidePDF.do?guideId=TRV).

Travel Funds for Professional Meetings or Conferences

Students are encouraged to present at and attend professional meetings and conferences related to their area of study. Students on training grants have access to meeting funds through their training grant and should seek approval from the training grant PI. The Department sets aside a limited amount of funds for travel and registration fees for doctoral students who are not supported by training grants. Students and fellows can apply for travel support, after they have also applied for support from the conference or meeting itself, to the Senior Academic Program Coordinator who will obtain the approval of the Department Chair for each request. To be eligible, the student or fellow must have an accepted communication (i.e., poster or oral presentation) at the meeting or conference. The maximum amount for any one trip is $1,000 and students and fellows can only be supported once per year.

For access to Department funds, requests should be sent to the Senior Academic Program Coordinator via email listing the following information: Student name, name of conference, location of conference, dates of conference, breakdown of estimated expenses, type of presentation (poster, paper, etc.) and whether or not the student has requested scholarship funds from the conference. Once approval has been obtained and the trip is completed, receipts and proof of payment must be submitted to be reimbursed. Proof of payment can be in the form of a blinded credit card number (Example: Visa XXXX-XXXX-XXXX-1234) on the receipt, or a bank statement showing the charges and the account holder’s name (You may black out any other charges not relevant to the trip). At least 30 days or more advance notice is requested for approval.
Travel Abroad

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 application of knowledge obtained 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/default.aspx) 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.

Students traveling to a less developed part of the world 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 your health. The International Travel Clinic is located on the East Baltimore campus and 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. OIS may be contacted at 410-955-3371, or at http://www.hopkinsmedicine.org/intlsvcs.

Students who travel abroad as part of a practicum experience or as part of a research team must complete a Graduate Student Study Release and International Travel Checklist and leave the forms with Patty Scott, Academic Program Administrator for the Department of Mental Health. Copies of the forms can be accessed at: https://my.jhsph.edu/sites/itr/default.aspx.

Information Services

Information Systems provides services and support to faculty, staff, and students in the School. The main office is located at Wolfe Street building room W3014, 410-955-3781. Some of the services and resources are outlined below. For problems with computers, the department requests you place a help call. To place a help call, log into http://my.jhsph.edu. Go to the "Help Area" section (which is found on the right in a box). Click on the "Help Area" box. When you click the box you will be transferred to the Help Forms. Choose "Information Technology – General Help Request" to open a help call. This will take you to the help form.

For software and hardware purchases please visit: https://itservices.johnshopkins.edu/catalog/.

Students are responsible for costs of software and hardware. If a specific software program or piece of hardware is needed for a project, please contact your Training Grant director or the PI.
of the project to get approval for cost reimbursement. Approval from the Training Program
director or study PI must be confirmed in advance before the software or hardware can be
ordered and a budget number needs to be included in the request. The call you place to order
new software/hardware will also serve as the order to install the software/hardware as soon as it
arrives.

**Email**

All JHU students and fellows will receive a JHU email address when they first register at the
institution. Students should check their JHU mail account regularly as this is a primary means of
communication between academic and administrative offices and students and fellows. Failure to
do so may result in loss of important information about academic requirements, course
registration, deadlines, student activities and other information. If desired, email sent to your
JHU email account may be forwarded automatically to another email address. Instructions for
email forwarding may be found on the School’s intranet: [http://my.jhu.edu](http://my.jhu.edu).

**Printing Policy**

The school printing policy can be found at:

[https://my.jhsph.edu/Offices/InformationTechnology/ComputerSupport/PrintScanCopy/Students/Pages/default.aspx](https://my.jhsph.edu/Offices/InformationTechnology/ComputerSupport/PrintScanCopy/Students/Pages/default.aspx)

Each SPH student receives a yearly quota of $50 and is charged at a rate of $.05 per black/white
print and $.08 per color print. A print is one side of one page – a duplexed page is two prints.
Prints that exceed the yearly quota will be charged to the student's account at $.05 per
black/white print and $.08 per color print. The computer labs in W3017 and W3025 each have
two one high speed printer. These devices have been dedicated for lab printing only. High speed
multifunction devices with copy, print and scan capabilities dedicated for use by students with
wireless access are available at the following locations:

- Wolfe Street 1st Floor Student Lounge
- Wolfe Street 2nd Floor Courtyard
- Wolfe Street 9th Floor Cafe
- Hampton House 9th Floor

To use mobile printing, click [here](http://my.jhu.edu) for instructions on how to register. Once registered, students
can email attachments to [JHSPH.MPSMobile@jhu.edu](mailto:JHSPH.MPSMobile@jhu.edu) and release the print jobs at the print
stations.

**General Resources**

**Office Supply/Stationery Orders**

Doctoral students who are on a training grant will need to email their training grant director to
get approval prior to requesting office supplies which will be paid for by the training grant. The
student should forward the email with the training program director’s approval to the Budget
Assistant Candice Davis (cdavi108@jhu.edu) so the item(s) can be ordered. Students not on
training grants should email the Senior Academic Program Coordinator for requests for paper
and/or toner. Do not wait until the last minute to make stationery requests because not all items
are kept on hand by the department and will likely need to be ordered. MHS students who need
paper or toner for the MHS student office should see Candice Davis (cdavi108@jhu.edu) in HH850.

The Office of External Affairs has available [JHSPH logos and templates](http://www.jhsph.jhu.edu/) for use in electronic and print presentations and media.

**Telephones**

Telephones are not provided in student offices. If you run into a situation where you need a landline for a local call, please see Patty Scott and she can assist you with locating a phone for use.

**Office Keys**

All doctoral students and postdoctoral fellows are equipped with one office key, and one 8th floor common key that opens the copier room, kitchen, and 8th floor conference rooms. Students must return keys to HH850 upon their departure.

The MHS office key (HH398) can be obtained on a daily basis from the front office, HH850.

**Lockers**

A limited number of lockers are located in the Wolfe Street building Bloomberg School of Public Health. Lockers are available on a first come, first serve basis at the beginning of the academic year. They are no longer assigned to students.

**Mailboxes**

All doctoral students and postdoctoral fellows receive a department mailbox which are located in the hallway near the elevators on the 8th floor. The Department staff and faculty frequently communicate to students and fellows through the departmental mail; it is important that students and fellows check Department mailboxes on a regular basis. Faculty mailboxes are located in the printer room on the 8th floor.

**Library Services**

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

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

The **Milton S. Eisenhower Library**, located on the Homewood campus at Charles and 34th Streets, holds a collection of 2.0 million volumes, 13,000 journal subscriptions, over 1.3 million microforms, and a significant collection of government publications, maps and manuscripts. Free shuttle bus service between the medical institutions and the Homewood campus makes it convenient to use Eisenhower. A current student I.D. card is necessary for admission.
The **Psychiatric/Neurosciences Library** is located at 8-149 Meyer within the Johns Hopkins Hospital and houses many psychiatric periodicals.

**Mental Hygiene Reading Room**

Copies of dissertations by graduates of the department are available in the departmental library (HH845). There is also a shelf of classic works in psychiatric epidemiology and public mental health. Students can remove a book or thesis from the room if they leave their Hopkins ID with the Academic Program Coordinator, the Chairman’s assistant or the departmental receptionist. Copies of dissertations are to be returned before 5:00 p.m. daily, and are not to leave the building.

**Mental Health Department Conference Rooms**

The Department of Mental Health is responsible for 3 conference rooms: 188 (15-20 seats), 845 (15-20 seats), and 892 (12 seats). The conference rooms are available for use by faculty, staff and students within the School of Public Health, and are under the primary control of the Department of Mental Health Administration Office.

**Reservation Guidelines for Mental Health Conference Rooms**

Rooms are available on a first-come first-served basis, with priority given to the Department of Mental Health. There may be rare instances where we will have to bump outside departmental meetings. If you want to reserve one of the rooms, please come to room HH850 and review the conference room booking notebook on the front desk which has calendars for each room. When reserving a room, please provide name, contact number and email on the calendar. Candice Davis is available to assist you with reservations in the main office (cdavi108@jhu.edu; 5-3910).

Please note the following meetings take precedence over any current or new reservations:
- All departmental and school-wide orals
- Any VIP event
- Meetings set by the Office of the Chair

At the time of the reservation, come to the main office (HH850) to get a room key, which needs to be returned to the main office directly after the meeting. For room HH188, the remote control for the projector is in the main office, for rooms HH892 and HH845, the remote controls remain in the conference rooms. There are LCD projectors in each room but no laptops. You will need to provide your own laptop or make arrangements with Multimedia to provide one. If you are using a Mac, you will need to borrow the department adapter to connect to the LCD projector which can be obtained in the main office (HH850). **Please be sure that the LCD projector is turned off at the end of your meeting.** If you are using a teleconference unit, please be sure that the telephone line is reconnected to the wall after you disconnect the teleconference unit. **If you are having food/drinks, you are responsible for delivery, set-up and clean-up of the room.** This includes removing leftover food, drinks, ice, etc. If serving lunch-type foods, after clean-up please remove trash can liner, tie the bag, and place the bag outside of the room. Other meetings may be scheduled in these rooms directly after your meeting.
**Hampton House Conference Rooms**

Listed below is a chart listing all of the conference rooms in the Hampton House building and who to contact to reserve a room that is not the responsibility of the Department of Mental Health.

<table>
<thead>
<tr>
<th>Bldg</th>
<th>Room</th>
<th>Dept</th>
<th>Type</th>
<th>Seats</th>
<th>Contact</th>
<th>Contact Info</th>
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<td>Student Affairs</td>
<td>Café - Conference</td>
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<td>Melissa Horn</td>
<td><a href="https://my.jhsph.edu/Offices/StudentAffairs/Operations/Lists/Rooms/AllItems.aspx">https://my.jhsph.edu/Offices/StudentAffairs/Operations/Lists/Rooms/AllItems.aspx</a></td>
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<td>188</td>
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<td>Conference</td>
<td>15-20</td>
<td>Candice Davis</td>
<td>410-955-3910 <a href="mailto:cdavi108@jhsph.edu">cdavi108@jhsph.edu</a></td>
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<td>Student Affairs</td>
<td>Classroom</td>
<td>36</td>
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<td>19</td>
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<td>HPM</td>
<td>Conference</td>
<td>12</td>
<td>Sandy Freeman</td>
<td>410-955-2461, <a href="mailto:sfreeman@jhsph.edu">sfreeman@jhsph.edu</a></td>
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<tr>
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<td>Conference</td>
<td>12</td>
<td>Michelle Ward</td>
<td>410-955-3625 <a href="mailto:mward39@jhu.edu">mward39@jhu.edu</a></td>
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<td>563</td>
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<td>Conference</td>
<td>12/15</td>
<td>Edith Jones</td>
<td>410-955-2221, <a href="mailto:ejones10@jhu.edu">ejones10@jhu.edu</a></td>
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<td>Kimberly Collins</td>
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<td>410-955-2312 or 410-502-4551</td>
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<td>Candice Davis</td>
<td>410-955-3910, <a href="mailto:cdavi108@jhu.edu">cdavi108@jhu.edu</a></td>
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All reservations are scheduled on a first come first serve basis with attendance of five or more. Small study groups and small group meetings can also be held the conference rooms next to the first floor café. Those rooms can be reserved through the School’s scheduling coordinator – JHSPH.Schedule@jhu.edu. It is your responsibility to locate another room if you are “bumped” out of a room that you have previously reserved.

**STUDENT SUPPORT, HEALTH AND SERVICES**

Students and Fellows are encouraged to bring their department specific questions and problems to the Academic Program Administrator (Patty Scott) or the Vice Chair for Education (Dr. Bass), who are available to assist with and coordinate student/fellow matters.

**Office of Student Affairs**

The Office of Student Affairs is a comprehensive unit in the Johns Hopkins Bloomberg School of Public Health that provides advising to students, faculty, and staff on academic policies, financial support, and information management, and helps to create linkages between the academic mission of the School and public health careers. Student Affairs brings together the functions of several offices to serve a student from the time of initial inquiry through graduation and beyond. Student resources that this office provides can be found at: http://www.jhsph.edu/offices-and-services/student-affairs/.

The following resources are incorporated into the Office of Student Affairs services:

- **Career Services**
- **Financial Aid** – including Scholarships and the **2020-2021 Funding Resource Guide**
- **Student Life** (see more details below)
- **Records and Registration** – including registration and transcript information
- **SOURCE** – the JHU center for community engagement and service-learning experiences
- **Disability Support Services**

**Office of Institutional Support**

This University level office leads our institutional efforts to foster an inclusive, respectful environment free from discrimination and harassment. This office includes resources and support for addressing:

**Discrimination and Harassment**
**Sexual Misconduct** – including sexual assault response and prevention
**ADA Compliance and Disability Accomodations** (also see Disability Support Services)
Religious Accomodations

Office of Student Life
The Office of Student Life strives to support students in obtaining a healthy balance between academics and personal life. Services available within this office include:

Student Disability Services (SDS)
We support JHSPH students and trainees in navigating the accommodations process, from eligibility to implementation. For more information on the accommodations process, visit the Student Disability Services webpage.

Coaching for Masters Students
The Office of Student Life offers personal development coaching as an opportunity for students/trainees to engage in a facilitated reflective process through activities and discussion. Students/trainees leave their appointments with action steps to work toward achieving their unique goals. Topics include goal setting, time management, and values clarification. More information can be found in our Coaching Agreement. To schedule an appointment, email jhsph-studentlife@jhu.edu or call (410) 502-2487.

Workshops & Events
Student Life Workshops address topics pertaining to successfully navigating the student experience while promoting self-care and wellbeing. Topics include time management, imposter syndrome, and stress management. All workshops incorporate self-reflection while providing tools to incorporate concepts to further growth. In addition to workshops, Student Life supports several events throughout the year including the URM Welcome Reception, Out of Darkness Suicide Walk sponsored by JHSAP, and Student Assembly Quality of Life events. Click here for a list of upcoming events, including online group sessions.

THRIVE Blog for Graduate Students.
A biweekly blog to support students and trainees to thrive while successfully navigating, academic, personal, and professional environments here at JHSPH (and beyond!). Sign up to receive bi-weekly tips on topics including well-being, time management, impostor syndrome and more.

Affinity Student Groups
the Office of Student Life supports the Bloomberg School's mission of fostering a diverse student environment. Some of the active groups include the Biomedical Scholars Association (BSA), Black Graduate Student Association (BGSA), Latino Public Health Network (LPHN), Native Circle, and the LGBT Working Group.

OUTlist
Although not exhaustive, OUTlist includes the names of many members of the Johns Hopkins community, including faculty, staff, alumni, students, postgraduate students, and fellows, who identify as LGBT. OUTlist members are willing to serve as mentors and part of an informal network for the LGBTQ community. The list is also intended to serve as a tool for recruiting and
retaining the most talented people, to foster a culture in which everyone feels that their contributions are valued, and as another example of the university’s commitment to diversity and inclusion. Students, staff members, house staff, postdocs, faculty and applicants to the institution are welcome to contact individuals on the OUTlist for advice and networking.

**Mental Health Student Group**

The Mental Health Student Group exists to support students and fellows within the department. The group is designed to provide a forum for students and fellows to share ideas, voice concerns and offer suggestions and to facilitate interaction among them, as well as between the student body and faculty. Positions for this student group will be advertised to all students once the incoming classes have been established (typically around one month into the summer term); positions will be filled on a volunteer basis. The positions are as follows: president, vice president(s), service and social chair, and student-faculty liaison. The president is responsible for sharing relevant information with the student body and for organizing student-led noon seminars (typically around 6 sessions). The vice-president(s) is/are responsible for organizing 1) an annual town hall for PhD students, 2) an annual town hall for Master’s students, 3) an annual professional development seminar and 4) departmental involvement in the annual “Out of the Darkness” walk organized by the National Alliance on Mental Illness (NAMI). In the event that more than one student is interested in the VP role, students may opt to serve as co-VPs and split the responsibilities. The service and social chair is responsible for organizing service and social events within the department and for helping to coordinate the departmental holiday and end-of-year parties. The student-faculty liaison is responsible for attending monthly general faculty meetings where they act as a single voice for the student body; the liaison should bring up any questions or concerns that have been raised by students and report back to the student body any relevant agenda items that were discussed. In addition to the above MHSG positions, the student body will designate one student representative to sit on each of the following standing academic committees: the PhD Requirements committee, the MHS Curriculum committee, and the Course Review committee. The MHSG leadership team will meet at least twice per year. Meetings will be announced in advance and all DMH students are welcome to participate.

**Health and Well-being**

Our department and the Johns Hopkins School of Public Health is committed to helping you thrive personally and professionally and providing an environment that supports your health and well-being. Below are a list of resources available to all students and trainees.

**Wellness.JHU**

At the University level, JHU has launched a comprehensive health and well-being resource for all students: wellness.jhu.edu. This website serves as a central location for student-centered health and wellness information across all of our campuses and schools. In addition, all students have free access to the premium version of The Calm App. JHED ID is required for signup. Visit: [https://www.calm.com/jhu](https://www.calm.com/jhu).

**Johns Hopkins Student Assistance Program (JHSAP)**

Johns Hopkins Student Assistance Program provides resources, including professional counseling, 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.

**University Health Service**

The University Health Service (U.H.S.), located at 933 N. Wolfe Street (between Ashland and Eager Streets, adjacent to the new Graduate Housing), is open from 8:30 a.m. to 5:00 p.m. to care for the health needs of the students at the Bloomberg School of Public Health and the School of Medicine. All full-time, Baltimore-based students have access UHS through the student health fee, which offers primary care and mental health clinical services. Appointments are preferred, but walk-ins are always seen by one of the available physicians. To schedule an appointment, contact University Health Services at (410) 955-3250.

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

UHS-Mental Health provides psychiatric assessment and follow-up, medication management and individual psychotherapy. To make an appointment, call 410-955-1892.

**UHS Office of Wellness and Health Promotion**

UHS Wellness serves students, post-doctoral fellows, house staff and other trainees within the School of Medicine, Bloomberg School of Public Health, School of Nursing, and the Berman Institute. UHS has a weekly newsletter, hosts monthly wellbeing events, and offers a various wellness opportunities throughout the year. Phone: 410.955.8705 Email: uhswellness@jhu.edu

**Assistance and Well-Being Information for Students who are Caregivers**

- **Breastfeeding and Lactation Support**

Caregiving Supports more generally and COVID specific. You can learn more about everything mentioned above by visiting the [Benefits & Worklife pages](https://jhu.hr) of the JHU HR website or by contacting the JHU Benefits Service Center at 410-516-2000 or by email at benefits@jhu.edu.
• JHU has enhanced our existing paid premium membership to the Care@Work by Care.com app and platform. In addition to allowing employees to post jobs and perform detailed searches for providers, the service now includes expert assistance by Care@Work, which provides one-on-one support for a care search. Care specialists will conduct an assessment based on the kind of care you need, help find caregivers that match your requirements, and discuss options with you. Care@Work is available for full time Doctoral Students and Postdoctoral Fellows.

• Maryland Family Network offers personalized child care resources and referrals for families seeking center-based child care in Maryland through their LOCATE service. All current students are eligible for this service.

• Komae, an innovative co-op-style parent network platform on which Hopkins families can find each other to pool resources for caregiving. In Greek, komae means village. The platform allows you to join with trusted friends and family in a “Sitter Village” and schedule care. Rather than texting around or feeling guilty about asking for a favor, you can ask your entire village at once through Komae. Any JHU Affiliate, including students, are eligible to participate.

Full time Doctoral Students and Postdoctoral Fellows may qualify for Johns Hopkins–sponsored child care vouchers of up to $5,000 per year, with eligibility and maximum benefits determined by the family’s adjusted gross income. The vouchers can be used for any legal child care, either in a home or child care center.

Backup care. Johns Hopkins provides subsidized backup care through Care@Work, up to 20 days per year to support child care or elder care when regular arrangements are unavailable. These services can come through care centers or individuals, and we are working to provide more flexibility in the network of providers. Full Time Doctoral Students and Postdoctoral Fellows are eligible for Backup Care.

Sexual Assault
Students in need of support regarding sexual assault and/or sexual violence can find resources and information on the University’s Sexual Assault Response and Prevention webpage.

If you or someone you know is in crisis, call JHSAP at 443-287-7000 for help immediately. In an emergency, call 911 or go to the nearest emergency room.

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

**STUDENT SAFETY**

The Johns Hopkins Medical Institutions, Corporate Security Department is dedicated to establishing and maintaining a safe and orderly environment in which to work and visit.

**LiveSafe App**

Johns Hopkins provides all students, faculty, and staff with the LiveSafe app, a safety tool that gives the community a quick, convenient, and discreet way to communicate with JHU Security.

Please download LiveSafe for free from the Apple App Store or Google Play to enhance your overall safety and allow JHU Security to better protect you. For more information – please go to [http://security.jhu.edu/_template-assets/documents/LiveSafe-Overview-Letter.pdf](http://security.jhu.edu/_template-assets/documents/LiveSafe-Overview-Letter.pdf)

**Escort and Transportation Services**

The Security, Parking and Transportation Departments operate 24 hours a day, seven days a week. For security emergencies or service information at the East Baltimore campus, you may call the Security Communications Center at 410-955-5585. For shuttle information or services at the East Baltimore campus, you may call the Transportation Office at 410-502-6880. If you need an escort anywhere on the JHMI campus, call the Security Communications Center, 955-5585, or ask any security or Protective Services Officer for assistance. You can also call ahead on your phone and request that an escort meet you at a designated location. **Escorts are available 24 hours a day.**

The vehicle escort service will provide rides to and from the East Baltimore campus within these boundaries: **Federal Street to the north, Eastern Avenue to the south, Harford Road to the west, and the eastern boundary will be extended to Ellwood Avenue.** To request a ride, call our Transportation Office at 410-502-6880 and provide the following information:

- Your name (First and Last)
- Your Johns Hopkins ID badge number
- Your Johns Hopkins JHED ID
- Your pick-up and drop-off locations
- A telephone number where you can be reached

*The pick-up and drop-off locations must be within the boundaries noted above and must be to or from an East Baltimore campus facility.* When the escort vehicle arrives, please display your valid Johns Hopkins ID badge to the driver prior to entering the vehicle. The escort vehicle can be identified by the blue sign on the front door with the Johns Hopkins logo and the words CORPORATE SECURITY ESCORT SERVICE. Please allow additional time to be picked up or to reach your destination, as our drivers may have other passengers to pick up and drop off along the route.
If you have any questions about the vehicle escort options or shuttle service, please contact our Transportation Office at 410-502-6880 or visit hopkinsmedicine.org/security_parking_transportation/transportation.

In addition, Corporate Security provides 24/7 walking escorts anywhere within campus boundaries. Please call 410-955-5585 to request a walking escort.

Use the Security Information Hotline, 410-614-3903, to report any type of security-related information. The hotline is a 24-hour recorded line. You do not have to give your name.

**Safety Tips**
- Be aware of your surroundings
- Report suspicious activity
- Wear your ID badge
- Lock your doors
- Secure your valuables
- Use security escorts

The website address for security, parking and transportation: www.med.jhu.edu/security.
- Additional safety precautions can be found on the Corporate Security website: www.hopkinsmedicine.org/security/CS/crimeprev2.htm

In addition to the above safety tips, we would like to remind you of the following tips as well:
- **Awareness is the key:** Increasing your personal awareness is an integral part of crime prevention and perhaps the single most important element of effective self defense.
- **Develop a survival mind set:** Preparation (while you are still in a safe environment) is the key.
- **Trust your instincts:** Learn to trust your instincts and listen to what your intuition tells you. Trust those “little voices” when they tell you that something (or someone) “just doesn’t look right.”
- **Avoid presenting a victim profile:** When out in public, look people in the eye, keep your head up, and walk with a confident stride. Remember to walk in pairs and stay on the main streets when heading towards your destination. Also, try to avoid walking alone at night.
- **Do not leave valuables in your car.** Any item that is in plain view may entice someone to break into your car. Never leave your laptop, cell phone, wallet, purse, or other valuables in your car.
- **Traveling in groups is safer than traveling alone.**
Transportation Services

Shuttle Buses
The School offers multiple shuttle services (http://ts.jhu.edu/Shuttles/index.html), including a bus that runs between the Bloomberg School of Public Health and Homewood and stops at Pennsylvania Station and the Peabody Institute. From September through May, buses depart from Homewood (from parking lot behind Shriver Hall) at 7:00 a.m. through 11:00 p.m. on the hour, with extra buses between 7:00 and 10:00 a.m. Buses depart from the Bloomberg School of Public Health on Broadway across the medium from Hampton House at 7:30 a.m. through 11:30 p.m. on the half-hour with extra buses between 3:30 and 6:30 p.m. In case of bad weather, WBAL, (AM-11) in Baltimore and WTOP or WMAL in Washington, D.C., provide official information regarding the School and the bus service. Students may obtain information concerning weather related cancellations and delays by calling 1-800-548-9004 or (410) 516-7781. For summer and winter schedules and further information, consult the school network under "Information", or call Homewood Security, (410) 338-8060 or the Office of Student Services, Room 1512, (410) 955-3034. A shuttle to the Bayview Campus leaves every 40 minutes, from 8:00 a.m. to 6:00 p.m. from the Main Hospital Entrance off of Wolfe Street. Return trips to the Johns Hopkins Hospital also leave every 40 minutes from the Bayview Campus starting from 8:20 a.m. to 6:20 p.m.

Charm City Circulator
There are a series of “free” public city buses that circulates around the Baltimore metropolitan area. The Green line has a stop right on Broadway down the block from the Hampton House building. Schedules can be found at: http://www.charmcitycirculator.com/content/route-maps.

Student Monthly Parking
Registered JHSPH students have the opportunity to sign up for discounted monthly parking for the Church Home Garage. The Church Home Garage entrance is located on E. Baltimore Street between Broadway and Caroline; a shuttle bus runs regularly between the garage JHSPH from 6:00am to 9:55pm daily. Payment will be billed each term to your student account. Passes can be obtained during registration or any time in Support Services, W3041.

Communications

Website
All information contained in this document, as well as a calendar of events, details on Centers and programs, and featured stories are available on the department website. Please use this as your first source of information: http://www.jhsph.edu/departments/mental-health

Weekly Email Communications
The Department prepares a weekly email communication that summarizes department events and other campus events likely relevant to faculty, staff, or students in our department for the upcoming week. This email also includes announcements as well as congratulations for any accolades or new accomplishments of faculty, staff and students. Please send Michelle Maffett (mmaffett1@jhu.edu) information as soon as you know of an award, new paper, etc. that we should recognize!
Department Bulletin Boards
The Assistant to the Chair of the Department will post general information about meetings and seminars on the bulletin board by the elevators. The Senior Academic Program Coordinator will post information of interest to students and fellows, including information about fellowships and job opportunities as well as student grant opportunities, on the bulletin board next to the departmental conference room (Hampton House 845).

Social Media
The department has a Facebook page which posts photos and happenings pertaining to the Department of Mental Health. [https://www.facebook.com/JHSPHMENTALHEALTH](https://www.facebook.com/JHSPHMENTALHEALTH) Please like us! We also have a twitter handle: @JohnsHopkinsDMH. Please tag us or use the hashtag #JHDMH to join conversations relevant to the whole department.

Weather Emergencies
The Johns Hopkins University Weather Emergency Line can be reached at: 410-516-7781 or 1-800-548-9004. This weather line provides information on class cancellations and campus closings due to inclement weather. A weather emergency is declared when weather occurs such as snow, hurricane, tornado, tropical storm, etc. which is serious enough to disrupt the routine academic and administrative functions of the university. Weather emergency information is also posted on the school’s website: [http://webapps.jhu.edu/jhuniverse/administration/Emergency_weather_security_information/](http://webapps.jhu.edu/jhuniverse/administration/Emergency_weather_security_information/)

ACADEMIC PROGRAMS

General Policies

Admission Standards
The admissions committee for the Department reviews all applications for admissions to degree programs and fellowships. Each application is reviewed and scored by multiple faculty members. Many factors are taken into consideration before the faculty member assigns a score including the student’s past experiences and commitment to research or professional practice and educational excellence in this field. Included in the consideration are standardized test scores (i.e. GRE) and the Test of English as a Foreign Language (TOEFL) for foreign students. The Statement of Purpose of each applicant is carefully considered also as part of the admission process as are the recommendations and their indication of the program fit to the student’s training and goals. There must be a fit between an applicant’s career commitment and the interests of a faculty advisor for admission for research-oriented doctoral students and postdoctoral fellows in the Department. These rating sheets are confidential and do not become part of a student's file.

Advisors
Each student/fellow is assigned a faculty advisor prior to the time of enrollment in a course of study. Every attempt is made to assign advisors appropriate to the student's/fellow’s area of interest. All Master of Health Science (MHS) students are assigned the Director of the MHS (Dr. Parisi) program as their primary advisor, and encouraged to designate a research mentor who
will serve as a mentor for their thesis project. All Doctoral students are assigned an advisor at acceptance and are encouraged to be in contact with them prior to the start of the academic year.

Advisors play an important role in the student's/fellow's life. They are the initial point of contact regarding academic program, registration for courses, and subsequent changes in status or program. Registration, add/drop, pass/fail agreements and many other School forms require the advisor's signature. The advisor is available to help students choose courses, to help with resolution of academic problems, and to provide general guidance. It is the student's/fellow's responsibility to seek the advice and guidance of the advisor. Faculty members establish their own office schedules and this may vary from faculty member to faculty member. Students and fellows should speak with individual advisors to make arrangements for regular meetings.

As students/fellows progress in their academic careers, they may request a change to a different advisor. These requests should be sent in writing with approvals from both the old and new advisor and submitted to the Academic Program Administrator to be approved by the Vice Chair for Education. Requests to discuss advisor-related issues can be made to either the Academic Program Administrator or the Vice Chair for Education.

Course Waivers
It sometimes is possible to waive a required course based on previous course work and/or experience. Required courses outside the Department of Mental Health may have different waiving requirements than courses within the Department. If a student wishes to receive a waiver for a required course, they should first meet with their advisor and confirm that the requirements have been met. Together with the advisor, a student should draft a detailed request in writing for submission to the Vice Chair for Education. The request should have signatures of the lead faculty teaching the course, the training program director (if appropriate), and the student's advisor prior to submission to the Vice Chair. A final decision on the waiver request will be made in consultation with the Department Chair; the student and advisor will be notified of the decision and if the waiver is granted, a note will go in the students academic file.

Academic Standards
To maintain satisfactory academic performance and good academic standing the school-level policy indicates that students must meet minimum academic standards to remain in their program. A student’s failure to meet any of the criteria below is grounds for being placed on academic warning and/or being dismissed from the program. To remain in satisfactory academic standing a student must:

**Minimum cumulative grade-point average (GPA).** Qualitatively, on a scale of 0 - 4.0, students must maintain a minimum cumulative GPA: 2.75 for Master’s students and 3.0 for Doctoral students. Students with a GPA falling below that limit will be placed on academic warning and will have one term of registration in which to raise their GPA above the threshold for their degree. Students not meeting the minimum GPA after one term may be granted additional term(s) on academic warning if academic progress has been shown in the cumulative GPA; that approval beyond one term must be reported to the School’s Committee on Academic Standards. Students on academic warning must meet with their academic advisor and program director (or senior academic program coordinator) each term to review their academic plan and receive approval for their course schedule prior to registering for courses. Students with a cumulative
GPA below the minimum may not register for more than 18 credits per term. Any repeated courses count towards this 18 credit limit. See COVID-related considerations below.

**Minimum grades in core (i.e. required) courses.** Students must earn a minimum grade on a set of required program-specific core courses: “Pass” for courses offered only on a pass/fail basis: “C” or higher for Master’s students, and “B” or higher for Doctoral students, for courses offered for letter grading. A student who earns a grade below that threshold in a course that meets a core requirement must, at the next opportunity, make a second attempt to complete the core course by repeating the same course or by completing another course that has been approved by the Vice Chair for Education. A grade below the threshold on the second attempt may be grounds for dismissal and must be reported to the School’s Committee on Academic Standards. See COVID-related considerations below.

**Maximum timeframe for completion of degree.** Students must successfully complete all program-specific requirements (such as a thesis or dissertation, as detailed in other program PPMs) within 4 years for Master’s programs, and 7 years for PhD program according to the requirements specified in the program-specific descriptions and PPMs. Extensions are possible as described in the program-specific PPMs and must be formally approved by the Committee on Academic Standards.

**COVID-19 Related Academic Considerations**

**Temporary Continuation of the Pass/Fail Grading**
As implemented in fourth term of the 2019-2020 academic year, students will be given the option to take any classes Pass/Fail during first and second terms of the 2020-2021 academic year, including those courses that are required for a degree or certificate. Courses taken Pass/Fail in first or second terms will count towards graduation and program requirements (for degrees and certificate programs) as if they were graded courses, assuming that a Pass grade is earned. Classes taken Pass/Fail will not be included in the cumulative GPA.

A switch to the Pass/Fail modality for any course can be made through Week Six of each term. This policy is consistent with policies recommended by the Council on Education for Public Health.

**Academic Ethics**
Students in the Bloomberg School of Public Health are expected to abide by the highest levels of academic and research integrity. Information on the Academics Policy of the Johns Hopkins Bloomberg School of Public Health can be found at:


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

Students enrolled in the Bloomberg School of Public Health assume an obligation to conduct themselves in a manner appropriate to The Johns Hopkins University’s mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows or under the circumstances has reason to know, impair the academic integrity of the university. Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic records; falsification, forgery, alteration, destruction, or misuse of official university documents or seal; violation of the rights and welfare of human subjects in research; violation of the welfare of animal subjects in research; falsification of research results; and misconduct as a member of either School or University committees or recognized groups or organizations.

For a Mental Health student, abiding by the Academic Ethics code includes:

- Completing work on one's own when an individual assignment or examination is given in a course.
- Providing proper attribution to others’ work by providing citations with quotations and giving proper references for all course assignments, data analysis projects, research proposals, dissertations and theses.

All members of the academic community are responsible for the academic integrity of the university. Students and faculty alike must work together to minimize the possibility of violations of academic integrity.

The faculty is responsible for the conduct of examinations, for announcing the ground rules for all work in a course at the beginning of the term in which the course is offered, and for the security of examination papers and teaching laboratories. Proctoring is at the discretion of the instructor.

A student with knowledge of any violation of academic integrity governed by the Bloomberg School of Public Health Constitution has an obligation to report such violations, including the identity of the alleged violator(s) to the appropriate faculty member, the Dean or to the Academic Ethics Board.

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

To be approved for graduation, the student must have all outstanding charges of misconduct and violations of academic ethics resolved.
All students are required to take course 550.860.82 Academic and Research Ethics at JHSPH (0 credit – pass/fail) in first term of registration.

Academic Progress
The performance and progress of each student is reviewed by the student’s advisor and the Coordinator for their degree. For MHS students, this is the MHS Program Director (Dr. Jeanine Parisi). For doctoral students and postdoctoral fellows, this is the Vice Chair of Education (Dr. Judy Bass). These directors, together with the Academic Program Administrator, review each student's transcripts every quarter. When the academic achievement of any student comes into question, the appropriate director will bring this to the advisor's attention (typically this involves a grade of “C” or lower). The advisor may consult with faculty and/or the Chair about the student’s progress. Satisfactory academic progress is described under academic standards above. Unsatisfactory or incomplete grades may constitute grounds for removal of a student from a degree program (see Dismissal Policy).

A student’s overall academic standing and progress will be judged not only on grades received, but also successful completion of other degree-specific milestones.

Leave of Absence
We recognize that it is sometimes necessary for students to take a leave of absence from their studies. An academic leave of absence refers to, and is limited to, students in a degree program requiring continuous enrollment who, while in good academic standing, are forced to withdraw temporarily from graduate work due to parental/family leave or reasons beyond their control, such as illness, military service, financial exigency, or pressing personal reasons justifying an interruption of the degree program. Students may be also given a leave of absence for other reasons (e.g., involuntary, medical leave).

As per school policy, leaves of absence are typically limited to one year except for military service. Students requiring additional terms of leave beyond the one year must reapply. Students who have had federal financial aid may be subject to additional restrictions and should check with the Financial Aid Office before extending a leave of absence beyond two terms. No more than two years of leave may be granted. The academic clock is stopped for periods in which the student is approved for leave of absence. The period is regarded as an approved break in study. No academic activities may be conducted during leave and this leave may not be used to avoid payment of tuition.

The failure of a student in a full-time program requiring continuous registration to register without obtaining an approved leave of absence status will be considered a withdrawal. The student considered to be withdrawn must be formally readmitted before resuming a program of study. Upon readmission, a student must be registered for a minimum of two consecutive terms prior to completion of their degree program.

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 Office of Records and Registration. Prior to resuming the degree program, students on leave of absence must notify the department chairperson and the associate director of
the Office of Records and Registration. Upon return from leave of absence status, students must register for a minimum of two successive terms before completion of their degree programs.

**Academic Plans**

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

During the first quarter of each academic year, each master’s student, doctoral student and postdoctoral fellow will complete a plan describing how academic and career goals will be achieved through their learning experience in the department. The plan will contain broad, general goals to be attained during the entire experience at the Department of Mental Health; concrete objectives including specific products, so that it can be readily determined if the objectives are met; and methods and strategies for reaching the objectives. The plans will include a schedule for the year with projected dates for completion of objectives. If course waivers are to be requested, they should be included in the academic plans. A copy of the academic plan template is available from the advisors and the Academic Program Administrator.

The plan is prepared in collaboration with the advisor, and signed by the student or fellow and the advisor. The MHS Program Director will review all the MHS academic plans and the Vice Chair for Education will review all the doctoral student and postdoctoral fellow plans. Feedback on the plans will be provided to the advisors who will then relay any adjustments or further information back to the students. The Academic Program Administrator will keep a file of all plans. After the student has passed the School Preliminary Oral Examination (usually in their 3rd year), work begins on the dissertation. At this time the Academic Plan is supplemented with written documentation of meetings of the thesis advisory committee, which must take place at least annually.

**Mental Health Seminar Series**

Attendance at the Mental Health Seminar Series is required for all MHS students and first year doctoral students. Credit is obtained for attendance via a one-course credit per term 330.604.01 Seminars in Research in Public Mental Health. All other students and fellows are expected to attend the Seminar Series throughout the course of their program to gain exposure to a wide range of mental health issues and research.

At the beginning of each term a schedule of speakers and presentation topics is shared with all of the students and faculty and is posted on the departmental bulletin board. Once per month, there will be a student-only session during this seminar time that coincides with faculty meetings. Topics for these sessions include grant writing, job search tips, reviews of recent seminars, etc. Students are welcome to suggest topics and formats. This is intended to provide students with an informal forum for peer communication and advice.

**Course Evaluation Summaries**

All courses offered for academic credit in the Johns Hopkins Bloomberg School of Public Health, whether onsite or offsite, are evaluated by students. The mechanics of course evaluations are handled by the Office of the Associate Dean for Graduate Education and
Research. This information is intended as a general guide only. To select the best courses to meet your needs, you should seek additional information from other students, the academic program coordinator, your academic advisor and teaching faculty.

**Course Materials**

Course materials will usually be posted in CoursePlus. In some courses, materials will be reproduced and put together in a book. The student will be charged for course fees which is the amount it cost to photocopy.

**Council on Education for Public Health (CEPH) Public Health Learning Objectives**

In 2016, CEPH (the main accreditation agency for Schools of Public Health) generated a new set of guidelines for curriculum standards for all students obtaining Masters and Doctoral degrees from Schools of Public Health. For MHS and PhD degrees, the curriculum standards include 12 specific learning objectives that need to be met through courses taken during the degree program. These learning objectives include gaining at least an introductory competency in the following 12 topic areas: 1) foundational principles of public health; 2) role of quantitative methods in public health; 3) role of qualitative methods in public health; 4) causes and trends in morbidity and mortality; 5) primary, secondary and tertiary prevention; 6) evidence for advancing public health knowledge; 7) essentials of environmental health; 8) biologic, genetic and infectious bases of disease; 9) psychological and behavioral factors in health; 10) social determinants of health; 11) globalization and health; and 12) essentials of one health.

To support MHS and PhD program in meeting this curriculum standard, Johns Hopkins School of Public Health has developed a series of 0.5 credit online courses for each of the 12 topic areas (course numbers 552.601.81-552.612.81). All students matriculating in the 2019-2020 academic year or later will need to meet this curriculum standard either through completion of the 0.5 credit courses or through completion of a regularly-offered course that has been approved by the Committee on Academic Standards as covering the required content. A copy of the approved courses is available from Dr. Parisi and Dr. Bass and is updated throughout the year as new courses are added. The academic plan completed by all MHS and PhD students at the beginning of each academic year has a section where each student can indicate how they are meeting each required competency. Decisions on which course to take should be made in conversation with the student’s advisor; questions about which courses meet which competencies can be addressed to the Vice Chair for Education (Dr. Bass).

**Master of Health Science (MHS)**

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

The Director of the MHS Program is Dr. Jeanine Parisi. The MHS Program Director is the advisor of record for all MHS students. The Director of the MHS Program serves as a resource for MHS students, advising on the choice of courses, career planning, guiding students in selecting a topic for their MHS paper, and connecting them with an appropriate faculty co-advisor in relation to this paper.

A minimum of 64 credits (16 credits per term) is required to complete the degree; a maximum of 22 credits is allowed in any single term. Students in the MHS program must take six credits of electives (i.e. additional courses beyond those required and described above) in the Department of Mental Health which must be taken for a letter grade.

Final Research Paper
All MHS students must complete a final research paper in their area of interest. The paper may either be a critical and comprehensive review of the literature pertaining to a specific area of interest or an original analysis of existing data. Alternate formats may also be possible (e.g., policy brief, program evaluation) with faculty approval. This paper should be of sufficient quality to be considered by the Department faculty as worthy of publication in a recognized journal or be used to inform policy or practice. A brief proposal of the final research paper should be submitted to the academic advisor during second term and should be approved by the academic advisor and faculty co-advisor before work on the project is started. Special studies credits with a faculty member may be taken to allocate time and mentoring to working on this research paper. In order to graduate in May, all degree requirements are due in April. The final draft of the paper must be completed and approved by the student’s academic advisor and faculty co-advisor by the first week of April. Requirements for the MHS degree will not be fulfilled until the Department receives a copy of the research paper and a letter confirming completion of the degree requirements is filed in the Office of Records & Registrar (BSPH E1002).
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<tr>
<th>Requirement</th>
<th>Term 1</th>
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<td><strong>Term 1</strong></td>
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<tr>
<td>Statistical Methods</td>
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<td>Statistical Methods in Public Health or</td>
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<td>Statistical Reasoning in Public Health</td>
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<td>Psychiatric Epidemiology or Epi of Substance Use and Related Prb</td>
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<td>Social, Psych and Dev Processes or Behavioral and Psych Genetics</td>
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<td>Prevention and Control of Mental Disorders</td>
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<td><strong>Term 3</strong></td>
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<td>CEPH courses (select one term per course) x</td>
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<td>Social Determinants of health **</td>
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<td>Globalization and health</td>
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<td>Essentials of One Health</td>
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<td>550.612 (.5 credit)</td>
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x Indicates the class is offered in a blended or online version
* Students taking Behavioral and Psychiatric Genetics do not need to take this CEPH course
** Students taking the Social, Psychological and Development Processes course do not need to take this CEPH course
Doctoral Program in the Department of Mental Health

The Vice Chair for Education is Dr. Judy Bass (jbass1@jhu.edu). The Vice Chair works with new doctoral students, together with their advisors, to formulate their academic plans; oversee their completion of ethics training; assist with connections to faculty who may serve as advisors or sources for data or special guidance; provide guidance to students in their roles as teaching assistants; and act as a general resource for all departmental doctoral students. The Vice Chair leads the Department Committee on Academic Standards and sits on the School Wide Academic Standards Committee. Students can contact Dr. Bass directly if they have questions or concerns.

Doctoral Scholarships and Funding

Minimum funding standards have been set for doctoral students across all departments in the school. These include:

- Full tuition support for four years after matriculation. Departments can decide, based on student performance and departmental finances, to support more than four years of study.
- The University Health Service clinic fee (currently $475 per year) will be provided for up to four years after matriculation and, at the discretion of the department, for longer periods.

NIH Training Grant Funding

NIH-funded institutional (T32) and individual (F31) training grants provide a stipend and training allowances as well as $16,000 funds towards tuition. The tuition funds will be used to offset the remaining tuition support already provided by the department. Information on stipend levels and training allowances for the 2020-21 year can be found at: https://grants.nih.gov/grants/guide/notice-files/NOT-OD-20-070.html

Residence Requirements

All doctoral students must complete and register for four full-time terms of a regular academic year, in succession, starting with Term 1 registration in August-September of the academic year and continuing through Term 4 ending in May of that same academic year. Full-time registration entails a minimum of 16 credits of registration each term and a maximum of 22 credits per term.

Full-time residence means more than registration. It means active participation in department seminars and lectures, research work group meetings, and other socializing experiences within our academic community. As such, doctoral trainees are expected to be in attendance on campus for the full academic year except on official University holidays and vacation leave.

Course Requirements outside the Department of Mental Health

The School requires that at least 18 credit units must be satisfactorily completed in formal courses outside the student's primary department. Among these 18 credit units, no fewer than three courses (totaling at least 9 credits) must be satisfactorily completed in two or more departments of the Bloomberg School of Public Health. The remaining outside credit units may be earned in any department or division of the University. This requirement is usually satisfied with the biostatistics and epidemiology courses required by the department. Candidates who have completed a master’s program at the Bloomberg School of Public Health may apply 12 credits from that program toward this School requirement. Contact the Academic Office for further information.
**PhD Program Description**

The PhD program is designed to provide key knowledge and skill-based competencies in the field of public mental health. To gain the knowledge and skills, all PhD students will be expected to complete required coursework, including courses that meet the CEPH competency requirements and research ethics; successfully pass the departmental comprehensive exam; select and meet regularly with a Thesis Advisory Committee (TAC) as part of advancing to doctoral candidacy; present a public seminar on their dissertation proposal; successfully pass the departmental and school wide Preliminary Oral Exams; complete a doctoral thesis followed by a formal school wide Final Oral Defense; participate as a Teaching Assistant (TA); attend Grand Rounds in the Department of Psychiatry; and provide a formal public seminar on their own research. Each of these components is described in more detail below. The introduction to online learning course is taken prior to the start of first term (https://courseplus.jhsph.edu/core/index.cfm/go/course.home/cid/90).

**Course Requirements**

The following are the course requirements for the PhD program in the Department of Mental Health. Not all courses are required to be taken in the first year alone; students typically take 2 years to complete all course requirements. All courses identified with a * must be completed to be eligible to sit for the departmental written comprehensive exams.

<table>
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<tr>
<th>Requirement</th>
<th>Term 1</th>
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<td>140.622 (4 credit)</td>
<td>140.623 (4 credit)</td>
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<td>Research Ethics</td>
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<td>306.665 (3 credit)</td>
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<td>Academic &amp; Research Ethics</td>
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<td>Living Science Ethics or</td>
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<tr>
<td>Research Ethics and Integrity</td>
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<td>Mental Health Courses*</td>
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<td>Seminars in Research in Public Health</td>
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<td>Public Mental Health</td>
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<td>Psychopathology for Public Health</td>
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<td>Intro to Mental Health Services</td>
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<td>Mental Health Courses Taken in 2nd Year</td>
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<td>CEPH courses (select one term)*</td>
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* Courses needed to complete prior to sitting for the January comprehensive exams
Students must obtain an A or B in all required courses. If a grade of C or below is received, the student will be required to repeat the course. An exception is given if a student receives a C (but not a D) in either of the first two terms of the required biostatistics series but then receives a B or better in both of the final two terms of the series; then a student will not be required to re-take the earlier biostatistics course. However, the student cannot have a cumulative GPA lower than 3.0 to remain in good academic standing. Any other exceptions to this grade requirement must be reviewed and approved by the departmental CAS and academic advisor.

Ethics Training
In addition to the first term JHSPH Academic and Research Ethics course, all doctoral students must complete additional ethics training in Responsible Conduct of Research (RCR), which 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 subjects research. RCR training requirements for JHPSH 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, 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 (e.g., conflict of interest, authorship, research misconduct, human and animal subject ethics, etc.).

The two courses that satisfy either requirement are:
1. 550.600.60 Living Science Ethics Responsible Conduct of Research (2 credits), 1st term
2. 306.665 Research Ethics and Integrity: US and International Issues (3 credits), 3rd term

Registration in either course is recorded on the student’s transcript and serves as documentation of completion of the requirement.
- If a non-PhD or postdoctoral student is unsure whether or not their source of funding requires in person RCR training, they or the PI should contact the project officer for the award.
- Postdoctoral students are permitted to enroll in either course but JHSPH does not require them to take RCR training. However, terms of their funding might require RCR training and it is their obligation to fulfill the requirement.
- The required Academic Ethics module is independent of the RCR training requirement. It is a standalone module which must be completed by all students at the Bloomberg School of Public Health. This module covers topics associated with maintaining academic integrity, including: plagiarism, proper citations, and cheating.

Special Studies Credits
Several educational opportunities come under the description of special studies that should be formally registered (330.840). Some are described further below such as TA requirements and grand rounds. Other examples will arise, such as special study arrangements with specific
faculty or helping with a specific project whose goals are aimed at the student’s education and training. Research group meetings may qualify for this under certain circumstances. Please discuss this with your advisor and with the Vice Chair for Education Dr. Bass. To determine the number of special studies credit hours consider each credit is associated with 3-4 hours of work per week.

**Comprehensive Examination**
The Comprehensive Examination provides the faculty with an assessment of the doctoral student's level of competence, integration of knowledge across the core curriculum, and fulfills the School's requirements as outlined below:

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

A student will become eligible for the Comprehensive Examination upon completion of all the courses required for the exam and approval of his/her advisor. This will normally take place after 6 consecutive terms of full-time study. Students must pass the Comprehensive Examination prior to scheduling the Departmental Oral Examination and the School's Preliminary Oral Examination.

Exams will be offered by the Department **one time each year in January** at a date announced via memo to all students from the Academic Program Administrator, typically to occur on a Thursday during winter recess in January. All students starting their 2\textsuperscript{nd} year will be assumed to be sitting for the January exam. Any student who will not be taking the exam at that time must make the decision in conjunction with their advisor and notify the Senior Academic Program Coordinator before the 2\textsuperscript{nd} year begins.

**Format of Exam**
The Department's Comprehensive Examination will be a 2-day exam consisting of a total of 4 substantive knowledge essays (each one 1500-2000 words in length). In writing the essays, candidates are expected to demonstrate their knowledge of a particular area in the field of public mental health.

The four substantive knowledge essay questions will be derived from a list of 25 questions provided to the students in the summer after the first year of study (usually early July). The questions will be designed to cut across the required course curriculum, forcing students to integrate across material and topics covered in at least two courses. The Comprehensive Exam coordinator will solicit questions in March of each year from all department faculty and will select from contributed questions plus the existing bank of questions to generate the 25 questions to be provided to each new cohort of students.

Essays are expected to draw on the existing literature as well as the student's own critiques of and insights into current research. All assertions of fact must be documented with references to published research. Formal references will be required for major works that provide fundamental
support for the conclusions presented. Unresolved issues in each area should also be discussed with references made to existing and ongoing research.

*Preparation for Examination*

Students are expected to prepare for the examination over the course of two terms by drafting outlines and gathering relevant materials in order to comprehensively answer each of the 25 questions. Students may work with other students who will take the exam at the same time to prepare and review one another’s outlines and drafts essays. On exam day, we expect see essays that represent each student’s own work and students may not share drafts with one another once the exam period has become. Students will sign an honor code document when they receive the essay questions noting that they will not share the questions with anyone not taking the exam with them at the same time and date.

**Readers**

The Comprehensive Exam Coordinator shall be responsible for assignment of reviewers for the different essays and will supervise the grading process. Where possible, assignment of reviewers will take into account the research questions selected by the candidate and faculty specialty areas. Readers are free to seek consultation for specific questions outside their own areas. Readers will not include the candidate's advisor.

**Grading and Evaluation**

Each essay will be read by at least two independent faculty reviewers who will assign a pass or fail grade (note: high and low pass will not be options, only pass/fail). Students must score a "pass" on 3 of 4 essays in order to pass the entire exam. If there is disagreement among the faculty, the Comprehensive Exam Coordinator will bring the reviews to the Department Chair for a final decision.

The decision of the reviewers will be communicated to the Department Chair who will send a letter to each student and his/her advisor advising them of their Comprehensive Exam results. Written notification of the decision to pass will be communicated to the Office of Records and Registration by the Senior Academic Program Coordinator.

**Non-Passing Determination**

If a student receives a ‘fail’ on 2 or more of the essays, the student will be required to retake the number of essays they failed (e.g., if they failed 2 essays, they will retake 2 essays). The re-take essays will be selected from among the 21 essay topics that were not selected for the original exam; the student WILL NOT be asked to re-write the specific essay that they failed. The decision on when to hold the re-take will be made on an individual basis after discussions with the student’s advisor, to ensure the student is adequately prepared for their re-take. The re-take must be taken within 6 months of the initial exam.

**Debriefing**

Debriefing sessions for each student who failed to pass the Comprehensive Exam will be scheduled as soon as possible after the decision of pass/fail has been made for all candidates. This meeting will include the student’s advisor and the coordinator of the comprehensive exams.
The debriefing will be an opportunity to identify the difficulties and receive guidance to help with preparation for a retake, if one is allowed. In the event of a second failure, the Department Chair will meet with the student and advisor to discuss whether the student should be allowed to continue his/her studies.

Requirements for Advancement to Doctoral Candidacy
Students advance to doctoral candidacy following successful passing of the Departmental and School-Wide Preliminary Oral Examinations. Prior to the Oral Exams, students must pass the Department’s Written Comprehensive Examination and take and pass the proposal writing course offered by the Department of Mental Health (330.660). This course will be offered in the fourth term and is typically taken in the second year of doctoral study to assist with the development of the student’s dissertation proposal.

Dissertation Proposal
To facilitate consistency and provide an opportunity for building skills in grantsmanship, students will be required to write their dissertation proposal using the NIH NRSA F31 Research Component format. This format includes a 1-page Specific Aims page and 6 pages of proposal text, single space with 0.5-inch margins and a minimum of 11-point font. As is standard for NIH research proposals, the proposal should include the following sections: Significance of the proposed research, Innovation of the research and/or methods, and the Research Approach which includes the methods for the dissertation research. References are not included in the 6-page limit. Example proposals are available from the Vice Chair for Education.

Thesis Advisory Committee
All students will put together a Thesis Advisory Committee (TAC), which consists of the thesis advisor and two to four other faculty, as their proposal is being developed. The TAC can be formed during 3 or 4th term of 2nd year and should be formed no later than 1st term of the 3rd year. The composition of this Committee is decided on by the student and his/her advisor with the objective of including faculty who will assist the student in the development of feasible and relevant research aims, support the student throughout their dissertation process and provide continuity in the evaluation of each student’s progress as they work to complete their thesis. Students may meet with their TAC members individually or as a group to get ongoing feedback, though it is recommended that group meetings be regularly held in order to facilitate group-level feedback which is often different from what is obtained during one-on-one meetings. Students often find it is also more efficient to meet with committee members as a group for feedback. The Thesis Advisory Committee also provides final approval and sign off of the student’s dissertation proposal prior to scheduling Departmental and School-Wide Oral Exams. A Dissertation Proposal Approval form is available from the Academic Program Administrator, Patty Scott.

Public Presentation of Dissertation Proposal
To assist with the development and synthesis of the dissertation proposal and provide an opportunity for students to present their research ideas and methods for feedback from an audience that includes colleagues and peers not in their area of study, students are required to present a 30-45 minute oral public presentation of their dissertation proposal followed by a Q&A
session. Students may choose to schedule this presentation in connection with a TAC meeting, which could follow after the presentation to help the student finalize their proposal. The faculty advisor and the Vice Chair for Education will assist with the scheduling of the Proposal Presentations, which may be scheduled as part of the Wednesday lunchtime seminar. The public presentation must be completed prior to scheduling the Department and School-Wide Preliminary Oral Exams.

**Departmental Preliminary Oral Examination**

The purpose of this examination, as stated in the Policy and Procedure Memorandum (PPM-Academic 01), is to “determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest.” Specifically, the examiners will be concerned with the student’s capacity of logical thinking; breadth of knowledge in relevant areas; and ability to develop and conduct research leading to a completed thesis. Discussion of a specific research proposal will serve as a vehicle for determining the student’s general knowledge and research capacity. However, this examination is not intended to be a defense of a specific research proposal.

Each doctoral student will briefly (~10 minutes) present his/her proposed dissertation research at the Departmental Oral Examination which is intended to determine the student's readiness to proceed to the School Preliminary Oral. The student and advisor will propose to the department Chair which faculty will sit for this exam. There must be at least three teaching faculty, including the advisor on the committee. The faculty member of highest seniority, other than the advisor, will chair the committee. Please let the Academic Program Administrator (Patty Scott) know in advance of any AV needs.

**Conduct of Examination and Report of Results**

A folder containing an up-to-date transcript will be made available to the faculty of the oral examination on the day of the exam by the Academic Program Administrator. Immediately following the examination, the departmental oral exam committee will evaluate student’s readiness to move on to the school-wide oral exam. If the exam committee determines the student is ready, they will inform the student and the student may proceed with the school-wide exam as scheduled. If the exam committee determines the student is not yet prepared, a list of items to review and materials to prepare will be provided to the student by the committee (through the advisor) and advice will be given as to postponing the school-wide exam until the student is more fully prepared.

The results of the examination will be reported by the student’s advisor to the Academic Program Administrator (Patty Scott). Any further conditions will be dictated to the Academic Program Administrator for preparation of the appropriate memorandum.

**School-Wide Preliminary Oral Examination**

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

The School-wide preliminary oral exam should be taken no later than the end of the student’s third year in residence and before significant engagement in research. If a student has not taken their school-wide preliminary oral exam by the end of their third year, they are no longer considered in ‘good standing’ and must request an extension in their timeline. (Note: the summer before the beginning of the fourth year is still considered the third year and the student may complete this exam during that time)

**Suggested Time Line**
We recognize that not all student’s academic and research plans will necessarily fit into one timeline. Students and their advisor should develop a proposal and dissertation timeline that best suits their needs. Below is a suggested timeline for completion of the milestones needed to move to doctoral candidacy and completion of the doctoral degree. Note: students may register for elective coursework at anytime during their 4 years of the program.

- **1st Year**
  - Terms 1 through 4: Required coursework
- **2nd Year**
  - Terms 1 and 2: Required coursework and studying for comprehensive exam
  - January: Comprehensive exam
  - Terms 3 and 4: Draft aims, put together TAC (have first TAC meeting if possible)
  - Term 4: Grant writing class
  - Summer: Continue drafting aims and full proposal
- **3rd Year**
  - Terms 1 through 3: Public proposal presentation, TAC sign off on proposal
  - Terms 2 through 4: Schedule and complete Department and School-wide Preliminary Exams
- **4th Year**
  - Terms 1 through 4: Ongoing dissertation work
  - Terms 3 through 4: Final dissertation defense

*To remain in academic good standing, the school-wide Preliminary Oral Exam must be completed by the end of the 3rd year.*

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

**Monitoring of Progress**

After passing the school-wide preliminary oral examination, each student’s thesis progress will be monitored by their TAC on an at least a bi-annual basis. A form will be available from the Academic Program Administrator (Patty Scott) to be filled out by the student and TAC members at each meeting.

Doctoral advisors must officially approve the final draft of a student’s thesis prior to dissemination to the other members of the Thesis Oral Examination Committee. **Students must fill out and submit the paperwork for the Final Oral Examination at least 30 days prior to the final defense date.** A signed Dissertation Approval form must accompany each hard copy of the thesis distributed. A copy of this form is available on the Office of Records and Registration website. An advisor may provide the approval in the form of an email message if traveling makes a signature impractical. Students should provide a complete and final copy of their dissertation to the committee members at least four weeks prior to the Final Oral Examination. All forms related to the final thesis defense can be found on the JHU portal at: [https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx](https://my.jhsph.edu/Offices/StudentAffairs/RecordsRegistration/DoctoralCandidateInfo/Pages/default.aspx).

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

**Institutional Review Board Approval (IRB: Committee on Human Subjects)**

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

**Thesis Format**

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

*The traditional dissertation monograph model*

In this model the dissertation typically consists of an abstract, 5-7 chapters, references, and any appendices. The outline of chapters below is merely a guide, reflecting the academic discipline or orientation of the student’s research. All dissertations must include a Table of Contents at the beginning.
Abstract: The abstract is a short overall summary of the work. It lays out the purpose(s) and aims of the study, the methods, and the key results and implications. The abstract generally is 2-3 double spaced pages.

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

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

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

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

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

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

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

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

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

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

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

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

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

Chapter 6: Discussion of Results and Policy Implications. A chapter which integrates and discusses the findings reported in the manuscripts. It should include a discussion of the conclusions of the research, and it should make recommendations for further studies.

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

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

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

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

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

**Final Oral Defense of Thesis**

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

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

A Doctoral student is not considered complete at the time he/she passes their final oral defense. Students are considered complete when (a) copies of his/her acceptance letters from the Examining Committee Chair and Thesis Advisor are on file in the Office of Records and Registration; (b) one copy of the dissertation is delivered to the Office of Records and Registration (departmental copy); (c) one copy of their dissertation is delivered to The Milton S. Eisenhower Library (Homewood Campus). Students should consult the “After the Final Thesis Defense To Do List” which can be found on the Office of Records and Registration page for doctoral students on the JHSPH portal.
Students who would like their dissertation copyright protected may do so through the Commercial Binding Office of the Milton S. Eisenhower Library (A Level, Commercial Binding Office, 516-8397, Homewood).

Students must be continuously registered up to and including their term of completion.

**Policy Regarding Publishing Thesis Papers before the Final Defense**

Doctoral Students are encouraged to submit papers for publication in a range of areas prior to the final defense. Students who submit papers before the defense that become part of the dissertation must document in the appendix of the thesis what stage of publishing the papers are in (e.g., submitted, in press, or published), as well as document the contributions of the co-authors to the papers.

**Teaching Assistantships**

Teaching Assistant (TA) positions provide students with an opportunity to develop their teaching and interpersonal skills, to work professionally with faculty and fellow students, and to contribute service to the Department. All full-time doctoral students are required to serve as a TA for 3 courses offered by the Department of Mental Health course during their time in the program. Students usually begin their teaching assistantships in their 2nd year and frequently TA one class per year.

Prior to TAing, all students are required to take the Online Module: Essential Elements for Teaching Assistantships [https://courseplus.jhu.edu/core/index.cfm/go/enr.enr.start/cID/1886/](https://courseplus.jhu.edu/core/index.cfm/go/enr.enr.start/cID/1886/)

Because this is an educational requirement, students will register for Special Studies (330.840) the term they are TAing with the faculty they are assisting (number of credits corresponding to number of credits for that course). Prior to start of the course, the teaching faculty and TAs should meet to review the checklist of expectations and responsibilities for both the primary faculty and TAs, which will serve as guidelines for the TA commitments (See Appendix). During this meeting, the TA and faculty will discuss expectations of both the TA and faculty members. The checklist can be used as a template for the discussion, with particular expectations circled or initialed to show they have been discussed. We recommend that a **similar meeting occur at the course midpoint** to evaluate the TA relationship and performance from both perspectives. This is separate from the normal, much more frequent, interactions related to the actual course management or other work products. Students who choose to serve as a TA beyond the three required terms may receive compensation for their time. This should be discussed with the primary instructor, Academic Program Administrator and the Department Administrator.

**Length of TA commitment:**

The TA commitment is for 8-12 weeks for an 8-week (quarter-based) course, to include 2 weeks before the course begins and 2 weeks after. TA responsibilities should take an **average of 8-10 hours per week**, including time in class and office hours. Emphasis on “average”, as this timing may be >10 hours during heavy weeks for the course and less in light weeks of the quarter. TAs are expected to attend all class sessions unless specifically arranged otherwise with the primary instructor.
During each summer, the Academic Program Administrator will send an email to the students entering their 2nd, 3rd and 4th years to solicit preferences for which class they want to TA. All students should discuss with their advisor which courses would best fit their interests and schedule before sending in their requests.

Clinical Exposure Requirement
To gain a deeper understanding of mental disorders from a clinical perspective, doctoral students are required to attend 1) two terms of Grand Rounds in the Department of Psychiatry and Behavioral Sciences or 2) one term of Grand Rounds and one term of a new course offered in 4th term entitled Mental and Behavioral Clinical Practice Exposure Course (330.63.01) led by Dr. Paul Nestadt. This requirement is usually met during the second or later year of study. Credit for the Grand Rounds is obtained by registering for one credit of special studies (330.840) with the advisor of record, and providing a final document per term with approximately one-paragraph summaries of each grand rounds to be reviewed and discussed with the advisor (typically via an hour in-person session near the end of the term). Credit for the course is obtained through course registration. The student should also email the Academic Program Administrator with this information so it can be documented in the file. The schedule for Grand Rounds can be found at: http://www.hopkinsmedicine.org/Psychiatry/for_faculty/calendars.html

Public Didactic Lecture or Seminar
As part of building student’s competency to public present their research, each doctoral student is required to present a formal, public seminar of their research during their academic program. Conference presentations will NOT meet this requirement. The purpose of this requirement is to give students an opportunity to plan for and present a 30-45 minute presentation of their own research for feedback from peers, faculty and when appropriate, community members.

Expectations for Good Standing
“Good standing” is defined as maintaining an overall 3.0 GPA or higher, standing for the comprehensive examination at or before the end of the second year of study, and standing for the preliminary oral examination at or before the end of the third year of study. If a student does not meet these criteria, approval by the Department Chair will be needed to continue to receive any departmental scholarship funds.

Monitoring of Academic Progress
At the end of the first quarter each year, the Vice Chair for Education reviews each student’s Academic Plan to assess doctoral progress and each quarter a review of all students’ academic grades is done by the Vice Chair for Education and the Academic Program Administrator. This review should help anticipate potential problems that might move a student out of ‘good standing’. The faculty advisor, Director of Doctoral Programs, and the Academic Program Administrator will work with any student at risk for falling out of ‘good standing’ to proactively prevent this situation. If a student is not in good standing, this could trigger dismissal from the PhD program (see below).

Dismissal Policy
Any of the following criteria are considered grounds for dismissal from the PhD program in the Department of Mental Health:
1. Failure of any or all sections of the Department’s comprehensive examination on two occasions
2. Overall GPA below 3.0 for two consecutive terms
3. Earning a C or less in a course required by the department after 2 attempts at taking the course
4. Failure of school-wide orals on two occasions
5. Failure to complete a successful dissertation defense within 7 years of matriculation

**Postdoctoral Fellowships**

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

The NIH requires that Postdoctoral fellows supported by an NIH training grant receive training in the responsible conduct of research. Courses that fulfill this requirement are 550.600 Responsible Conduct of Research and 306.665 Research Ethics and Integrity: U.S. and International Issues. These courses must be taken for pass/fail. Postdoctoral Research fellowships are generally for two years. The postdoctoral programs differ from program to program. Most postdoctoral fellowships are tailored to the needs and abilities of the individual fellow.
Appendix A: 2020-21 Departmental Courses

Section numbers .01 and .02 will be offered virtually, rather than on-site, for 1st and 2nd terms of the 2020-2021 academic year. The courses will be a mix of synchronous activities (that would be during the scheduled course times) and asynchronous activities. Students can visit the “Virtual Classroom Approach” section of the CoursePlus syllabus page to learn about each course's plans.

Section .81 courses are designed to be fully online. They rely more heavily on asynchronous teaching, with a few synchronous Livetalk sessions.

To view the school’s e-catalogue, please visit: [https://e-catalogue.jhu.edu/](https://e-catalogue.jhu.edu/)

<table>
<thead>
<tr>
<th>CRN</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>330.617.81</td>
<td>Psychopathology for Public Health, Dr. Adam Spira</td>
<td>term 1</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.604.01</td>
<td>Seminars in Research in Public Mental Health</td>
<td>terms 1-4</td>
<td>1 credit</td>
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<tr>
<td>330.605.01</td>
<td>Doctoral Seminar in Public Mental Health <em>(for second year doctoral students)</em></td>
<td>terms 1-4</td>
<td>1 credit</td>
</tr>
<tr>
<td>330.662.01</td>
<td>Public Mental Health, Dr. Dani Fallin</td>
<td>term 1</td>
<td>2 credits</td>
</tr>
<tr>
<td>330.657.81</td>
<td>Statistics for Psychosocial Research: Measurement</td>
<td>term 1</td>
<td>4 credits</td>
</tr>
<tr>
<td>140.658.01</td>
<td>Statistics for Psychosocial Research: Structural Models</td>
<td>term 2</td>
<td>3 credits</td>
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<td>Drs. Jeannie Leoutsakos and Qian-Li Xue</td>
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<td><em>(jointly offered with the Department of Biostatistics)</em></td>
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<tr>
<td>330.664.01</td>
<td>Introduction to Mental Health Services, Dr. Ramin Mojtabai</td>
<td>term 1</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.602.81</td>
<td>Epidemiology of Substance Use and Related Problems, Drs. Renee Johnson and Johannes Thrul</td>
<td>term 1 and term 2 online (2020-21 only)</td>
<td>3 credits</td>
</tr>
<tr>
<td>330.811.01</td>
<td>MHS Thesis in Mental Health: From Proposal to Publication, Dr. Jeanine Parisi</td>
<td>term 2</td>
<td>1 credit</td>
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<tr>
<td>330.805.01</td>
<td>Seminar on Statistical Methods for Mental Health, Drs. Liz Stuart and Sabriya Linton</td>
<td>terms 2-4</td>
<td>1 credit</td>
</tr>
<tr>
<td>330.603.01</td>
<td>Psychiatric Epidemiology, Drs. William Eaton and Heather Volk <em>(For Department of Mental Health doctoral students, a research paper is required for an additional 1 credit of Special Studies)</em></td>
<td>term 2</td>
<td>3 credits</td>
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<tr>
<td>330.611.01</td>
<td>Writing publishable manuscripts for the Social and Behavioral Sciences, Dr. Elizabeth Letourneau <em>(for second year and beyond doctoral students)</em></td>
<td>term 2</td>
<td>2 credits</td>
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<td>Course Title</td>
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<tr>
<td>330.620.81</td>
<td>Qualitative and Quantitative Methods for Mental Health and Psychosocial Research in Low Resource Settings</td>
<td>Dr. Judy Bass</td>
<td>term 2 (online 2020-21)</td>
</tr>
<tr>
<td>330.622.01</td>
<td>Neuroimaging: Methods And Applications In Mental And Behavioral Health</td>
<td>Drs. Arnold Bakker and Michelle Carlson (offered again in 2021-22)</td>
<td>term 2</td>
</tr>
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<td>330.628.01</td>
<td>Gaps and Opportunities in Public Mental Health: A Systems Approach</td>
<td>Ms. Deborah Agus</td>
<td>term 2</td>
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<tr>
<td>330.811.01</td>
<td>MHS Thesis in Mental Health: From Proposal to Publication II</td>
<td>Dr. Jeanine Parisi</td>
<td>term 3</td>
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<tr>
<td>330.661.01</td>
<td>Social, Psychological, and Developmental Processes in the Etiology of Mental Disorders</td>
<td>Dr. George Rebok</td>
<td>term 3</td>
</tr>
<tr>
<td>330.607.81</td>
<td>Prevention and Control of Mental Disorders: Public Health Interventions</td>
<td>Drs. Rashelle Musci, Tamar Mendelson, and Phil Leaf</td>
<td>term 3 and term 4 online</td>
</tr>
<tr>
<td>330.667.01</td>
<td>Mental Health and the Law</td>
<td>Ms. Deb Agus</td>
<td>term 3</td>
</tr>
<tr>
<td>330.650.81</td>
<td>Methods in Implementation Science</td>
<td>Dr. Emily Haroz</td>
<td>term 3</td>
</tr>
<tr>
<td>330.675.81</td>
<td>Suicide Prevention: Problem Solving Seminar</td>
<td>Dr. Holly Wilcox</td>
<td>term 3</td>
</tr>
<tr>
<td>330.700.01</td>
<td>Public Health Approaches to in Autism and Developmental Disabilities</td>
<td></td>
<td>term 3</td>
</tr>
<tr>
<td>330.688.01</td>
<td>Public Health and the Good Life</td>
<td>Dr. Luke Kalb</td>
<td>term 3</td>
</tr>
<tr>
<td>330.619.01</td>
<td>Psychiatric Genomics</td>
<td>Dr. Brion Maher</td>
<td>term 4</td>
</tr>
<tr>
<td>330.609.81</td>
<td>Climate Change and Mental Health: Research, Practice, and Policy Perspectives</td>
<td>Dr. Jura Augustinavicius</td>
<td>term 4</td>
</tr>
<tr>
<td>330.660.01</td>
<td>Grant writing for the Social and Behavioral Sciences</td>
<td>Dr. Brion Maher (for second year and beyond doctoral students)</td>
<td>term 4</td>
</tr>
<tr>
<td>330.663.01</td>
<td>Mental and Behavioral Clinical Practice Exposure</td>
<td>Dr. Paul Nestadt</td>
<td>term 4</td>
</tr>
<tr>
<td>330.674.81</td>
<td>Suicide as a Public Health Problem</td>
<td></td>
<td>term 4</td>
</tr>
<tr>
<td>330.612.01</td>
<td>Introduction to Behavioral and Psychiatric Genetics</td>
<td>Dr. Peter Zandi</td>
<td>term 4</td>
</tr>
<tr>
<td>330.618.01</td>
<td>Mental Health in Later Life</td>
<td>Dr. George Rebok (offered every other year, next offered 2021-22)</td>
<td>term 4</td>
</tr>
<tr>
<td>330.639.01</td>
<td>The intersection of Mental and Physical Health</td>
<td>Dr. Joe Gallo</td>
<td>term 4</td>
</tr>
<tr>
<td>330.614.01</td>
<td>Advanced Latent Variable Modeling: Matching Model to Question</td>
<td>Dr. Rashelle</td>
<td>term 4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Terms</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>330.623.01</td>
<td>Brain and Behavior in Mental Disorders, Dr. Michelle Carlson</td>
<td>term 4</td>
<td>3</td>
</tr>
<tr>
<td>330.640.01</td>
<td>Childhood Victimization: A Public Health Perspective, Dr. Elizabeth Letourneau</td>
<td>term 4</td>
<td>3</td>
</tr>
<tr>
<td>330.680.81</td>
<td>Promoting Mental Health and Preventing Mental Disorders in Low and Middle Income Countries, Dr. Wietse Tol</td>
<td>term 4</td>
<td>3</td>
</tr>
<tr>
<td>330.606.81</td>
<td>Digital and Mobile Health Research in Public Mental Health, Dr. Johannes Thrul</td>
<td>term 4</td>
<td>3</td>
</tr>
<tr>
<td>330.802.01</td>
<td>Seminar on Aging, Cognition and Neurodegenerative Disorders, Drs. Rebok, Carlson, Eaton and Zandi (offered every other year, next offered 2021-22)</td>
<td>terms 1-4</td>
<td>2</td>
</tr>
<tr>
<td>330.820.01</td>
<td>Thesis Research Mental Health</td>
<td>terms 1-4</td>
<td>Variable</td>
</tr>
<tr>
<td>330.830.01</td>
<td>Post doctoral Research Mental Health</td>
<td>terms 1-4</td>
<td>Variable</td>
</tr>
<tr>
<td>330.840.01</td>
<td>Special Studies and Research Mental Health</td>
<td>terms 1-4</td>
<td>Variable</td>
</tr>
</tbody>
</table>

**Appendix B: Department of Mental Health Administration**

**Located in Chair’s suite (room 850):**

**Michelle Maffett – Senior Administrative Coordinator**
Phone: (410) 955-4490  
Email: mmaffet1@jhu.edu  
Manage daily administrative routine for Department Chair. Acts as liaison for departmental/school faculty, staff, students, visitors and outside consultants, etc. Maintains daily calendar for Department Chair, sets appointments, schedules and advises Departmental faculty and staff of meetings. Manages and coordinates special events and departmental functions. Assistant Coordinator Mental Health Summer Institute. Processes new faculty appointments and re-appointments. Maintains and updates Mental Health website.

**Candice Davis – Budget Assistant**
Phone: (410) 955-3910  
Email: cdavi108@jhu.edu  
Provides financial and administrative support to Mental Health’s Faculty, Staff, and Students. Reviews and submits travel expense reimbursements, processes invoices for payment, initiates and tracks departmental supply orders. Maintains schedule for departmental conference rooms. Coordinates office key distributions and facilities requests with the department Administrator. Reviews and reconciles all departmental financial accounts. Processes requests for copier access. Deposits all departmental cash/check receipts as necessary. Distributes weekly/semi – monthly payroll checks.

**Academic and student payroll:**
Patricia (Patty) Scott – Academic Program Administrator
Phone: (410) 955-1906
Email: patty.scott@jhu.edu
Location: Hampton House room 855
Coordinates all fellow and student activities for the department including recruitment, admissions, registration, financial aid, international and special student services. Oversees scheduling of interviews and processing of paperwork for admissions, exams, course catalog and prospectus, tuition and/or scholarships, student manuals, student orientation, new course submissions, and related activities. Coordinates student related special events. Serves as Administrative support departmental curriculum and admissions committees. Administrative Program Coordinator for the Summer institute in Mental Health Research, held annually.

Sherrie Morris - Human Resources Coordinator
Phone: (410) 955-2550
E-mail: smorris3@jhu.edu
Location: Hampton House 843
Prepares and processes all Payroll forms for department for both students and staff. Assists in preparation and management of position requisitions, students’ statement of appointments and term notices. Updates the Johns Hopkins Enterprise Directory (JHED) as needed and monitors E210 timesheets. Serves as a liaison between department and Payroll and Human Resources on payroll issues.

Financial and overall administration:

Carlina M. Carter – Department of Mental Health Administrator
Phone: (410) 955-0602
E-mail: ccarter6@jhu.edu
Location: Hampton House 850D
Develop and implements departmental policies to ensure University and federal & non-federal compliance with the laws governing research and day to day activities. Assigns departmental space and resources to Faculty, Staff, and Students. Serves as a liaison between department and Human Resources. Back-up to the Payroll/Human Resources Coordinator. Petty cash administrator for the Department petty cash account. Works directly with assigned MH faculty and to prepare grant and contract proposals for submission. Serves as a liaison between JHURA and MH faculty. Manages all post award activities related to sponsored awards (grants and contracts). Implements and monitors policies and procedures for pre and post award tasks within the department with a specialization in international projects negotiations.

Scott Hubbard – Research Associate
Phone: (443) 287-3446
Email: ehubbar1@jhu.edu
Location: Hampton House 835
Implement policies and procedures for grant and account payable work within the department. Prepare grant and contract proposals for submission reviewing all related documents.
Will provide programming, statistical and analytical support with regards to the data within the department, particularly the prevention research data that is being utilized by several research studies. Works closely with the Vice Chair of Research to develop analytics and report for the department.

**Ryan Rinker – Grants and Contracts Manager**  
Phone: (410) 614-1454  
Email: rrinker@jhu.edu  
Location: Hampton House 859  
Leads the grants and contracts activities & related staff of Mental Health. Works directly with assigned Mental Health faculty to prepare grant and contract proposals for submission. Services as a liaison between JHURA and MH faculty. Manages all post award activities related to sponsored awards (grants and contracts). Implements and monitors policies and procedures for pre and post award tasks within the department.

**Karen Edsell - Grants and Contracts Analyst**  
kedsell1@jhu.edu  
Location: Hampton House 853  
Phone: (410) 955-2396  
Email: kedsell1@jhu.edu  
Works directly with assigned Mental Health faculty to prepare grant and contract proposals for submission. Services as a liaison between JHURA and MH faculty. Manages all post award activities and closeout procedures related to sponsored awards.

**Sam Hubbard – Budget Analyst**  
Phone: (410) 502-5189  
Email: dhubbar3@jhu.edu  
Implements policies and procedures for all accounts payable and purchasing work within the department. Manages departmental gift cards, procurement cards, and travel cards. Prepares all requests for independent contractor or purchasing agreement payments. Assists Principal Investigators in preparing grant and contract proposals for submission by reviewing all related documents for sponsor and university compliance to be uploaded into the official proposal systems. Departmental approver for all Accounts Payable and Purchasing transactions in SAP.
### Appendix C: Department TA & Faculty Expectations Checklist

<table>
<thead>
<tr>
<th>TA</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with faculty at beginning of course and mid-way about expectations and learning goals</td>
<td>Meet with TA at beginning of course and mid-way about expectations and goals</td>
</tr>
<tr>
<td>Prepare and give lecture</td>
<td>Provide feedback on lecture during planning and after execution</td>
</tr>
<tr>
<td>Allow time to share the lecture design and delivery preparation experience itself with the students</td>
<td>Inform current students of the goals of this “apprentice lecturer” model to set appropriate expectations among them</td>
</tr>
<tr>
<td>Make and lead interactive experience (i.e., lab)</td>
<td>Provide feedback on interactive experience before and after</td>
</tr>
<tr>
<td>Develop exam questions</td>
<td>Provide feedback on exam questions</td>
</tr>
<tr>
<td>Grade assignments/exams</td>
<td>Provide key and oversee grading</td>
</tr>
<tr>
<td>Prepare for and hold office hours</td>
<td></td>
</tr>
<tr>
<td>Consult on course content</td>
<td></td>
</tr>
<tr>
<td>Improve or modify slide content</td>
<td></td>
</tr>
<tr>
<td>Manage/update CoursePlus site</td>
<td></td>
</tr>
<tr>
<td>Manage assignments/syllabus</td>
<td></td>
</tr>
<tr>
<td>Promote or lead peer discussion</td>
<td></td>
</tr>
<tr>
<td>Assist in content upgrades (new readings, new examples, modification of slides)</td>
<td></td>
</tr>
<tr>
<td>Share your sr. student experience perspective with current students</td>
<td></td>
</tr>
<tr>
<td>Discuss advisor’s perspective on student TAing this course (to ensure the advisor has at least been notified)</td>
<td></td>
</tr>
<tr>
<td>Prepare notes and provide appropriate transition communication for following TA in next year</td>
<td></td>
</tr>
<tr>
<td>Communicate needs and timing of expectations</td>
<td></td>
</tr>
<tr>
<td>Discuss authority and credit issues with TA: Instructor is the authority for decisions, but may allow some decision independence by the TA, so this should be discussed in concrete terms for each course and TA relationship</td>
<td></td>
</tr>
<tr>
<td>Provide links to Professional Development Office for help with lecture prep if possible/relevant</td>
<td></td>
</tr>
<tr>
<td>Provide relevant information from past course evaluations to the TA</td>
<td></td>
</tr>
<tr>
<td>Share current course evaluations with TA when received</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Department of Mental Health – Academic Plan Template

SECTION I: STUDENT INFORMATION
Student Name:
Advisor:
Matriculation Year:
Current Funding Source:

SECTION IIA: COURSEWORK
List the courses you plan to complete this year (include course number, title, and number of credits.). Full time students must be registered for a minimum of 16 credits and may be registered for a maximum of 22 credits. Use as much space as needed to list all courses.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term</td>
<td></td>
</tr>
<tr>
<td>2nd Term</td>
<td></td>
</tr>
<tr>
<td>3rd Term</td>
<td></td>
</tr>
<tr>
<td>4th Term</td>
<td></td>
</tr>
</tbody>
</table>

SECTION IIB: CEPH LEARNING OBJECTIVES/COMPETENCY REQUIREMENTS

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>TERM/YEAR</th>
<th>1/2 CREDIT</th>
<th>OTHER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2: FOUNDATIONAL PRINCIPLES OF PUBLIC HEALTH</td>
<td>MET</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3A: ROLE OF QUANT METHODS IN PUBLIC HEALTH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B: ROLE OF QUAL METHODS IN PUBLIC HEALTH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4: CAUSES AND TRENDS IN MORBIDITY AND MORTALITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5: PRIMARY, SECONDARY AND TERTIARY PREVENTION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6: EVIDENCE FOR ADVANCING PUBLIC HEALTH KNOWLEDGE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7: ESSENTIALS OF ENVIRONMENTAL HEALTH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8: BIOLOGIC, GENETIC AND INFECTIOUS BASES OF DISEASE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9: PSYCHOLOGICAL AND BEHAVIORAL FACTORS IN HEALTH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10: SOCIAL DETERMINANTS OF HEALTH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11: GLOBALIZATION AND HEALTH: A FRAMEWORK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12: ESSENTIALS OF ONE HEALTH</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION III: TRAINING GOALS FOR DEGREE PLAN
Please state your original goals for this program and reflect on how your goals and professional trajectory may have changed, or not changed, since then. State whether, and how, the School of Public Health and the Department of Mental Health are helping you to meet those goals. State what progress toward these long-term goals you intend to make this year, and how we as faculty might recognize such progress at the conclusion of this year. Please feel free to provide any additional information or greater detail regarding your academic plan and professional activities (past, present, or future).

SECTION IV: PROFESSIONAL ACCOMPLISHMENTS
List all awards, grants, presentations, and/or publications since you started as a student/fellow that you have received or currently have under review/consideration. And briefly describe any plans to submit an award/grant application, paper for review, and/or abstract/paper for presentation during this academic year.

SECTION V: REQUIREMENTS/MILESTONES
Please list term and year of completion/anticipated completion:
Completion of required courses:
Departmental Comprehensive Exam:
Creation of Thesis Advisory Committee (TAC):
First meeting of Thesis Advisory Committee (TAC):
Public presentation of Thesis Proposal
(required for students matriculating 2018 and later)
Departmental Prelim Oral:
School-Wide Prelim Oral:
Submission of Final Defense Form:
School research ethics requirement (term/year):
School public health perspective requirement (term/year):
Departmental teaching assistant requirement (list course number/title/year TA’d):
Course:
Course:
Course:
Didactic lecture:
Grand Rounds requirement:

SECTION VI: THESIS (TO BE COMPLETED STARTING IN 2ND YEAR)
Briefly describe your thesis topic (possible topics) and status to date. List thesis advisory committee (TAC) members, as well as completed and planned meeting dates with your TAC:

_________________________________  _______________________________________
Student signature/date  Advisor signature/date

Academic Plans are to be submitted (online or hard copy) to Patty Scott, Academic Program Administrator. All Students should submit by the end of First term.
## Appendix E: Timetable for Completion of Doctoral Degree Requirements

### The Johns Hopkins University-Bloomberg School of Public Health

**Timetable for Completion of Degree Requirement**

**If Graduation** is planned for **AY 2020-2021**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Dates for Summer Conferral</th>
<th>Due Dates for Fall Conferral</th>
<th>Due Dates for Spring Conferral</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student has:</strong></td>
<td><strong>Friday June 12, 2020</strong></td>
<td><strong>Friday September 11, 2020</strong></td>
<td><strong>Friday March 19, 2021</strong></td>
</tr>
<tr>
<td>○ Verified with their Academic Coordinator that all academic requirements for the degree (except for submission of the thesis) have been fulfilled.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Oral Exam has been held and passed.</strong></td>
<td><strong>Friday July 10, 2020</strong></td>
<td><strong>Friday October 9, 2020</strong></td>
<td><strong>Friday April 16, 2021</strong></td>
</tr>
<tr>
<td><strong>Student has:</strong></td>
<td><strong>Friday July 24, 2020</strong></td>
<td><strong>Monday, November 16, 2020</strong></td>
<td><strong>Friday April 23, 2021</strong></td>
</tr>
<tr>
<td>○ Submitted Thesis Acceptance Letters from Committee Chair and Thesis Advisor to the Office of Records &amp; Registration.</td>
<td></td>
<td><strong>NOTE:</strong></td>
<td><strong>4th term Registration is Required if completion is AFTER Friday, April 16, 2021</strong></td>
</tr>
<tr>
<td>○ Approval of 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></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tuesday, May 25, 2021**

**School Convocation** - Royal Farms Arena

**Thursday, May 27, 2021**

**University Commencement** – Royal Farms Arena

The student is considered complete when copies of his/her dissertation and acceptance letters are on file in the Office of Records & Registration. The student is considered complete when the thesis acceptance letters are on file in the Office of Records & Registration, and approval of the thesis submission has been received from the Homewood Library.

*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.

(These dates are subject to future changes)
Appendix F: Timetable for Completion of MHS Degree Requirements

The Johns Hopkins University
Bloomberg School of Public Health

Timetable for Completion of Degree Requirements
Master of Health Science (MHS), Master of Health Administration (MHA)
Master of Science in Public Health (MSPH) Master of Public Policy (MPP)
Master of Applied Science (MAS), Master of Arts in Public Health Biology (MAPHB)

If Graduation is planned for AY 2020-2021

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Dates for Summer Conferral</th>
<th>Due Dates for Fall Conferral</th>
<th>Due Dates for Spring Conferral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Project, OR Scholarly Report, OR paper, OR thesis has been submitted to the department chair or advisor.</td>
<td>August 28, 2020</td>
<td>December 31, 2020</td>
<td>May 27, 2021</td>
</tr>
<tr>
<td>Department Chair has:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◦ indicated in writing to the Office of Records &amp; Registration that all degree requirements have been fulfilled</td>
<td>August 28, 2020</td>
<td>December 18, 2020</td>
<td>April 30, 2021</td>
</tr>
<tr>
<td>◦ certified the student’s eligibility for award of degree.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tuesday, May 25, 2021  School Convocation* - Royal Farms Arena

Thursday, May 27, 2021  University Commencement* - Royal Farms Arena

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/Commencement ceremony (ies).

Please direct questions about any aspect of this proposed timetable to the Office of Records & Registration, ebudlow1@jhu.edu

(These dates are subject to future changes)
THE JOHNS HOPKINS UNIVERSITY
BLOOMBERG SCHOOL OF PUBLIC HEALTH
2020-21 ACADEMIC YEAR CALENDAR

MEMORIAL DAY HOLIDAY M May 25
SUMMER INSTITUTES T May 26
REGULAR SUMMER TERM W July 1 – W Aug 26 (40 class days)

Registration Begins for Summer Institute Terms ................................................................. T Feb 11
Registration Begins for Regular Summer Term ................................................................. Th April 2
Internet-Based/Part-Time MPH New Student Orientation .............................................. Sun May 31
Summer Institutes Begin ................................................................................................. Begin T May 26
Regular Summer Term Registration Ends ......................................................................... F June 26
NEW STUDENT ORIENTATION ....................................................................................... M June 29 – T June 30
Instruction Begins for Summer Term .............................................................................. W July 1
INDEPENDENCE DAY HOLIDAY ...................................................................................... F July 3
Regular Summer Add/Drop Period ................................................................................ W July 1 – W July 8
(full term courses only)
Last Class Day of Regular Summer Term ...................................................................... W Aug 26
Last Class Day of Summer Institutes ................................................................................ F Aug 28

1ST TERM M Aug 31 – M Oct 26 (40 class days, M-F)

1st Term Registration Begins for Continuing and Special Students ......................... M Apr 27
1st Term Registration Ends for Continuing and Special Students ............................ W Aug 26
NEW STUDENT ORIENTATION/ REGISTRATION ......................................................... Th Aug 27 – F Aug 28
Instruction Begins for 1st Term ....................................................................................... M Aug 31
LABOR DAY ................................................................................................................. M Sept 7
Add Period ..................................................................................................................... M Aug 31 – Su Sept 6
Drop Period .................................................................................................................... M Aug 31 – Su Sept 13
Last Class Day of 1st Term ............................................................................................ M Oct 26

2ND TERM T Oct 27 – W Dec 23 (39 class days, M-F)

2nd Term Registration Begins ......................................................................................... M Apr 27
2nd Term Registration Ends ............................................................................................ W Oct 23
Instruction Begins for 2nd Term ...................................................................................... T Oct 27
Add Period ....................................................................................................................... T Oct 27 – M Nov 2
Drop Period ..................................................................................................................... T Oct 27 – M Nov 9
THANKSGIVING RECESS .............................................................................................. W Nov 25 – Su Nov 29
Last Class Day of 2nd Term ............................................................................................. W Dec 23

INTERNET-BASED/PART-TIME MPH NEW STUDENT ORIENTATION .......... Sun Jan 3
WINTER INTERSESSION ............................................................................................... M Jan 4 – F Jan 15

Winter Intersession Registration Begins ........................................................................ Th Oct 1
Winter Intersession Registration Ends ........................................................................... W Dec 30
MARTIN LUTHER KING, JR. HOLIDAY RECESS ......................................................... M Jan 18

3RD TERM M Jan 25 - F Mar 19 (40 class days, M-F)

Registration Begins for 3rd Term .................................................................................... M Nov 16
3rd Term Registration Ends ............................................................................................ F Jan 22
Instruction Begins for 3rd Term ...................................................................................... M Jan 25
Add Period ....................................................................................................................... M Jan 25 - Su Jan 31
Drop Period ..................................................................................................................... M Jan 25 – Su Feb 7
All JHU divisions begin fall terms on Monday, August 31, 2020 and spring terms on M January 25, 2021
Rosh Hashanah Sa September 19; Yom Kippur, M Sept 28
APHA Oct 24-28, 2020, San Francisco, CA

As of October 2019