



JOHNS HOPKINS

BLOOMBERG SCHOOL
of PUBLIC HEALTH

**Department of Health, Behavior and
Society 2021-2022**

MSPH Student Handbook

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

The Department of necessity reserves the right to change without notice any programs, policies, requirements or regulations in this Handbook. Last revised on 9.02.21

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University Statement on Equal Opportunity

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

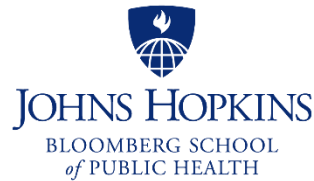
The university's equal opportunity policy is essential to its mission of excellence in education and research and applies to all academic programs administered by the university, its educational policies, admission policies, scholarship and loan programs and athletic programs. It applies to all employment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

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

Sincerely,

Ronald J. Daniels

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



Dear Students,

Welcome to the next phase of our collective journey. By enrolling in our department, you have already demonstrated your alignment with the central assumption guiding HBS: the belief that human behaviors, including the social and structural factors that govern them, are at the heart of health and wellness. Creating a healthy society means not only that we work to reduce disparities but also that, through advocacy, research, education, and practice, we dismantle systems of oppression and racism that perpetuate inequities.

As a department, we are engaged in these critical tasks here at home, nationally, and internationally in more than 35 countries.

You are now part of our family that includes world-renowned faculty, highly dedicated staff, and outstanding masters' and doctoral students. We are committed to creating a vibrant environment conducive to your learning and growth, even as we face the unique challenges this year brought about by COVID-19.

In our current environment, many of our interactions with our peers, faculty, and staff will happen online. While the modality of our joint interaction has changed, our commitment to creating a rich and vibrant community has not. If anything, the current pandemic has forced us to come up with innovative ways of taking full advantage of existing technology to provide a learning environment that is safe but also richer and more stimulating, in both formal and informal ways. We need your continued engagement to do so.

HBS faculty and staff are committed to your education. Please do not hesitate to tell us how we can serve you better.

Warmly,

Rajiv N. Rimal
Chair of the Department

THE JOHNS HOPKINS UNIVERSITY BLOOMBERG SCHOOL OF PUBLIC HEALTH

2021-22 ACADEMIC YEAR CALENDAR

PENDING FINAL APPROVAL of UNIVERSITY CALENDAR

<https://www.jhsph.edu/academics/calendar/2021-2022.html>

1ST TERM	M Aug 30 – M Oct 25 (40 class days, M-F)
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1 st Term Registration Begins for Continuing and Special Students.....	Apr 26
1 st Term Registration Begins for 1 st Term for New Students	Jul 1
1 st Term Registration Ends for all Students.....	Aug 27
NEW STUDENT ORIENTATION/ REGISTRATION	Aug 25 – Aug 27
Instruction Begins for 1 st Term.....	Aug 30
LABOR DAY	Sept 6
Add Period	Aug 30 – Sept 3
Drop Period.....	Aug 30 – Sept 10
Last Class Day of 1 st Term.....	Oct 25

2ND TERM	T Oct 26 – W Dec 22 (39 class days, M-F)
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2 nd Term Registration Begins	Apr 26
2 nd Term Registration Ends	Oct 22
Instruction Begins for 2 nd Term.....	Oct 26
Add Period	Oct 26 – Nov 1
Drop Period.....	Oct 26 – Nov 8
THANKSGIVING RECESS	Nov 25 – Nov 28
Last Class Day of 2 nd Term.....	Dec 22

WINTER INTERSESSION	M Jan 4 – F Jan 21
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Winter Intersession Registration Begins.....	Oct 1
Winter Intersession Registration Ends.....	Dec 29

3RD TERM	M Jan 24 - F Mar 18 (40 class days, M-F)
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Registration Begins for 3 rd Term	Nov 15
3 rd Term Registration Ends	Jan 21
MARTIN LUTHER KING, JR. HOLIDAY RECESS	Jan 17
Instruction Begins for 3rd Term	Jan 24
Add Period	Jan 24 - Jan 28
Drop Period.....	Jan 24 – Feb 4
Last Class Day of 3 rd Term	Mar 18

4TH TERM	M Mar 28– F May 20 (40 class days, M-F)
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Registration Begins for 4 th Term	Nov 15
4 th Term Registration Ends.....	Mar 25
Instruction Begins for 4 th Term	Mar 28
Add Period	Mar 28 – Apr 1
Drop Period.....	Mar 28 – Apr 8
Last Class Day of 4 th Term	May 20
PUBLIC HEALTH CONVOCATION.....	May 24
UNIVERSITY COMMENCEMENT	May 26
RESIDENCY PROGRAM ENDS.....	June 30

Department Mission and Overview

Mission

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

Research

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

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

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

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

Faculty

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

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

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

Faculty Research Interests

Sean Travis Allen, DrPH, MPH (pronouns: he/him/his)

Assistant Professor. Dr. Sean T. Allen is an Assistant Professor in the Department of Health, Behavior and Society. His research applies quantitative and geospatial methods to examine the structural drivers of public health among marginalized populations, including people who use drugs. Dr. Allen has particular interests in rural health disparities, harm reduction initiatives, policy change as a structural intervention for infectious disease and overdose prevention, and the intersections between research and drug policy. Dr. Allen completed his post-doctoral training at Johns Hopkins University in the Drug Dependence Epidemiology Training Program. During his post-doctoral training, he also served as a Senior Policy Advisor at the White House Office of National Drug Control Policy.

Stella O. Babalola, PhD

Professor. Dr. Babalola is the Director for Research and Evaluation at the Johns Hopkins University Center for Communication Programs (JHU/CCP). She has over 30 years working experience in international health, education, communication and research in Africa and the Caribbean. Prior to joining JHU/CCP, she taught in universities in Nigeria and consulted for various international agencies in the design, implementation and evaluation of behavior change programs for HIV/AIDS, family planning, child survival, women's political empowerment, early childhood education, adolescent health, and democratic participation. Her areas of research interest include social gender issues and behavior change for malaria, adolescent sexual and reproductive health, and family planning.

Hoda Bastani, MD

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

S. Wilson (Will) Beckham, PhD (pronouns: he/him/his)

Assistant Scientist. Dr. Beckham's research focuses on socio-structural determinants of health, using implementation science approaches to ensure evidence-based interventions reach populations most in need. His research interests are in sexual and reproductive health, especially prevention and treatment of HIV/AIDS among key populations in the epidemic, including sex workers, men who have sex with men, people who use drugs, and transgender populations. He also co-teaches courses on domestic and global LGBTQ health, and is particularly interested in the health of transgender and gender diverse people.

Sara Benjamin Neelon, PhD (pronouns: she/her/hers)

Associate Professor. Dr. Benjamin-Neelon is also the Director of the Lerner Center for Public Health Promotion at JHSPH. Her research focuses on environmental and policy-based approaches to obesity prevention in families and young children. These studies include community-based interventions to promote healthy eating and increase active play in children and their families. They also include observational studies examining weight gain trajectories in early life, focusing on important factors that may contribute to obesity like sleep and stress. In addition to a number of US-based studies, she conducts research in Mexico, England, India, and Kenya. Dr. Benjamin Neelon is also a Senior Visiting Fellow at the Centre for Diet and Activity Research at the University of Cambridge in England.

Lee Bone, RN, MPH (pronouns: she/her/hers)

Associate Professor. Ms. Bone's research, service, and education interests include community-based participatory research, community-academic practice partnerships, intervention, evaluation, and sustainability strategies that incorporate multi-disciplinary collaborative partners. She seeks to maximize health and social service systems and collective actions to address social determinants in the context of social equity and justice. She also endeavors to optimize student exposure to community health. Her research is focused on adult health in urban African-American communities as it pertains to mental health, chronic disease, cardiovascular disease, respiratory diseases such as COPD and related risk factors (e.g., high blood pressure, tobacco, obesity), diabetes, as well as cancer screening and treatment. As part of her efforts, Ms. Bone works with groups of faculty members from the Johns Hopkins University Schools of Public Health, Medicine, and Nursing as well as the Johns Hopkins Hospital. Her research partners also include relevant community-based organizations and institutions (e.g. churches, schools, and local governmental agencies). An important component of much of her research is increasing the impact and sustainability of community health workers (CHWs) who serve as team members, study recruiters, interviewers, and interventionists. Her current projects include enhancing community policing and introducing strategies to improve Long Term Care accountability in context of COVID-19.

Janice V. Bowie, PhD, MPH (pronouns: she/her/hers)

Professor. Dr. Bowie's research includes health disparities, community engagement, historical trauma and adversity, and spirituality. Dr. Bowie has established an evidence-based research and practice portfolio that includes collaborations with community organizations, stakeholders, and consumers. She is core faculty in the Center on Health Disparities Solutions and the Johns Hopkins Alzheimer's Disease Resource Center for Minority Aging Research. Dr. Bowie is also the Chair of the Schoolwide DrPH Program and designated faculty for the Certificate in Community-Based Public Health.

Amelia Buttress, PhD

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

Rajeev Cherukupalli, PhD

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

Joanna Cohen, PhD (pronouns: she/her/hers)

Bloomberg Professor of Disease Prevention and Director, Institute for Global Tobacco Control. Trained in epidemiology and health policy, Dr. Cohen's research focusses on the factors that affect the adoption and implementation of public health policies and on evaluating the beneficial effects and the unintended consequences of such policies. She has been involved in tobacco policy research for 25 years.

Lisa A. Cooper, MD, MPH

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

Lauren M. Czaplicki, PhD, MPH (pronouns: she/her/hers)

Assistant Scientist. Dr. Czaplicki is a mixed-methods researcher and uses both quantitative and qualitative methodological approaches. Her research broadly investigates corporate influence on population health outcomes and the health policy development process. She maintains a portfolio of projects to investigate tobacco industry marketing strategies in high-, middle-, and low-income countries. Dr. Czaplicki also leads studies to evaluate the beneficial impact and unintended consequences of policy implementation, particularly on vulnerable and historically marginalized communities. She is one of the faculty investigators at the Institute for Global Tobacco Control.

Melissa A. Davey-Rothwell, PhD, CHES (pronouns: she/her/hers)

Associate Scientist. Dr. Davey-Rothwell's research utilizes community engagement and implementation science methodologies. Her work focuses on the development, evaluation, translation and dissemination of behavioral interventions. Another area of research is the impact of social networks and norms on drug and sex risk behaviors among vulnerable populations including women, people who use drugs, young adults, men who have sex with men, and people living with HIV/AIDS. She is one of the faculty members of Lighthouse Studies at Peer Point.

Lauren Dayton, PhD (pronouns: she/her/hers)

Assistant Scientist. Dr. Dayton's work focuses on the development, evaluation, and dissemination of trauma and harm prevention strategies. She has a specific interest in understanding ways to enhance well-being among youth and families who have been impacted by trauma and addressing socio-structural factors that lead to health disparities. Dr. Dayton collaborates with local and national organizations in her current research and practice portfolio of projects which concentrates on opioid overdose, incarceration, childhood trauma, mental health, and COVID-19.

R. Tyler Derreth, PhD (pronouns: he/him/his)

Instructor. Dr. Derreth's research and teaching concentrates on urban community–university partnerships, critical pedagogies, and equitable educational practices. He also centers his research agenda on issues of social justice and identity. In particular, he is focused on developing equitable urban university–community partnerships through service-learning and other academic practices that center marginalized voices in a critical educational environment. He primarily uses qualitative methods to examine institutional, social, historical, and cultural questions around education and justice. Dr. Derreth is also the Associate Director of SOURCE where he designs faculty development trainings, collaborates with communities in Baltimore, and facilitates work in social justice.

Margaret E. Ensminger, PhD (pronouns: she/her/hers)

Professor Emeritus. Dr. Ensminger's interests include life course development and social context, and how they interact with health and well-being. She has been following a cohort of children from a neighborhood

Community in Chicago, first seen when they were in first grade. They are now in their early 60s and are being interviewed as they enter this stage of life. She and colleagues have been examining the early individual, family and neighborhood antecedents to both healthy and unhealthy outcomes for this cohort across their life course. Specifically, she has examined early and later educational influences on later outcomes, antecedents and consequences of drug use and criminal involvement, family influences, and the impact of social resources and neighborhood characteristics. She is interested in interacting with students in this new educational environment.

Maria-Elena Figueroa, PhD

Associate Scientist. Dr. Figueroa functioned as the Director of Research and Evaluation at the Center for Communication Programs (CCP) from 2001-2017. Her research interests focus on communication theory and research to support the design of health and development communication interventions. She has contributed theoretical models that have been used to guide research, monitoring and evaluation in multiple health and development areas. Her communication research expertise expands to Latin America, Africa and Asia and multiple health areas including family planning, HIV/AIDS, quality of care, child nutrition, and water, sanitation and hygiene, among others. Dr. Figueroa currently functions as CCP Director of the Global Program on Water and Hygiene. In this role, she has provided behavior change expertise to several international organizations including the WHO International Network for the Promotion of Household Water Treatment and the World Bank's Public Private Partnership for Hand Washing, among others. Most recently, she has focused on the important role of program monitoring to increase the effectiveness of communication programs and improve measurement of program impact evaluations.

Danielle German, PhD, MPH (pronouns: she/her/hers)

Associate Professor. Dr. German has extensive experience with behavioral research and harm reduction programs. She uses qualitative and quantitative methods to understand and address the social context of health behavior, with particular emphasis on applied research related to drug use, HIV transmission, and mental health among marginalized populations in Baltimore and throughout Maryland. She is Principal Investigator for BESURE, which is the Baltimore arm of CDC's National HIV Behavioral Surveillance Project. BESURE is a community health project that measures annual prevalence and trends over time in HIV, health and social issues, health-related behaviors and access to services among people who inject drugs, men who have sex with men, and individuals at increased risk of heterosexual HIV transmission, and includes a complementary set of projects focused on transgender health. Dr. German directs the HBS Doctoral Program and directs the JHSPH Certificate Program in LGBTQ Public Health.

Andrea Gielen, ScD, ScM (pronouns: she/her/hers)

Professor. Dr. Gielen's research interests are in the application of behavior change theory, health education and health communication to injury and violence prevention. Her work focuses on developing and evaluating child injury prevention interventions including infant safe sleep and home and transportation related injury. Dr. Gielen also works to bring evidence to practitioners on a variety of injury issues including intimate partner violence, sexual assault on college campuses, fire safety, and prescription opioid use. With a joint appointment in the Department of Health Policy and Management, Dr. Gielen serves as a senior advisor and former director of the Johns Hopkins Center for Injury Research and Policy.

Jennifer L. Glick, PhD, MPH (pronouns: she/her/hers)

Assistant Professor. Dr. Glick's research focuses on sociostructural factors that influence health disparities, frequently HIV/AIDS-focused, particularly among multiply marginalized sexual and gender minorities and other stigmatized populations. She is motivated by a desire to improve population health nationally and globally, a pursuit of justice, interdisciplinary collaborations, and community-engaged research utilizing mixed-methods approaches. Currently, Dr. Glick is Principal Investigator of a JHU-CFAR-funded grant focused on exploring HIV risk and social support disparities between high-risk sexual minority women and their heterosexual counterparts. She is also co-Investigator on two studies including: 1) The Behavioral Surveillance Research

(BESURE) Study—the Baltimore participating site of the Centers for Disease Control and Prevention’s (CDC) National HIV Behavioral Surveillance (NHBS) and 2) Communities Leveraging Evidence for Action and Resources (CLEAR)—a community-engaged initiative which seeks to identify the strengths and assets, and understand the health, social, and service needs of transgender and non-binary individuals living in and around Baltimore City. Additional research interests include: housing instability and social determinants of health, gender expression, HIV prevention and care among people who sell sex and/or use drugs, LGBT Health, and access to healthcare.

Ron Z. Goetzel, PhD (pronouns: he/him/his)

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

Susan M. Hannum, PhD (pronouns: she/her/hers)

Assistant Scientist and coordinator for both the *Center for Qualitative Studies in Health and Medicine* and the *Cancer Outcomes and Health Services Research*. Dr. Hannum is an interdisciplinary gerontologist whose broad research agenda focuses on chronic illness among aging populations. Her primary interests involve socio-cultural aspects of cancer and cancer survivorship across the life course, though she also engages in research that assesses care implementation, patient-centered care, and patient-reported outcomes. Dr. Hannum has been extensively involved in qualitative health-related research for over 15 years and is deeply committed to research that will inform and influence the future of care for those with cancer and other chronic conditions, while increasing quality of life and reducing the burden of disease.

Jeffrey J. Hardesty, MPH (pronouns: he/him/his)

Research Associate, Institute for Global Tobacco Control. Background in health policy, epidemiology, cancer, and medicine, Mr. Hardesty's current research focuses on evaluating the potential benefits and unintended consequences of health policies, particularly those relating to corporate impacts on public health. He has been at IGTC for six years.

Zoé Hendrickson, PhD (pronouns: she/her/hers)

Assistant Scientist. Dr. Hendrickson's focus is on sexual and reproductive health in an increasingly mobile, globalized world. Her research investigates mobility, household gender dynamics, and their implications on reproductive decision-making, family planning practices, and healthcare seeking. Dr. Hendrickson is interested in how social structures are implicated in everyday experiences of health and how people seek care. She draws on social theory to think critically about public health research and how best to design thoughtful and sustainable public health programs. Dr. Hendrickson serves as a principal investigator at the Center for Communication Programs on a number of research, monitoring, and evaluation activities that aim to address the unique health needs of individuals, couples, families, and communities around the world. Current programs range from capacity strengthening with local government counterparts to a focus on sexual and reproductive health, HIV, and maternal and child health, among others in South Asia and Francophone Africa.

Vanya C. Jones, PhD, MPH

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

Michelle Kaufman, PhD (pronouns: she/her/hers)

Associate Professor. Dr. Kaufman is a social psychologist by training. Her research focuses on health disparities and the social dynamics that lead to them, including gender, sexuality, race, and socio-economic status. She is particularly interested in the prevention of HIV, substance misuse, interpersonal violence, and mental distress. Her current projects focus on incorporating technology and social media into promoting youth health. She has led large research projects in various parts of the world, including Nepal, South Africa, Ethiopia, Tanzania, Zimbabwe, Malawi, and urban regions of the United States.

Ryan David Kennedy, PhD, MAES (pronouns: he/him/his)

Associate Professor. Ryan David Kennedy is a tobacco control researcher interested in the role policy plays in addressing the global tobacco epidemic. Kennedy works in low- and middle-income countries through his role with the Institute for Global Tobacco Control. Kennedy works in many regulatory domains including tobacco advertising at the point-of-sale, health warning labels, and clean air laws. Domestically, Kennedy has a program of research with the FDA's Center for Tobacco Programs, funded through the Hopkins CERSI (Center for Excellence in Regulatory Science and Innovation) working to understand e-cigarette advertising of product features including flavors. Emerging tobacco products including e-cigarettes present interesting public health challenges. Kennedy oversees a global policy scan to understand how countries/jurisdictions are regulating these emerging nicotine delivery systems. Dr. Kennedy has a long history of working on clean air issues and has studied tobacco smoke, wood smoke, and ambient pollution in numerous settings. Dr. Kennedy uses a variety of research methods including observational studies, surveys, content analysis, focus groups and key informant interviews.

Amy R. Knowlton, ScD

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

Susan M. Larson, MS (pronouns: she/her/hers)

Senior Research Associate. Ms. Larson's research and service interests are focused on family-centered trauma-informed care, specifically relating to pediatric mental health (Pediatric Integrated Care Collaboratives).

Carl Latkin, PhD, MS (pronouns: he/him/his)

Professor and Associate Chair. Dr. Latkin's work has focused on HIV, HCV, and STI prevention among disadvantaged populations, the psychosocial well-being of people with HIV/AIDS, the role of alcohol and other substances on HIV risk behaviors, domestic and international approaches to behavior change, social and personal network analysis, neighborhood factors and health behaviors, opioid overdose, injection drug use, mental health, social context and risk behavior, and integrating qualitative and quantitative methods. Dr. Latkin has helped design, implement, and evaluate over a dozen HIV prevention and drug overdose interventions for disadvantaged populations, including people who inject drugs and sexual minorities. He has served as protocol chair for a network-oriented international HTPN HIV prevention intervention and served on an Institute of

Medicine committee evaluating the President's Emergency Plan for AIDS Relief. Currently, Dr. Latkin is also conducting Covid-19 research in Baltimore, nationally, and internationally and studies on how to promote climate change action.

Krystal Lee, EdD (pronouns: she/her/hers)

Research Associate Krystal Lee, Ed.D. (she/her) is a solution-focused, student centered educator and curriculum development specialist. She believes the purpose of education is to prepare learners to critically analyze the world, see themselves capable of making positive change and feel motivated to take positive action. Dr. Lee teaches “Foundations of Teaching and Learning” during 4th term where her goal is to prepare future educators to be confident and engaged instructors. Her current research interests focus on critical pedagogy and praxis in public health education, anti-oppressive principles and barriers and facilitators to implementing anti-oppressive pedagogy in public health education.

Mindi B. Levin, MS, CHES® (pronouns: she/her/hers)

Assistant Scientist. Ms. Levin’s research and practice portfolio focuses on academic-community partnerships, and the benefits of service-learning for faculty development, student learning and community outcomes. Ms. Levin is the Founder and Director of SOURCE, the community engagement and service-learning center for the JHU Schools of Public Health, Nursing, and Medicine. SOURCE partners with over 100 community-based organizations (CBOs) in Baltimore City. She is the course director for the Baltimore Community Practicum course, a real-world public health practice course in 2nd and 3rd terms. She also co-created and coordinates the certificate in community-based public health along with Dr. Bowie. She runs the Connection Community Consultants Program, Baltimore Action Projects and has developed a range of public health practice opportunities in the JHU health professional schools. Ms. Levin trains faculty and community partners in service-learning pedagogy, in order to offer more for-credit public health practice courses at JHSPH.

Eileen M. McDonald, MS (pronouns: she/her/hers)

Senior Scientist. Eileen McDonald uses education, communication, product design, policy and professional development to create a healthier and safer world, especially for children. Her research and practice portfolio focuses on the application and evaluation of health promotion, information technology, (re)design, and policy strategies to remedy the long-standing public health challenge of unintentional injuries, a leading cause of death in the US. Active research includes continuing to grow and test an app for child safety, developing and testing an intervention for patients in a chronic pain clinic, conducting formative work to develop medication safety messages, and two professional development projects (one for undergraduates and one for working professionals). Eileen is a core faculty member with the Center for Injury Research and Policy (CIRP), is the Associate Director for Translation and Director of the Safety by Design initiative. She oversees the Children’s Safety Center, a resource that provides free safety products and personalized education to families with young children. She also is PI of the Injury Free Coalition for Kids-Baltimore and the Children’s Injury Prevention Network at JHMI. Eileen directs the department’s MSPH program and runs the seminar series for both first- and second-year students.

Meghan B. Moran, PhD (pronouns: she/her/hers)

Associate Professor. Dr. Moran studies health communication. Her work seeks to understand the ways in which media and pop culture affect health outcomes, and can be used to promote public health. She has several active projects studying tobacco marketing in traditional media and social media; this work partners with collaborators at the U.S. Food & Drug Administration to inform tobacco regulatory policy. Other projects use innovative mixed-methods approaches, including neuroimaging, online focus groups, and experiments, to develop techniques to maximize the effectiveness of tobacco education and prevention campaigns. Dr. Moran also studies risk communication and has conducted work to understand vaccine hesitancy and encourage vaccine receipt. Other areas of Dr. Moran's work have focused on how entertainment media and communication-based interventions can be used to reduce health disparities and with a particular focus on disparities in cancer screening.

Jill T. Owczarzak, PhD (pronouns: she/her/hers)

Associate Professor. Dr. Owczarzak is a medical anthropologist with expertise in qualitative research methods and analysis. Her research focuses on how frontline service providers use evidence-based programs in their public health practice, and how models of health intervention and the practices they entail address questions of socioeconomic, gender and other forms of inequality. She has conducted extensive mixed methods research on these issues as they relate to HIV prevention in the United States and Eastern Europe. Her current work in Ukraine explores the intersection of gender, substance use, and HIV stigma. She is the director of the HBS MHS Program in Social Factors.

Anne Palmer, MAIA, (pronouns: she/her/hers)

Associate Scientist. Ms. Palmer is the Food Communities and Public Health program director at the Center for a Livable Future. She is also a member of the Bloomberg American Health Initiative's faculty working group. Ms. Palmer directs the Food Policy Networks project, an initiative that operates at a national level to build the capacity of food policy councils to advocate for policy at the regional, state, and local level. The FPN team maintains a database of 1,300 resources, moderates a listserv of 2,100 members, hosts thematic webinars, meetings, and communities of practice and conducts an annual survey of food policy councils to help guide programming and research activities, currently focused on work related to the COVID-19 pandemic. The FPN team also works directly with several food policy councils in the Chesapeake region and around the United States. Ms. Palmer's research interests include food retail, collaborative governance, food policy, obesity, food environments, local and regional food systems, and community food security. In collaboration with four other organizations, she is a co-investigator on a Kellogg Foundation-funded initiative to create a values-based framework for food policy councils to address racial equity and economic justice.

Ju Nyeong Park, PhD MHS

Assistant Scientist. Dr. Ju Nyeong Park is a social epidemiologist who focuses on reducing overdose and infectious disease burden among people who use drugs. She has a specific interest in the social and structural determinants of health in relation to the opioid epidemic and COVID-19, and in reshaping U.S. drug policy. Dr. Park is leading a community-based implementation study on PrEP among women who use drugs in Baltimore and collaborates on several substance use studies within the Johns Hopkins Bloomberg School of Public Health and the School of Medicine. She is also advising the Maryland State Integrated Health Improvement Strategy initiative.

Lauren J. Parker, PhD

Assistant Scientist. Dr. Parker's research examines how home-and-community based supports can be used to address the cultural needs of African American and Hispanic caregivers for people living with dementia. Another area of scholarly interest is to disseminate and implement culturally tailored stress-reduction interventions into real world settings. Dr. Parker serves on the Leadership Core/Health Equity Task Force of the Center for Disease Control Building Our Largest Dementia (BOLD) Infrastructure, Public Health Center of Excellence (PHCOE) in Dementia Caregiving. She teaches and co-developed the course, Social Justice: Policy, Practice, and Research.

Rajiv N. Rimal, PhD

Professor and Chair. Dr. Rimal is currently working on two projects, one in India and the other in Nepal, both of which are based on social norms-related interventions to change behaviors. The project in India seeks to understand and subsequently change social norms that promote behaviors that perpetuate high levels of anemia among women of reproductive age. In Nepal, his work asks questions about how physical infrastructure and social norms can be altered to improve immunization among infants. Broadly, his global work focuses on maternal and child health, including nutrition, physical activity, and mental health.

Enid Chung Roemer, PhD

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

Debra Roter, DrPH, MPH, MS (pronouns: she/her/hers)

Professor, University Distinguished Service Professor. Dr. Roter focuses on the dynamics of medical communication and its consequences for both patients and clinicians. The communication analysis method she developed, the Roter Interaction Analysis System (RIAS), is the most commonly used medical communication coding system worldwide. Her studies include basic social psychology research regarding interpersonal influence, as well as health services research. Her work includes clinical investigation of patient and physician interventions to improve the quality of communication and enhance its positive effects on patient health behavior and outcomes, and educational applications in the training and evaluation of teaching strategies to enhance physicians' communication skills. Recent work has investigated the association and consequences of physician gender, ethnicity and implicit racial bias on physicians' communication style and the impact of patients' health literacy on ability to fully participate in medical dialogue across a variety of medical contexts. Dr. Roter is the Academic Director the Johns Hopkins University/ National Institutes of Health Genetic Counseling Training Program that confers the ScM to program graduates. She teaches courses on health literacy, interpersonal influence in medical encounters and protocol development.

Susan G. Sherman, PhD

Professor. Dr. Susan Sherman focuses on articulating and intervening upon the health of drug users and sex workers, with a primary interest in the structural context that engenders STI and HIV risk. As such, she has developed and evaluated numerous HIV prevention, peer-outreach behavioral and microenterprise as well as overdose prevention interventions in Baltimore, Pakistan, Thailand, and India. She is the Co-Director of the Baltimore HIV Collaboratory and a part of the Executive Leadership Committee of the Johns Hopkins Center for AIDS Research. She currently is evaluating a structural level intervention with sex workers in Baltimore, evaluating a new harm reduction center (SPARC) that will provide medical, mental health, legal, and social services for street- and venue-based sex workers. She serves on several Baltimore City and state advisory commissions on syringe exchange and overdose prevention initiatives, as well as the Board Secretary of the National Harm Reduction Coalition.

Danetta Hendricks Sloan, PhD, MSW (pronouns: she/her/hers)

Assistant Scientist. Dr. Sloan is a social work scientist whose research area includes community-based approaches to increase health equity in palliative and end of life care in Black and Brown communities. Her primary research focuses on the influences of religion and spirituality on health care decision making, intervention development, implementation, and evaluation. Dr. Sloan's current research involves partnering with the Black church to 1) develop culturally relevant education and training that will support the increase of health literacy in those who experience dementia, and 2) develop and test a faith-centered approach to increase advance care planning in the Black community. Dr. Sloan is also a core faculty member on the Hopkins Center for Health Disparities Solutions.

Katherine Clegg Smith, PhD (pronouns: she/her/hers)

Professor and Vice Chair. Dr. Smith is a sociologist with research interests around the social determinants of health behavior. Much of Dr. Smith's work involves the application of qualitative methodologies to addressing public health problems. Her research is organized around individual and collective understanding of health

issues and experiences. She has a general interest in identity and its relationship to health, and communication related to the experience of chronic illnesses (currently cancer and multiple sclerosis). Kate also has a longstanding interest in global tobacco control, specifically the analysis of tobacco industry communication to promote deadly tobacco use and undermine effective tobacco control policies. Professor Smith is the Director of the Johns Hopkins Center for Qualitative Studies in Health and Medicine.

Frances Stillman, EdD, EdM

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

J. Douglas Storey, PhD

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

Stephen Tamplin, MSE

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

Roland J. Thorpe, Jr., PhD, MS

Professor and Vice Chair. Dr. Thorpe is Founding Director of the Program for Research on Men's Health, and the Deputy Director, in the Hopkins Center for Health Disparities Solutions. Dr. Thorpe is also a Director of the Johns Hopkins Alzheimer's Disease Resource Center for Minority Aging Research and is trained as a social epidemiologist and gerontologist. Dr. Thorpe is a national leader in seeking to understand how social determinants such as segregation impacts race- and SES-related disparities across the life course in functional and health status of community-dwelling adults with a current focus on African American men. Prior to focusing on men, his work examined disparities in physical functioning between Black and White middle age to old age community-dwelling adults. He teaches courses on fundamental tools of health equity, advanced methods in health services research, and seminar in health disparities.

Karin E. Tobin, PhD (pronouns: she/her/hers)

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

Carol R. Underwood, PhD

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

Brian W. Weir, PhD, MHS, MPH

Assistant Scientist. Dr. Weir is an HIV prevention researcher with expertise on study design, quantitative methods and economic evaluation and he is affiliated with the Johns Hopkins Center for Public Health and Human Rights. He worked for 13 years in Portland Oregon with the Multnomah County Health Department and the Oregon Health Division and received an MPH from Oregon Health and Sciences University. He subsequently completed his MHS (Biostatistics) and PhD (HBS) at JHSPH. His current projects include evaluating integrated healthcare for people who inject drugs in Baltimore, developing real-time data analysis for targeting HIV prevention in Baltimore, evaluating pre-exposure prophylaxis (PrEP) for preventing HIV infection among young men who have sex with men in Bangkok, and estimating the cost-effectiveness of integrated screening and treatment for HIV, hypertension, and diabetes in Kenya and South Africa. In the fourth term Dr. Weir teaches Advanced Quantitative Methods in the Social and Behavioral Sciences: A Practical Introduction.

Kevin Welding, PhD (*pronouns: he/him/his*)

Assistant Scientist and Associate Director of the Institute for Global Tobacco Control. Dr. Welding is an economist with research interests in health and quantitative methods. His research broadly focuses on the surveillance and compliance of governments and corporations to international treaties and country-specific policies, respectively. His research includes investigations into the tobacco industry's use of tobacco packaging for marketing purposes, the strategic pricing of illicit and legal products, and the estimation of the size of illicit markets. Recently, Dr. Welding has evaluated how the emerging market of e-cigarettes has influenced consumer behavior and industry actions.

Cui Yang, PhD

Associate Professor. Dr. Yang's main research interests focus on developing public health interventions to ensure equitable access to prevention and healthcare services among marginalized populations worldwide. Dr. Yang's research is evidenced by innovative and advanced methodologies and analytical approaches (e.g., social network, mobile health, crowdsourcing) in observational research and community-engaged intervention development and evaluations. Dr. Yang has several active NIH-funded projects to address health disparities in HIV and mental health among sexual minority men in Baltimore. She is currently leading the effort in designing various community-driven strategies to promote COVID-19 testing and vaccine in the Latinx community. Dr. Yang's international projects include a mobile health intervention to promote repeat HIV self-testing (HST) and linkage to HIV-related care among 1,800 HIV negative sexual minority men and an implementation science study to inform pre-exposure prophylaxis (PrEP) implementation in China.

Non-Degree Students and Continuing Education

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

Special Student Regular

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

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

Special Student Limited

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

Postdoctoral Fellows

The Bloomberg School of Public Health and the Department of Health, Behavior and Society encourage qualified applications for postdoctoral training. Seminars and formal courses offered at any of The Johns Hopkins University Schools are available as part of the research program which is the core of most postdoctoral efforts in this department. Although postdoctoral training programs have an overall general similarity, the mark of this educational process is its variety and flexibility. Planning for such a program therefore depends on agreement between the trainee and the supervising faculty member. Once accepted as a postdoctoral fellow, the fellow is considered a student-fellow and must maintain a student registration. A postdoctoral fellow must register for a minimum of 16 credits per term. The 16 credits may be a combination of Postdoctoral Research (410.830) and courses of interest to the postdoctoral fellow. Postdoctoral fellows are not permitted to earn more than 16 credits of didactic course work for academic credit during their tenure as a postdoctoral fellow. However, this 16-

limit may be extended for some special postdoctoral training programs if prior approval is obtained from the School's Committee on Academic Standards. Even in cases where an exception to the 16-credit limit has been granted, only 16 credits can be transferred to meet degree program requirements. There is no limit on the number of courses a fellow may audit. The postdoctoral fellow's advisor approves the registration request. Links to postdoctoral fellow PPM and Guidebook: <http://www.jhsph.edu/academics/postdoctoral-training/Appointing%20Postdoc%20Fellows>

Certificate Programs

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

[Students are required to notify the Academic Program Administrator their interest in pursuing a certificate prior to starting the certificate program.](#)

Summer Institute

The course and registration information for the 2022 Summer Institute will be available on the School and Department websites in February 2022.

Resources and Administrative Information

Administrative Offices (Departmental)

Department Chair - Assistant to Chair	Rajiv Rimal, PhD - Steven Montera	HH 704	rrimal1@jhu.edu smontera@jhu.edu
Associate Chair	Carl Latkin, PhD	HH 737	carl_latkin@jhu.edu
Department Administrator	Erika Wagner	HH 280	ewagner1@jhu.edu
Academic Program Administrator	L. Robin Newcomb	HH 263	rnewcomb@jhmi.edu
Budget Analyst	Nancy Martin	HH 297	nancymartin@jhu.edu

Advising

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

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

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

- Students are expected to engage in pre-planning for these meetings.
- Both advisors and students should be aware of and understand curriculum policies and procedures.
- Students and advisors should identify future professional career goals and interests.
- The advisor and student should review the student's tentative curriculum and course schedule, and alternatives should be identified.
- Any major issues or questions about academic programs and non-academic problems should be identified and discussed.
- The HBS Academic Program Administrator, the student, and the advisor should be aware of the administrative policies and procedures affecting payment of tuition and fees, academic eligibility for scholarships, loans, and college work-study support. The HBS Academic Program Administrator, working with the student and advisor, can help clarify and identify funding opportunities as well as provide guidance regarding academic policies and procedures.

Link to the School's Guidebook: <http://www.jhsph.edu/offices-and-services/student-affairs/resources/jhsph-guidebook/>

HBS Program Directors for each respective program and the HBS Academic Program Administrator are also available as resources within the department for students who have questions or concerns related to their own academic advisers. These individuals may be able to assist with mediation, coaching, facilitating co-mentoring, or switching advisers as needed. If these individuals are not available, the Vice Chair for Pedagogy and Academic Affairs is available to serve in this role.

Roles and Responsibilities of Faculty Academic Advisors:

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

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

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

- Be sensitive to personal problems of a cultural, medical, legal, housing, visa, language, or financial nature.
- Be particularly aware of the fact that the school has a sizeable number of international students who come from a wide variety of educational settings and, because of their prior experience, have needs as professionals, students and individuals that may vary greatly from domestic students. Therefore, these students may require exceptional degrees of sensitivity, understanding and support. The JHMI Office of International Services <http://ois.johnshopkins.edu/> and other administrative units provide guidance and support to faculty advisors in their dealings with foreign students. In many cases, one or more of these administrative units can more directly address students' need. For example, the Johns Hopkins International Society http://ois.jhu.edu/News_and_Events/The_International_Society/, an informal social group composed of JHMI physicians, students, nurses and employees from a variety of cultural backgrounds, provides programs for cultural, social, and educational exchange.
- Evaluate and provide information and recommendations about student advisees for purposes of honors and awards. Materials to support this process include academic records maintained in the Records and Registration Office, periodic official honors and awards announcements (email and posted notices), and evaluation sheets on advisees for use by the Committee on Honors and Awards.
- Provide information and advice about career opportunities and job seeking strategies via avenues known to departmental program faculty. Refer students to the Student Career Services Office for more specific career and job search counseling, guidance, and services.

Become familiar with the career development and job search counseling services and resources made available through the Career Services Office http://www.jhsph.edu/student_affairs/career/

Business Cards

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

Career and Job Counseling

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

Disability Services

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

Weather Emergencies

A weather emergency is defined as an actual or imminent change in the atmosphere (e.g., snow, a hurricane or a tornado) that is serious enough to disrupt the routine academic, research, service and administrative functions to the university. In the event of a weather emergency, the president of the university or his designee in

consultation with the vice president for human resources will decide whether and when to curtail operations and/or invoke the "required attendance policy. Weather Emergency Line: **410-516-7781 / 1-800-548-9004**; **JHU Emergency Alert site:** <https://www.jhu.edu/alert/>

The university makes critical safety-related announcements by text message through the Johns Hopkins Emergency Alerts system. If you are not a subscriber, we urge you to sign up now.

INSTRUCTIONS FOR SUBSCRIBING TO JOHNS HOPKINS EMERGENCY ALERTS

To make sure you get Johns Hopkins emergency text message alerts, go to <http://my.jh.edu/>, log in with your JHED ID and password, and go to "My Profile/Emergency Alerts." Complete the step-up authentication procedure. Then make sure your correct cell phone number and mobile carrier are entered, check "Receive Emergency Alerts" and tick the appropriate campus check box or boxes. Be sure when you're finished to click "Save myProfile" at the bottom of the page.

E-mail Signature Lines

A standard JHSPH email signature template is available at this [website](#).

If a student in the Department of Health, Behavior and Society chooses to indicate an affiliation with the University in an e-mail signature line, the line must contain information on the student's candidacy status. (ex: *Jane Student, MS / PhD Student* {or PhD Candidate, if student has passed preliminary oral exam})

Funding

MHS and MSPH Programs

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

Doctoral Programs

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

Other sources of funding

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

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

The individual NRSA (National Research Service Award, NIH) may provide partial tuition and stipend support for up to three years for doctoral candidates planning to undertake research in certain areas. Students may apply for individual training support from NIH. The department provides a set of resources and a required internal review process to support student applications for NRSA and similar grant proposals. Students interested in submitting a NRSA proposal should notify the Doctoral Program Director (Dr. Danielle German), with cc to the HBS Academic Program Administrator as early as possible to initiate this process. The internal review process requires submission of grant text one month prior to the official submission deadlines.

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

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

Student Funding Resources

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

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

If you are planning to submit a grant proposal, such as a NRSA (National Research Service Award, NIH), involve your advisor in the planning at least 3-6 months before the application deadline. In order to prepare the budget and for information on other administrative procedures, contact HBS Administration/Budget Office **preferably two months in advance**. Include your contact information, as well as the NIH PA# or the link to the grant proposal information, and the name of your advisor. You will need an ERA Commons username (usually your JHED ID) for all NIH proposals. HBS Administration will confirm with you that you have an ID; if you do not, they will assist you in obtaining one. Also, your signature will be required on internal Compliance forms that we will send to you (a University form that accompanies all grant proposals).

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

Expense Reimbursement

Funds have been allocated to reimburse doctoral, MHS, and MSPH students for expenses related to their academic programs (not to include tuition and fees). The reimbursements are submitted through the CONCUR system.

Doctoral students also have the option of applying for thesis expense funding **or** special project funding to be used during the 2021-2022 fiscal year. Awards are made on a competitive basis, considering relevance to the Department's mission and the amount of funding allocated for this purpose. Announcements are emailed to the doctoral students.

Grading System, Pass/Fail Option, and Auditing Courses

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

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

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

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

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

Note: Audited courses count toward tuition calculation and the 22 credit per term limit but do not count toward full-time enrollment. **Units associated with audited, undergraduate, or informal courses, or courses taken to satisfy entrance conditions, are not credited in the School programs. Please contact the HBS Academic Program Administrator if you have any questions regarding auditing courses. MHS and MSPH students should particularly note that audited courses do not count toward the 64 credits needed prior to being eligible for the Master's Tuition Scholarship.**

Health, Behavior and Society Communications

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

Health, Behavior and Society Student Work Room

Doctoral and master's students have access to the new HBS student workroom, located in the Wolfe St Building, Room W3023. HBSSO handles the workspace ground rules for this new space including use for group meetings and other purposes, so please contact the HBSSO leaders for further details. Access to the room is card reader only, clearance requests should be directed to the ID Card Access Request System (IDCARS):

<https://solutions.jhu.edu/idcars/Pages/Clearance-Request-Form.aspx>

Identification Badges

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

Mail Bins

HBS provides mail bins for students on the second floor of Hampton House, located next to the stairwell.

Information Technology

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

International Student, Faculty and Staff Services

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

Johns Hopkins Enterprise Directory (JHED)

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

Policy for JHSPH Graduate Student Sick Leave

All students receiving a fellowship/stipend from JHSPH for full-time study while enrolled in a Master's or PhD program at the School are entitled to 15 days (three weeks) paid sick leave per year. Days may be used for a student's own sickness or to care for a family member. Unused days may not be carried over into the following 12-month period and are not payable upon departure.

When a student takes sick leave, they should notify their faculty advisor and keep them as up to date as feasible. At its discretion, the department or advisor may require the student to submit verification of the need for sick leave from their healthcare provider to the University Health Service Center for review. Any documents containing a student's medical information must be kept separate from their academic file.

Extended absences (more than two weeks) must be reported by the student and the advisor to the Department Administrator as quickly as possible. If the illness requires an extended absence, the student may apply for a leave of absence.

Leave of Absence

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

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

Library Services

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

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

On Campus: Tuesdays/Wednesdays/Thursdays 9:00 am - 2:30 pm.
Bloomberg SPH building, 2nd floor landing near the Daily Grind

Remotely: Monday/Friday

Also available by appointment.

Parental Leave Policy for Graduate Students and Postdoctoral Fellows

Policy

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

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

Provisions

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

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

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

Procedures

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

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

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

Security Services

The Security Department operates 24 hours a day, 7 days a week. For security emergencies or service information at the JHMI East Baltimore campus, you may call the **Security Communications Center at 410-955-**

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

Student Assistance and Well-Being

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

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

For more information or to schedule an appointment, visit www.jhsap.org, call 443-287-7000, or email jhsap@jhu.edu. Students in need of physical well-being assistance should contact [University Health Services](#).

Student Employment

Prior to accepting any employment at Johns Hopkins University, students must have a valid I-9 on file before any work can begin. The effective date of the I-9 must not be prior to the date the I-9 has been completed by the department. International students will also need to complete a Foreign National Information Sheet to be submitted to the JHU Tax Office. http://finance.jhu.edu/depts/tax/about_tax.html

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

Student Groups

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

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

Teaching Assistant Policy

Any student who wishes to serve as a Teaching Assistant (TA) in any Health, Behavior and Society course must first complete the self-paced, online “JHSPH Teaching Assistantship Training” course. You will receive a certificate of completion. **The Teaching Assistant Completion Certificate must be submitted to the HBS Academic Program Administrator before Payroll can process the hiring paperwork.**

Link to sign-up for the TA course:

<https://sites.google.com/site/ctlteachingtoolkit/teaching-assistants/ta-training>

Introduction to Online Learning

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

Academic and Research Ethics Requirements

Degree program	Online* Academic and Research Ethics course 550.860.82	In-Person Responsible Conduct of Research (RCR) course 550.600.01 or 306.665.01 <i>Required before prelims</i>
PhD	Required	Required
Masters and DrPH	Required	**Only if on training grant
Post Docs	Required	**Only if on training grant
Non-Degree Students	Required	Not required

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

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

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

A complete copy of the Academic Ethics Code may be found in the **School's Policies and Procedures**
<https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/Pages/default.aspx>

Link to the School's **Guidebook**: <http://www.jhsph.edu/offices-and-services/student-affairs/resources/jhsph-guidebook/>

Note: Additional information on School policies, procedures and resources for students can be found at:
<http://www.jhsph.edu/current-students/> and at
https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_01_GeneralPolicies_7-7-17.pdf

Training in the Responsible Conduct of Research (RCR)

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

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

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

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

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

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

ACADEMIC ETHICS REQUIREMENT

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

Transfers

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

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

1. Student prepares a written request to his/her home department asking for the transfer to the new department. If the transfer also includes a change of degree, this information should be explicit in the student’s request.
2. The student’s home department will forward the request on to the new department for endorsement. Both the current and new departments must endorse the request in writing.
3. A copy of the departmental endorsements must be submitted to the Office of Records and Registration by the department that is accepting the student in transfer. The endorsement letters must identify both an effective term for the transfer and an advisor.

4. The transfer will be reported to the School's Committee on Academic Standards as part of the Office of Records and Registration's Report.

5. If the student is transferring from one degree program to another within the same department, a letter from the student requesting the transfer, along with the department's approval, is necessary. This letter must also be sent to the Office of Records and Registration and reported to the School's Committee on Academic Standards.

Travel Abroad Notice

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

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

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

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

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

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

MSPH IN HEALTH EDUCATION AND HEALTH COMMUNICATION PROGRAM

Program Director	Eileen M. McDonald, MS
Program Co-directors	Dr. Andrea Gielen
Program Contact	Eileen M. McDonald, 731 Hampton House, 410-614-0225, emcdona1@jhu.edu
HBS Academic Administrator	L. Robin Newcomb, 263 Hampton House, 410-502-4415, rnewcomb@jhmi.edu

Overview

General Program Requirements

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

Program Policies

MSPH Program Policies

Master's Tuition Scholarship. The MTS provides eligible second year MSPH students with a 75% tuition scholarship for up to four consecutive terms. Students are eligible if they have successfully completed all Year 1 required coursework, are in good academic standing, and have accumulated a minimum of 64 credits. **Once the scholarship has been awarded, the student must maintain full-time registration for the entire period of the award.** Upon completion of the final written assignment, the MTS will be concluded. Students will not be permitted to enroll in courses using the MTS once they have been certified as complete in the MSPH program.

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

- Maintaining a minimum cumulative grade point average of 2.75. Students falling below this minimum will have one term (or 12 additional units of coursework if part-time) to raise the GPA above 2.75.
- Earning a grade of "C" or higher in program specific core courses. (Students earning lower grades must repeat the course.)
- Adhering to timeframe for completion of degree, defined as four years for all program requirements (coursework, placement and written assignment). Extensions are possible but must be formally approved by the Department and Committee on Academic Standards.

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

HBS Course Waivers and Substitutions. Waiving or substituting a course that the faculty have determined essential to the program is a serious consideration. *Students should discuss this thoroughly with their advisor well in advance of the start of the term in which the required course is offered.* Course waivers are rare and are appropriate only when

the student has completed the course or one very similar to it in prior graduate level training. Course substitutions may be appropriate if the student can provide a rationale for why an alternate course is preferred to the required one. (NB: The alternate course must cover much of the same content as the required course in order to ensure that we stay true to the program as presented to and approved by CEPH.) If the student and the advisor agree that a waiver or substitution is warranted, a memo from the student (co-signed by the advisor) to the program requesting the waiver should be submitted to the HBS Academic Office no later than the first day of the term of the course in question.

Requirements

Program Requirements

Student Status. The program is open to both full-time and part-time students. However, during the field placement, all students must be registered as full-time students. Students must maintain their student status up until they complete all requirements for graduation.

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

Course/Credit Load. The Department strongly encourages students to register for fewer than 19 credits (including special studies and thesis research) in any one academic term. While a credit registration of more than 18 credits is possible through the registration system, departmental faculty think that the additional course burden prohibits students from dedicating the appropriate time needed for the educational activities being undertaken. Any decision to register for more than 18 credits should be carefully considered and discussed with the student's advisor prior to registering. The Department encourages students to register for a minimum of 16 credits each term. The School requires a minimum of 12 credits to maintain full-time status and a maximum of 22 credits.

Certification for Graduation. MSPH students in good academic standing who complete all program components are certified for graduation by the Department's academic administrator. Students must communicate their graduation plans well in advance to their advisor, program director, and the School and meet all deadlines for degree requirements. Students are certified for graduation only after they have successfully completed all course work, the field placement, and the final writing assignment. Students who do not fulfill program requirements within the stated time frame run the risk of delaying their graduation. Specific deadlines and graduation conferral dates will be provided to the student.

Students who have not completed both the field placement experience and the final writing assignment by the May graduation deadline will be required to register for two credits in the summer term. Students will receive an Incomplete (I) grade for field placement (PH.410.810 Field Placement Health Behavior and Society) and, as dictated by School policy, the Incomplete grade will convert to a Fail (F) grade if the activity is not completed within 120 days of the end of 4th term.

Course location and modality is found on the [JHSPH website](#).

Academic Course Requirements

Students must complete a minimum of 64 credits, which includes both required and elective courses (see table below), before becoming eligible for field placement. Program course requirements are designed to give students general competence in core areas of public health and more in-depth competence in the theories and practice of public health education, promotion and communication. For a few required areas, students may select among options to fulfill the requirement. For instance, students can pursue the Biostatistics requirement through one of two options. The first option (Track A) emphasizes interpretation and concepts rather than data analysis. This sequence develops an understanding of statistical methods rather than developing a student's own data analysis

skills. The second option (Track B) is aimed at students who intend to analyze data themselves or contribute meaningfully to a group of practitioners or researchers doing so. Students may not switch between tracks after they have begun one. Both courses in the track must be completed to fulfill the Biostatistics requirement. All students taking online courses are required to complete Introduction to Online Learning (offered all four terms) before they take their first online course. Students are encouraged to consult with their academic advisers and program director when making course selections.

The required curriculum emphasizes:

- assessment of educational and communication needs;
- development and implementation of health behavior change strategies and health communication programs targeting the individual, group, and community; and
- evaluation of program effects.

Required Courses: Core Public Health Requirements

Ethics	Course Title	Credits
PH.550.860	Academic & Research Ethics at JHSPH (all terms)	0
Online Learning		
	Introduction to Online Learning (Term 1 recommended)	0
Epidemiology		
PH.340.721	Epidemiologic Inference in Public Health I (Terms 1 (recommended), 3, SI)	5
Biostatistics	<i>Select one of the following:</i>	
PH.140.611 & PH.140.612	Statistical Reasoning in Public Health I and Statistical Reasoning in Public Health II ¹	6
PH.140.621 & PH.140.622	Statistical Methods in Public Health I and Statistical Methods in Public Health II ²	8
Total Credits		11-13
¹ Term 1 (recommended), 2, 3 for PH.140.611 Statistical Reasoning in Public Health I; Terms 2 (recommended), 3, 4 for PH.140.612 Statistical Reasoning in Public Health II ² Term 1 recommended for PH.140.621 Statistical Methods in Public Health I; Term 2 recommended for PH.140.622 Statistical Methods in Public Health II		

Required Courses: Health Education, Promotion and Communication

Theory	Course Title	Credits
PH.410.600	Fundamentals of Health, Behavior and Society (Term 1 recommended)	4
Planning & Implementation	<i>Select one of the following:</i>	
PH.410.620 & PH410.630	Program Planning for Health Behavior Change and Implementation and Sustainability of Community-Based Health Programs ¹	6 -8
PH.410.654 & PH410.655	Health Communication Programs I: Planning and Strategic Design and Health Communication Programs II: Implementation and Evaluation ²	
Program Evaluation	<i>Select one of the following:</i>	
PH.410.615	Research Design in the Social and Behavioral Sciences (Term 2 recommended)	3-4
PH.380.611	Fundamentals of Program Evaluation (Term 3 recommended)	
Communication		
PH.410.650	Intro to Persuasive Communication: Theories and Practice (Term 2 recommended, WI)	4
PH.410.651	Health Literacy: Challenges and Strategies for Effective Communications (Term 3 recommended)	3
Policy		
PH.410.668	Policy Interventions for Health Behavior Change	3

Professional Development		
PH.410.865	MSPH Seminar in Health Education and Health Promotion (Term 1)	1
PH.410.866	Careers in Health Education and Health Promotion (Term 2)	1
PH.410.867	MSPH Field Placement Preparation (Term 3)	1
Total Credits		26-29
¹ Terms 1 (recommended), WI, 4 for PH.410.620 Program Planning for Health Behavior Change; Terms 2 (recommended), 4 for PH.410.630 Implementation and Sustainability of Community-Based Health Programs ² Term 3 recommended for PH.410.654 Health Communication Programs I: Planning and Strategic Design; Term 4 recommended for PH.410.655 Health Communication Programs II: Implementation and Evaluation		

Remember to check for prerequisites. Note all online courses require completion of Introduction to Online Learning.

Required Courses: CEPH Introductory Learning Objectives and Professional Development Competencies

The Council for Education in Public Health (CEPH) is responsible for the accreditation of all schools of public health. According to CEPH requirements, all degree students must be grounded in foundational public health knowledge, as outlined in 12 'introductory learning objectives.' In addition, students in professional master's degree programs like the MSPH must also demonstrate their ability to perform 22 professional development competencies. For MSPH students in HBS, many of these competencies are integrated into core departmental and program requirements. Competencies not already covered are included in 0.5 credit "Cells to Society" (C2S) online modules (552.610-552.612) or variable credit "Leadership Skills" courses developed by the school. The C2S modules are offered every academic term; the Leadership Skills courses are offered as noted. All CEPH requirements must be completed prior to graduation. MPSH students are strongly encouraged to complete them prior to the start of the field placement. More details about CEPH requirements can be found [here](#).

Course Number	Course Title	Credits
PH.552.601	Foundational Principles of Public Health	0.5
PH.552.603	The Role of Qualitative Methods and Science in Describing and Assessing a Population's Health	0.5
PH.552.607	Essentials of Environmental Health	0.5
PH.552.608	Biologic, Genetic and Infectious Bases of Human Disease	0.5
PH.552.609	Psychological and Behavioral Factors That Affect A Population's Health	0.5
PH.552.611	Globalization and Population Health	0.5
PH.552.612	Essentials of One Health	0.5
PH.552.622	Creating, Implementing and Monitoring Budgets for Projects and Programs	1
PH.552.623	Principles of Negotiation and Mediation for Public Health Professionals	0.5
PH.552.624	Applications of Negotiation and Mediation for Public Health Professionals	0.5
PH.552.625	Building Collaborations Across Sectors to Improve Population Health	0.5
PH.552.626	Systems Thinking: Concepts and Methods	0.5
PH.300.651	Introduction to the U.S. Healthcare System (Terms 1, 4)	4
PH.312.655	Organizational Behavior and Management	2

Elective Courses

Students have ample opportunity to choose elective courses to tailor their program of study to their own unique needs and interests. Students may use electives to broaden their understanding of major public health issues by taking courses in any of the departments of the School. Electives may also be used to pursue specialized training such as that offered by the Certificate in Injury Control, Certificate in Health Finance and Management, etc. Again, students are encouraged to consult with their advisors and program director about elective course selections. Students are encouraged to review and consider certificate programs early so as not to miss required courses. A full listing of certificate programs is available [here](#).

Field Placement

Overview. The field placement is designed to provide students with an opportunity, under supervision, to apply the knowledge and skills from the classroom to professional health education, promotion, and communication practice. The primary purpose of the field placement, an integral component of the MSPH program, is skill-building: helping students learn how to apply theories and principles and develop skills essential for functioning as an effective health educator. Another goal for the placement is to allow for the seamless transition from student to public health professional.

The field placement is an activity in which the student, the placement agency, and the faculty share responsibility. All three parties must be involved in developing work objectives to guide the student's field placement experience. An appropriate field placement is one that consists of a full-time work experience as a health education, promotion, or communication trainee in a health-related agency or organization in which the student participates in some aspect of program/project planning, implementation, and/or evaluation. The placement must be full time, last at least six months (consecutive) and provide the student with appropriate supervision and guidance from agency personnel. Both the student and the agency preceptor will be asked to participate in a mid-course discussion and a final evaluation.

Part-time students who are employed full-time by an agency may propose a field placement with their current employer. In such instances, the student must propose a scope of work that involves new responsibilities or activities that are not part of their current work, and the students must extend the time frame to accommodate the fact that they are not engaged in new work for 100% effort.

Additional field placement information and requirements will be provided to students by the program director.

Second Year Seminar. Students are required to participate in a monthly seminar series during year two of the program. The purpose of the seminar series is to allow students to learn about each other's placements and to discuss issues relevant to current health education and communication practice. The seminar also reviews the purpose and procedures for the final written assignment. Additional seminar information and requirements will be provided to the students by the program director. The seminars will be held virtually using Zoom technology; students will need a laptop or desktop computer with audio capabilities. If time zone or work priorities interfere with the student's ability to participate in the seminar, it is the student's responsibility to watch on his/her own time the recorded seminar. Monthly seminars are held during the academic year on Friday afternoons; the specific schedule will be shared by the program director.

Final Oral Presentation. Students will be required to conduct an oral presentation of their field placement and/or final written assignment in year two of the program. More details will be provided by the program director.

Final Written Assignment. The concluding requirement of the program is the completion of a program proposal prepared by the student. The goal of this written assignment is threefold:

- to provide students with an opportunity to synthesize information obtained in the academic year with that experienced during the field placement,
- to demonstrate the ability to write at the graduate level, and
- to gain proposal writing skills.

The proposal must display academic rigor, must comply with program requirements (provided by the program director and reviewed in seminar), and must be grounded in the needs and activities of the field placement agency.

The proposal must be reviewed and approved by the academic adviser and one faculty member from outside the Department, known as the Second Reader. Failure to submit the completed, approved proposal to the MSPH program director by the specified due date may delay graduation. Students must maintain their registration status until the approved proposal is submitted to the program director. Additional proposal information and requirements

will be provided to students by the program director.

Graduates

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

Graduates from this program are eligible to sit for national certification exams. One is conducted by the National Commission for Health Education Credentialing. Upon successful completion of this exam, individuals earn the designation of Certified Health Education Specialist (CHES) or MCHES (Masters Certified Health Education Specialist). Another is conducted by the National Board of Public Health Examiners. Upon successful completion of this exam, individuals earn the designation of Certified in Public Health (CPH). Additional information and requirements about CHES, MCHES and CPH will be provided to students by the program director.

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 2021-2022**

Requirement	Due Dates for Summer Conferral August 27, 2021	Due Dates for Fall Conferral December 31, 2021	Due Dates for Spring Conferral May 26, 2022
Special Project, OR Scholarly Report, OR paper, OR thesis <i>has been submitted to the department chair or advisor.</i>	Friday June 18, 2021	Friday October 22, 2021	Friday April 8, 2022
Department Chair has: <ul style="list-style-type: none"> ◦ <i>indicated in writing to the Office of Records & Registration that all degree requirements have been fulfilled</i> ◦ <i>certified the student's eligibility for award of degree.</i> 	Friday August 27, 2021	Friday December 17, 2021	Friday May 6, 2022

Tuesday, May 24, 2022
Thursday, May 26, 2022

School Convocation* - Royal Farms Arena
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.

*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 change

Milestones for the MSPH Program in Health Education & Health Communication		
Key Dates	Task/Activity	Date Completed
Year One: Term 1		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selection and Certificate Consideration	
	Satisfactory Academic Progress	
Year One: Term 2		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selection and Certificate Consideration	
	Satisfactory Academic Progress	
Year One: Term 3		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selection and Certificate Consideration	
	Satisfactory Academic Progress	
	Work / Field Placement Ideas	
Year One: Term 4		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selection and Certificate Consideration	
	Satisfactory Academic Progress	
	MTS Certification (64 credit min reached)	
	Field Placement Decision	

Continued

Milestones for the MSPH Program in Health Education & Health Communication		
Key Dates	Task/Activity	Date Completed
Year Two: Each Term		
	Register for Field Placement	
	Submit signed Work Agreement	
	Attend Year 2 Seminars	
	Meet with Advisor to discuss final paper topic and timeline	
	Share graduation plans	
	Identify second reader for paper	
	Complete field placement evaluation	

	Submit approved final paper	
	Get certified for graduation	