



JOHNS HOPKINS

BLOOMBERG SCHOOL
of PUBLIC HEALTH

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

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)**

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**

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)**

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)**

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.

Overview of PhD Program

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

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

course

Our curriculum is designed to help students master the following competencies:

- Analyze and theorize the influences of social context and behavior on health with the aim of developing, evaluating, and implementing solutions to pressing public health challenges in Baltimore, the United States and around the world
- Apply, develop, and critically evaluate interdisciplinary, ecological, and other multi-level theoretical models of health and health behavior to societal, structural, community and organizational influences on health behaviors, disease, and injury
- Design, conduct, and disseminate rigorous and innovative social and behavioral sciences research of relevance to public health
- Develop, implement, and evaluate behavioral and structural interventions to prevent disease and injury, alleviate illness and disability, improve the quality of life and reduce health disparities
- Critically evaluate, synthesize, and question the theoretical/conceptual orientation and perspectives on health, risk, illness, and health interventions
- Lead and collaborate as an expert social and behavioral scientist on a team of public health investigators

Course Requirements

The doctoral curriculum includes both required and recommended courses. Courses listed as required must be taken by all doctoral students, unless a formal, written exception is made to substitute a more advanced course in an area. Students should meet with their advisors before registering for courses each term to discuss the selection and sequence of HBS required and recommended courses, as well as elective courses within HBS and outside of the department. 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 director and Academic Program Coordinator, requesting the waiver should be submitted no later than the first day of the term of the course in question.

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

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

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

Course Requirements - School

The School requires that at least 18 credit units must be satisfactorily completed in formal courses outside the student's primary department. Among these 18 credit units, no fewer than three courses (totaling at least 9 credits) must be satisfactorily completed in two or more departments of the Bloomberg School of Public Health. The remaining outside credit units may be earned in any department or division of the University. This requirement is usually satisfied with the biostatistics and epidemiology courses required by the department, and taken in Year 1 of the PhD program.

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

Council on Education in Public Health (CEPH) Requirements

As of 2019-2020, all students matriculating into a graduate program in an accredited school of public health (such as JHSPH) are required to take courses that expose them to content that covers 12 'introductory learning objectives' before graduation. For PhD students in HBS, some of these exposures will come through regular program courses, and others will come through ½ credit "Cells to Society" (C2S) online modules developed by the school. The C2S modules will be offered at least twice a year and will be taken in the first 4 weeks of the term in which they are held. Some courses fulfill more than one learning objective. *These courses need to be successfully completed prior to graduation, and it may be advisable to take some of them in years 2 and 3.*

HBS PhD students will fulfill the CEPH requirements by taking the following courses. (Some of these courses also fulfill program course requirements):

1. Explain public health history, philosophy and values	552.601.81	Foundational Principles of Public Health
2. Identify the core functions of public health and the 10 essential services of public health	552.601.81	Foundational Principles of Public Health
3a. Explain the role of quantitative methods and sciences in describing and assessing a population's health	140.621	Statistical Methods in Public Health
3b. Explain the role of qualitative methods and sciences in describing and assessing a population's health	410.710	Concepts in Qualitative Methods (or another qualitative course of at least 3 credits)
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	340.721	Epidemiological Inferences in Public Health or Epidemiological Methods *
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	340.721	Epidemiological Inferences in Public Health or Epidemiological Methods *
6. Explain the critical importance of evidence in advancing public health knowledge	340.721	Epidemiological Inferences in Public Health or Epidemiological Methods *
7. Explain effects of environmental factors on a population's health	552.607.81	Essentials of Environmental Health
8. Explain biological and genetic factors that affect a population's health	(choose 1) 552.608.81 380.604.01	Biologic, Genetic, and Infectious Bases of Human Disease Life Course Perspectives on Health

	550.631.81	Biological Basis of Public Health
9. Explain behavioral and psychological factors that affect a population's health	410.650	Persuasive Communication
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	410.860	Graduate Seminar in Social and Behavioral Sciences
11. Explain how globalization affects global burdens of disease	552.611.81	Globalization and Health: A Framework for Analysis
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health)	552.612.81	Essentials of One Health

* Epidemiological Methods is most geared for students who might be interested in working as epidemiologists (or conducting epidemiological research) in academic or research environments. All other students should be well served by the Epidemiological Inference course, and may consider optional follow-up courses for deeper understanding or specific practice applications.

Curriculum - Social and Behavioral Sciences

Note: A minimum of 16 credits (including special studies and thesis research) required each term throughout the first 4 years of the PhD program. After Year 4, most students will elect to go part-time, and register for 3 credits per term.

First year, first term

Required Courses

- 550.860 Academic and Research Ethics course (online-should be automatically enrolled in this course)
- 140.621 Statistical Methods in Public Health I (4)
- 340.721 Epidemiological Inference in Public Health (5)
- 410.612 Sociological Perspectives on Health (3)
- 410.860 Graduate Seminar in Social and Behavioral Sciences (2)
- 410.863 Doctoral Seminar in Social and Behavioral Research and Practice (1)

Students are required to discuss course selections with their advisors prior to registration. Fundamentals of Health, Behavior and Society is highly recommended for those students with little social and behavioral sciences background. Students should discuss this with their advisors to ensure that they have covered the course content and have met the learning objectives of this course in prior coursework. The course should be taken in 1st term by students who plan to take the course. Students not taking 410.600 (Fundamentals in Health, Behavior and Society) in 1st term are required to select at least one 1st term HBS course in addition to 410.860 and 410.863 (often this will be Sociological Perspectives/410.612).

Students must also take the free, non-credit mini-course "Introduction to Online Learning (IOL)." Students are now required to take IOL before beginning their first term. See

<https://courseplus.jhu.edu/core/index.cfm/go/course.home/cid/90/>

First year, second term

140.622	Statistical Methods in Public Health II (4)
410.860	Graduate Seminar in Social and Behavioral Sciences (2)
410.650	Introduction to Persuasive Communications: Theories and Practice (4)
410.615	Research Design in the Social and Behavioral Sciences (3) is highly recommended for those students with little social and behavioral sciences research background. Students should discuss this with their advisors to ensure that they have covered the course content and have met the learning objectives of this course in prior coursework

First year, third term

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

First year, fourth term

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

Second year, first term

410.870	HBS Research and Proposal Writing Process for Doctoral Students I (2)
550.600	Ethics Responsible Conduct of Research (or 306.665 Research Ethics and Integrity in 3 rd term: Required choice for students receiving NIH grants)

Second year, second term

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

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

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

Students are strongly recommended to take at least 24 credits of taught (non-special studies) HBS classes before they sit for their departmental oral exams. For students with a prior masters in HBS or an JHSPH MPH with an SBS concentration, 10 of these credits can be transferred.

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

Term 1:

Course Title and # Credits

410.600	Fundamentals of Health, Behavior and Society (4)
410.620	Program Planning for Health Behavior Change (3)
410.621.81	The opioid crisis: Problem solving seminar (3)
410.641.67	Implementation and evaluation for tobacco control (3)
410.653	Contemporary Issues in Health Communication (1)
410.690	Ethnographic Fieldwork (4)
410.733	Communication Network Analysis in Public Health Programs (4)
410.864.01	Critical Issues in Health Disparities (1)

Term 2:

550.601	Implementation Research and Practice (3) (extradepartmental)
340.629	Epidemiology of Sexual Orientation, Gender Identity, and Public Health (3) (extradepartmental)
410.601.81	Emerging Tobacco Products and Regulatory Approaches (3)
410.604.81	Harm Reduction: A Framework for Evidence-Based Policy and Practice (3)
410.605.81	Fundamental Tools for Promoting Health Equity (3)
410.640.81	Global Tobacco Control (3)
410.651	Health Literacy: Challenges and Strategies for Effective Communication (3)
410.668	Policy Interventions for Health Behavior Change (3)
410.679	Decolonization, Global Communication, and Public Health (3)
410.710	Concepts in Qualitative Research for Social and Behavioral Sciences (3)
410.861	Graduate Seminar in Community-Based Research (1)
410.864.01	Critical Issues in Health Disparities (1)

Term 3:

410.613	Psychosocial Factors in Health and Illness (3)
410.635.81	Applications of Innovative Methods in Health Equity Research (4)
410.638	Scientific Writing in Health Sciences: Developing a Manuscript for Publication (3)
410.645	Applying the Social Ecological Model in Tobacco Control and Climate Change (3)
410.654	Health Communication Programs I: Planning and Strategic Design (4)
410.672.81	Introduction to Campaigning & Organizing for Public Health (3)
410.677.60	Theory and Practice in Campaigning and Organizing for Public Health (4)
410.683.60	Global Perspectives on LGBT Health
410.712	Theory and Practice in Qualitative Data Analysis for the Social and Behavioral Sciences (3)
410.752	Children, Media and Health (3)
410.755.81	Health Communication Programs (4)
410.864.01	Critical Issues in Health Disparities (1)

Term 4:

410.606.81	Local and Global Best Practices in Health Equity Research Methods (4)
410.610	Health and Homelessness (3)
410.611	Health, Poverty and Public Policy in the U.S. (3)
410.617	Foundations of University Teaching and Learning (3)
410.619.01	Social Justice: Policy, Practice, and Research

410.620.81	Program Planning for Health Behavior Change (3)
410.625.01	Injury and Violence Prevention: Behavior Change Strategies (2)
410.630.01	Implementation and Sustainability of Community-Based Health Programs (3)
410.631	Introduction to Community-Based Participatory Research: Principles and Methods (3)
410.639.01	Scientific Writing in Health Sciences: Developing a Manuscript for Publication II (3)
410.640.81	Global Tobacco Control (3)
410.652.01	Interpersonal Influence in Medical Care (2)
410.655.01	Health Communication Programs II: Implementation and Evaluation (4)
410.656.01	Entertainment Education for Behavior Change and Development (4)
410.660.01	Latino Health: Measures and Predictors (3)
410.663.01	Media Advocacy and Public Health: Theory and Practice (3)
410.678.60	Theory and Practice in Campaigning and Organizing for Public Health II
410.686.60	Advanced Quantitative Methods in Social and Behavioral Sciences: A Practical Introduction (4)
410.711.01	Doctoral Seminar in Mixed Methods for Public Health Research (3)
410.721	Translating Research into Public Health Programs I (2)
410.861.01	Graduation Seminar in Community-Based Research (1)
410.864.01	Critical Issues in Health Disparities (1)

School of Public Health course listings for courses in HBS and other departments:

<http://www.jhsph.edu/courses/>

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

Additional Requirements in Methodological Training

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

One course in each of the four areas is considered the minimum; students are encouraged to build their methodological expertise in all areas relevant to their proposed thesis activities and scientific areas of interest. It is valuable for students to seek both breadth and depth in methods training. Therefore, we strongly recommend that students also elect an area of methodological focus, and take multiple courses (3 or more) in this area. We additionally recommend that all students take at least two courses in the Qualitative area.

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

Qualitative (QL) ***Note: Qualitative Reasoning in Public Health (550.604) cannot count towards fulfilling the qualitative requirements for HBS PhD students***

*410.690 Ethnographic Fieldwork (3)

*410.710 Concepts in Qualitative Research (3)

*410.712 Theory & Practice in Qualitative Data Analysis & Interpretation for the Social & Behavioral Sciences (3)
*410.711 Doctoral Seminar in Mixed Methods for Public Health Research (3)

Quantitative (QN)
*410.686 Advanced Quantitative Methods in the Social and Behavioral Sciences: A Practical Introduction (4)
*410.733 Communication Network Analysis in Public Health Programs (4)
140.640 Statistical Methods for Sample Surveys (3)
140.641 Survival Analysis (3)
140.655 Analysis of Longitudinal Data (4)
140.656 Multilevel Statistical Models in Public Health (4)
330.657 Statistics of Psychosocial Research: Measurement (4)
330.658 Statistics of Psychosocial Research: Structural Models (4)
340.606 Methods for Conducting Reviews and Meta-Analysis (4)
380.712 Methods in Analysis of Large Population Surveys (3)
Evaluation (EV)
*410.721 and 410.722 Translating Research into Public Health Programs I and II (4 total)
300.713 Research and Evaluation Methods for Health Policy (4)
380.611 Fundamentals of Program Evaluation (4)
380.612 Applications in Program Monitoring and Evaluation (4)
SBS Research Approaches (SBS)
*410.631 Introduction to Community-Based Participatory Research: Principles and Methods (3)
340.717 Health Survey Research Methods (4)
380.711 Issues in Survey Research (3)
340.677 Infectious Disease Dynamics: Theoretical and Computational Approaches (3)
221.638 Health Systems Research and Evaluation in Developing Countries (4)
380.603 Demographic Methods for Public Health (4)

*HBS faculty instructor

Course/Credit Load

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

Satisfactory Academic Progress

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

1. A minimum grade point average (GPA) of 3.00. Any doctoral student who does not obtain the minimum 3.00 GPA by the end of the third term during the first year will not be permitted to sit for the written qualifying exams. In this situation, an appropriate course of action will be determined by the Department chair. If students fall below a 3.0 GPA, they have 2 terms to re-gain at least a 3.0 GPA.
2. All courses required for the program must be taken for a letter grade. All HBS departmental courses must be taken for a letter grade except with prior consent of the advisor. The pass/fail option may only be used for elective courses and only with the consent of the student's advisor.
3. No grades below a "B" in required courses. Any required course (or course taken to fulfill a methodological requirement) for which a grade of C or below is received) must either be retaken, or an alternative mechanism for material mastery must be agreed upon between the PhD program director, the advisor and the student. This should be successfully completed before taking the schoolwide oral exam.
4. All grades taken for a grade will be calculated into the student's GPA.
5. All doctoral students will have their transcript evaluated at the end of their first year. This evaluation will be completed in conjunction with the qualifying exam review process.

Independent Developmental Plans (IDP)

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

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

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

1. assess current skills, interests, and strengths;
2. make a plan for developing skills to meet academic and professional goals; and
3. communicate and collaborate with supervisors, advisors, and mentors about evolving goals and related skills. The onus to fully engage in the IDP process is on the student, with the support and input of the

advisor. Although the IDP is kept on file in the department, it is primarily a document for use by the student in conjunction with their advisor and thesis committee. Through the IDP process, it is possible that the student may decide to identify various additional mentors who can provide them with additional expertise and advice.

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

There are three aspects of the HBS IDP that will be completed on an annual basis, and **submitted to the academic coordinator by January 15th of each year**. The IDP summary and the signature form will both be kept in the student's departmental file.

- 1. Self assessment and goal setting**, primarily accomplished by the student through the completion of one of 2 'self assessment tools'.
 - The university has developed a template that is available at: https://provost.jhu.edu/wp-content/uploads/sites/4/2019/08/Annual-Discussion-and-Planning-Document_pdf-form.pdf
 - Or, the AAAS IDP tool, which is required for NIH training grants is accessible at the following website: <https://myidp.sciencecareers.org>
- 2. Advisor's response to the plan.** It is required that the advisor be involved in reviewing and discussing the student's IDP process. In most instances, an advisor's feedback will be provided in the context of an in-person meeting. There may be circumstances where it makes sense to involve other faculty members (such as co-advisors, training program leaders, or members of the thesis committee). There may also be times (such as if remote fieldwork is being undertaken) where review of a plan needs to occur via skype or phone call. In all cases, students and advisors should discuss the plan submitted/amended.

The student should set up a meeting with their advisor specifically to review the IDP. The IDP should be forwarded to the advisor in advance of this meeting so that the advisor has time to review before the meeting. The student and the advisor should discuss the IDP, and possibly revise it (e.g. add goals or members of the mentorship team).

Once completed, the student and advisor must sign this form and send electronic copies of the IDP and the form to the Academic Program Administrator (L. Robin Newcomb), ccing their advisor and the PhD program director (Danielle German).

- 3. Annual Departmental and program feedback to the student.** Written feedback will be provided from the department/program, that evaluates student progress in the program to date and the student's graduation trajectory, and progress towards stated career goals. Departmental feedback should be integrated into the IDP process. **After Year 1, students will receive written departmental feedback before the beginning of the first term of each year.** The goals outlined in the IDP will be reviewed in preparation of this feedback. Other elements of the IDP will not factor into departmental feedback.

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

Year 1

1. Career goal for PhD program (long term goals)
2. Coursework plans/goals for Year 1 (other than required courses)
3. Coursework plans/goals before embarking on dissertation
4. Skills assessment (areas of strength and needs for additional training)
5. Goals for establishment of professional identity and network
6. Goals for research opportunities in coming year/entire PhD program
7. Goals for teaching opportunities
8. Goals for practice opportunities
9. Funding targets/opportunities
10. Preparation for qualifying exams

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

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

Years 3+ (after preliminary exams)

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

Departmental Qualifying (Comprehensive) Examination

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

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

The exam is offered in June, and is under the purview of the HBS Exam Committee (Chaired by Dr. Karin Tobin). Specific details on the nature of the exam and policies related to grading will be distributed well in advance of the exam.

Research Hours

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

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

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

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

HBS Guidelines for the Dissertation Proposal

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

1. An introduction which describes the public health problem and brief overview of the sample, aims/research questions, and public health significance.
2. A literature review which describes the supporting literature and a synthesis of the themes, gaps, and weaknesses in the literature related to the social and behavioral aspects of the proposed project.
3. A conceptual framework and theoretical foundations discussion.

4. The methodology section will discuss sampling, recruitment, data collection procedures, measures, analysis, and steps that will be taken to protect human subjects as appropriate.
5. The strengths and limitations of the proposed project.
6. Timeline for completion of the proposed study.
7. Other pertinent information deemed appropriate by the student and their advisor such facilities and resources, timeline, etc.

Departmental Preliminary Oral Examination

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

The examination requires the student to prepare a dissertation protocol that will be examined by the committee members before the exam takes place. This protocol should be between 7,000 and 9,000 words (rough guide) and no more than 10,000 words. The proposal should provide the committee with the student's rationale for the proposed study and the research questions to be examined and the approach and methods the student proposes to use.

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

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

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

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

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

Based on the above criteria, students can then receive:

- a. Unconditional Pass: If the members each vote "unconditional pass" on the first ballot, this result is

reported with no further discussion. If one or more members vote “conditional pass” or “fail,” then the committee should discuss the specific concerns of those members as discussed below.

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

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

School-wide Preliminary Oral Examination

The School-wide preliminary oral examination takes place after the student has successfully completed the departmental qualifying examination and the departmental preliminary oral examination and completed **550.600.01, Ethics Responsible Conduct of Research (it is only offered in 1st term)** (or 306.665 Research Ethics and Integrity in 3rd term: Required choice for students receiving NIH grants). You will not be approved to complete the school-wide exam if you have not taken this course. The purpose of this examination, as stated in the School's Policy and Procedure Memorandum (PPM), is to determine whether the student has both the ability and knowledge to undertake significant research in his/her general area of interest. Specifically, the examiners will be concerned with the student's:

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

Discussion of a specific research proposal, if available, may serve as a vehicle for determining the student's general knowledge and research capacity. However, this examination is not intended to be a defense of a specific research proposal.

It is a School requirement that the School-wide preliminary oral exam be taken by the end of the student's third year in residence and before significant engagement in their own research. Note: The school has placed a time limit of three years between matriculation into a degree program and successful completion of the preliminary oral exam. Students are encouraged to keep this time limit in mind when planning their academic schedule.

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

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

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

The School-wide preliminary oral examination must be scheduled at least one month in advance by submission of a preliminary oral examination form to the Academic Program Coordinator (L. Robin Newcomb). Instructions on scheduling the examination and information on committee composition are available on the Records and Registration web site:

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

After successful completion of School-wide preliminary oral exam, students register for 16 credits of 410.820 Thesis Research in Health Behavior and Society each term (or a combination of Thesis Research and other courses totaling at least 16 credits).

IRB Approval

Among the many issues students should consider in developing a research study is the issue of whether it will qualify as human subjects research. The JHSPH IRB office is charged with making sure that research studies involving human subjects comply with federal, state, and local law, as well as institutional policy. More information about student projects is available here: <https://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects/>.

The IRB office has prepared a student manual at https://www.jhsph.edu/offices-and-services/institutional-review-board/pdfs-and-docs/Student%20Manual_V22_25Sep2019.pdf. Students should review this manual carefully and discuss the issues as they relate to the proposed project with their advisors as a first step in understanding the process and evaluating whether the proposed study will involve human subjects research.

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

Dissertation Advisory Committee

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

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

combined Appointment of Dissertation Readers' and Final Oral Exam Committee Composition form in order to obtain final signatory approval from the Sr. Associate Dean for Academic Affairs.

As noted in the "Milestones" table of this handbook, students should schedule meetings with their advisors at least once per term to review their dissertation progress.

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

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

Dissertation Guidelines

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

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

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

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

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

Dissertation Policy for HBS Doctoral Students

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

Each of these options is described briefly below.

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

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

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

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

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

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

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

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

Appendices: Appendices can be used for many purposes. They can include study instruments, if relevant; they can include additional tables not included in the main body of the dissertation; also to be included must

be a copy of the student's CV. The traditional dissertation should be able to "stand alone" without appendices, however, so results should never be put in appendices that are key to the study's main findings.

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

The manuscript dissertation consists of the following:

- A brief introduction, statement of the problem and specific aims, describing briefly why this work was undertaken, what background conditions or data suggested it was an important problem, and what, then, this project was intended to accomplish.
- A total of three (or more) papers, linked to the student's dissertation topic. One of these papers may be the literature review, provided it is a comprehensive critical review, suitable for publication.
- If one of the three papers is not a literature review, the dissertation must still contain a chapter that critically surveys the literature.
- A chapter which integrates and discusses the findings reported in the manuscripts. It should include a discussion of the conclusions of the research, and should make recommendations for further studies.
- An appendix outlining in detail the study methods and any accompanying data tables necessary to fully understand the data.

A manuscript oriented dissertation must also meet the following criteria:

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

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

Role of Faculty Advisor in Relation to the Dissertation:

The advisor's role is to facilitate successful completion of the dissertation. The type of assistance provided should be tailored to the individual student's needs. Both the traditional dissertation and the manuscript-oriented dissertation must reflect work that is the student's independent and original work. The advisor, then, can and should provide ongoing and critical feedback, but the research must be that of the student.

Maintaining this balance may be particularly challenging for manuscript-oriented theses. Even if the advisor (or another committee member) will be a co-author on a manuscript, the manuscripts must be viewed first and foremost

as fulfilling the student's needs in the dissertation process, with publication as a secondary goal. Advisors or other committee members who are co-authors may not undertake the first draft of any portions of the manuscripts nor substantial re-writes. Whether an advisor will be a co-author on any manuscript should be decided early in the dissertation process.

Thesis guidelines and deadlines:

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

Link to School PPM on PhD Degree

https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_15_Doctor_of_Philosophy_Degree_GTPCI_071417.pdf

Oral Defense of Dissertation

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

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

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

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

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

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

Public Seminar

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

except the doctoral candidate and the examination committee. Records and Registration posts the seminar announcement to the School's events calendar.

Career Development Resources for PhD students

The JHSPH Career Services Office provides a variety of assistance including individual career coaching, a university wide [job and employer database](#), career development [workshops and events](#), a list of [career resources](#), and an annual [career fair](#). More information is available here: <https://www.jhsph.edu/offices-and-services/career-services/for-students/>

The Professional Development and Career Office (PDCO) provides professional development training and career services to support PhD students and Postdoctoral Scholars in designing their life. The PDCO supports academic careers by providing grant writing workshops, teaching opportunities at local undergraduate institutions and through an annual academic job search series. It also supports career exploration outside the academy by hosting alumni career panels, organizing an alumni mentorship program, running leadership workshops and by offering paid internships in science policy, consulting, business development, etc. PDCO staff can also meet with PhD students or post-doctoral fellows one on one to meet their specific career goals. The PDCO services are outlined here: <https://pdco.med.jhmi.edu>. They also send monthly emails that list events for PhDs happening across the university (sent through the doctoral student listserv).



Policy on Mentoring Commitments for PhD Students and Faculty Advisors

Johns Hopkins University has a commitment to quality mentoring of PhD students, in support of the mission of excellence in PhD education at Johns Hopkins. As such, the university requires every PhD-granting school to undertake **ALL** of the following:

1. Distribute “*JHU Mentorship Commitments of Faculty Advisors and PhD Students*” to all PhD students and all PhD-advising faculty at least annually;
2. Identify when and by whom (role) the “*JHU Mentorship Commitments of Faculty Advisors and PhD Students*” will be distributed annually to students and to faculty advisors;
3. Ensure that the “*JHU Mentorship Commitments of Faculty Advisors and PhD Students*” are included in student handbooks
4. Ensure that the “*JHU Mentorship Commitments of Faculty Advisors and PhD Students*” are included in both new student orientation and new faculty orientation materials and/or sessions;
5. Identify a point person within each PhD program or department, as well as at the school level, to whom students can go if they have questions or concerns related to their own PhD advisor. This should include:
 - a. A description of how it is communicated to students that they may go to this named person with questions or concerns about advising;
 - b. A description of the functions the person may perform to assist with the advising situation (e.g., mediation, coaching, training, co-mentoring, switching advisors).
 - c. A description of the back-up procedure should the primary person be involved in the situation him/her/themselves or be temporarily unavailable.

In addition, it is the responsibility of the school’s dean’s office to ensure, either within the school as a whole or within each PhD program (or through a combination thereof), that **at least two strategies** (e.g., from list below, or others) will be used to enhance and support a good mentoring environment. Examples of mentoring supports are listed below. Additional supports, and additional innovative ideas to support good mentoring, are encouraged.

- 1. Dean’s or chair’s communication about the importance of good PhD advising and mentoring with supporting description of where to go with any concerns;**
- 2. Workshops, lunches, or discussions about PhD mentoring** (could include external guests with experience with mentoring, case discussions among faculty, best practice discussions, discussions of hard cases, etc.);
- 3. Mentoring awards:**
 - a. Smaller vs. larger number given annually within a school
 - b. With or without financial award
 - c. High visibility and celebration around awardees
- 4. Training on how to be a great mentor:**

- a. Length, format, target audience, topics, etc. to be determined by program and/or school

5. Robust thesis committee structure

- a. Required 1-2x annually
- b. Goal: Broader intellectual input to student's work; also can diffuse singular power of mentor
- c. May choose to allow time in each meeting when i) the advisor leaves the room; and ii) the student leaves the room.
- d. Letter generated after meeting with consensus of where things stand and goals for upcoming year. Distributed to student and all committee members

6. Mechanism to provide feedback on advisor's and student's adherence to commitments:

- a. Option: More formal survey/evaluation of each commitment
 - i. Returned to advisor/student?
 - ii. Collected by program head or department chair?
 - iii. Collected centrally by an institutional research office within school?
- b. Option: Ask student to identify three mentoring commitments the advisor is meeting the best and three commitments to work on for coming year. Faculty advisor does same for student.
- c. Option: Advisor asks student: "What is the one thing I should work on in the coming year?" Student asks advisor the same.

7. Mentoring mavens

- a. Each school identifies a few highly-effective faculty mentors to be master mentors, able to chat with or coach others, able to counsel students, able to serve on panels providing tips for good mentoring; also serves as important recognition

8. Any other strategy suggested by the program or school that is also designed to support a culture of excellence in mentoring

JHU Mentorship Commitments of Faculty Advisors and PhD Students

This document outlines mentoring expectations of faculty advisors and of PhD students at Johns Hopkins University. These expectations should be discussed together.

Faculty advisors should commit to the following responsibilities:

Training:

- **The PhD advisor has the responsibility to mentor the PhD student.** This responsibility includes committing to the training of their PhD student, building on the PhD student's individual professional background and in support of their individual professional aspirations.
- **The PhD advisor has the responsibility to participate in ongoing and regular meetings with their advisees to discuss academic and research progress.** The advisor and student should agree on expected frequency of and preparation for meetings and use meetings to brainstorm ideas, troubleshoot challenges, and outline next steps. The advisor should identify a coadvisor/mentor should the primary advisor be unavailable for an extended period (sabbatical, leave, etc.).
- **The PhD advisor has the responsibility to participate in a formal annual meeting with the student to discuss academic progress and next steps in the academic program.** This responsibility includes helping to ensure that the document summarizing this annual discussion is completed and submitted in accordance with program requirements.
- **The PhD advisor has the responsibility to encourage their advisees to reach out, as relevant, to additional co-advisors or informal mentors.**
- **The PhD advisor has the responsibility clarify the student's funding package and to clarify any work and/or teaching expectations associate with the package.**
- **The PhD advisor has the responsibility to contribute to a training environment that fosters independent, scholarly research, and professional growth.**

Research

- **The PhD advisor has the responsibility to provide guidance in scholarly research.** This responsibility includes helping to identify a workable research project and helping to set reasonable goals and timelines for research completion. The advisor should encourage the student to expand their skill sets and share ideas with others at Johns Hopkins and externally.
- **The PhD advisor has the responsibility to monitor research progress.** The advisor should encourage effective use of time. The advisor should meet regularly with the PhD student to hear updates on progress, results, and challenges in activities and research.

Professional development:

- **The PhD advisor has the responsibility to discuss career development with the PhD student, including in any number of sectors of interest to the student.** PhD advisors should assist in identifying resources to further the student's professional goals.
- **The PhD advisor has the responsibility to participate in a formal annual meeting with the PhD student to discuss professional development goals.** The advisor should help to ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.
- **The PhD advisor has the responsibility to nominate the student for relevant professional opportunities and try to connect their advisees to relevant professional contacts and networks.**

- **The PhD advisor has the responsibility to allow time outside of research for student engagement in professional development activities** including, for example, skill building workshops, professional conferences, additional research collaborations, or other informational sessions.

Respectful engagement and well-being:

- **The PhD advisor has the responsibility to treat their advisees, other students, and colleagues with respect at all times.**
- **The PhD advisor has the responsibility to commit to being available to meet with the PhD student.** The advisor and the student should agree on expected frequency of and preparation for meetings, and expected timeframe for responding to emails and for providing feedback on work products. The PhD advisor should give their full attention during meetings and should reach out to PhD students who are not making contact.
- **The PhD advisor has the responsibility to provide support during both successful and discouraging periods of training.**
- **The PhD advisor has the responsibility to communicate in a respectful and constructive manner, including if the advisor has concerns that the PhD student is not meeting the expectations outlined in this document.** This responsibility includes using concrete and specific language when providing suggestions or critiquing work.
- **The PhD advisor has the responsibility to take an interest in the student's well-being, to listen to any concerns, and to connect the student, as appropriate, with additional resources.**

Policies:

- **The PhD advisor has the responsibility to become familiar with and respect University, school, and program policies for PhD students.** The advisor will acknowledge all PhD student benefits and entitlements, including, as relevant, paid and unpaid leave.
- **The PhD advisor has the responsibility to discuss with the student relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation.**

Responsible conduct:

- **The PhD advisor has the responsibility to become familiar with university and professional codes of responsible conduct for PhD students.** This responsibility includes reporting any possible violations as required to relevant parties, including to the relevant Dean's office and to the Office of Institutional Equity.
- **The PhD advisor has the responsibility to discuss and help clarify authorship or intellectual property issues and appropriately recognize the student's contributions to any collaborative work.**
- **The PhD advisor has the responsibility to model professional behavior in both interpersonal interactions and in scholarly integrity.**
- **The PhD advisor has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University.**
<http://oie.jhu.edu/training/>

Continuous quality improvement as an advisor:

- **The PhD advisor has the responsibility to participate in mentor training and best practices discussions.** This responsibility includes striving to be a better mentor and to learn tips and practices that improve their work and skills as an advisor.
- **The PhD advisor has the responsibility to ask advisees for constructive feedback on mentoring.** This responsibility includes doing their best to respond professionally to these suggestions and consider whether or how best to incorporate them into their mentoring interactions.

PhD students should commit to the following responsibilities:

Training:

- **The PhD student has the primary responsibility for the successful completion of their degree.**
- **The PhD student has the responsibility to familiarize themselves with academic milestones and to strive to meet all milestones within the expected timeframe.**
- **The PhD student has the responsibility to meet regularly with the PhD advisor.** This responsibility includes providing the advisor with updates on the progress, outcomes, and challenges in coursework, research, and academic or professional activities. The advisor and the student should agree on expected frequency of and preparation for meetings, and will use meetings to brainstorm ideas, troubleshoot challenges, and outline expectations for work and timelines.
- **The PhD student has the responsibility to participate in a formal annual meeting with the advisor to discuss academic progress and next steps in the academic program.** The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.
- **The PhD student has the responsibility to seek additional mentors to expand their training experience, as appropriate.**
- **The PhD student has the responsibility to understand their funding package and to clarify any work and/or teaching expectations in line with this funding.**

Research:

- **The PhD student has the responsibility to work with the advisor to develop a thesis/dissertation project.** This responsibility includes establishing a timeline for each phase of work and striving to meet established deadlines.
- **The PhD student has the responsibility to seek guidance from their advisor, while also aspiring increasingly for independence.**
- **The PhD student has the responsibility to engage in activities beyond their primary research responsibilities.** The student should attend and participate in any research-related meetings and seminars relevant to their training area.

Professional development:

- **The PhD student has the primary responsibility to identify their professional goals and to develop their career plan following completion of the PhD degree.** This responsibility includes familiarizing themselves with professional development opportunities within Johns Hopkins and externally. Students should identify specific activities to pursue that will advance their professional development and networking.
- **The PhD student has the responsibility to prepare a Professional Development Plan annually that outlines their research and career objectives.** This responsibility includes discussing this plan annually with the advisor. The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.

Respectful engagement and well-being:

- **The PhD student has the responsibility to treat the advisor, other mentors, and colleagues with respect at all times.**
- **The PhD student has the responsibility to make themselves available, within reason, to meet with the advisor upon request.**

- **The PhD student has the responsibility to communicate in a respectful and constructive manner if they have concerns that the advisor is not meeting the expectations outlined in this document.**
- **The PhD student has the responsibility to be open to constructive criticism by the advisor, other mentors, and colleagues.**
- **The PhD student has the responsibility, as possible, for their well-being, should consider discussing any concerns with the advisor or other mentor(s), and should connect with available resources when needed.**

Policies:

- **The PhD student has the responsibility to familiarize themselves and comply with University, school, and program-specific policies and requirements for PhD students.**
- **The PhD student has the responsibility to discuss with the advisor relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation.** As needed, the student will provide any documentation relevant to stated policies on leave and other requirements to the student's program, school, or the University.

Responsible conduct:

- **The PhD student has the responsibility to conduct themselves in a responsible and ethical manner at all times.**
- **The PhD student has the responsibility to familiarize themselves with University codes of responsible conduct for PhD students.**
- **The PhD student has the responsibility to engage in responsible research conduct.** This responsibility includes completing the responsible conduct of research training requirements of their specific school and program, and any specific discipline training requirements (e.g., animal and human subject work). The student will maintain accurate and contemporaneous records of research activities in accordance with the norms of best practices in their own discipline. The student should discuss authorship and intellectual property issues with the advisor.
- **The PhD student has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University.**
<http://oie.jhu.edu/training/>

Milestones for the PhD Program

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

	If student plans to take oral exam in 2 nd year, committee members should be identified by 3 rd term.	
	Submit CV and IDP to academic coordinator	
Term 4		
Before 4 th term registration	Advisor Meeting	
	Course selections	
	Satisfactory academic progress	

Third Year

Terms 1-4

Before registration each term	Advisor Meeting	
	After successful completion of school preliminary oral exam, student registers for 410.820 Thesis Research each term until completion of all degree requirements (see timetable at end of student handbook).	
Annually, post prelim oral exam	Dissertation Advisory Committee meets to evaluate progress and submits evaluation to HBS Academic Office	
Prior to prelim exams	Research Hours form has been completed by student, signed by advisor, and submitted to Academic Office.	
By 3 years from matriculation date	Successful completion of departmental and school preliminary oral examinations	
Within 3 months of successful completion of school prelim oral exam	Student has identified a dissertation advisory committee and submitted the School's Thesis Research Documentation form to HBS Academic Office	
	Review IDP Submit CV to Academic Coordinator	

Fourth Year

Terms 1-4

At least once per term	Advisor Meetings to review thesis progress	
Annually, post prelim oral exam	Dissertation Advisory Committee meets to evaluate progress and submits evaluation to HBS Academic Office	
	Ensure that students who have an interest in an academic career have had some teaching experience as TA or the opportunity to apply for a Dean's Teaching Fellowship.	
	Review IDP Submit CV to Academic Coordinator	

The Johns Hopkins University
Bloomberg School of Public Health
Timetable for Completion of Degree Requirements
All Doctoral Candidates
If Graduation is planned for AY 2021-2022
Students Must be Continuously Registered until Degree Requirements are Completed

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
Student has: <ul style="list-style-type: none"> ◦ <i>Verified with their Academic Coordinator that all academic requirements for the degree (except for submission of the thesis) have been fulfilled.</i> ◦ <i>Submitted the Appointment of Thesis Readers and Final Oral Exam Form to the Office of Records & Registration. Thesis has already been distributed to readers.</i> 	Friday June 11, 2021	Friday September 10, 2021	Friday March 18, 2022
Final Oral Exam has been held and passed.	Friday July 9, 2021	Friday October 8, 2021	Friday April 15, 2022
Student has: <ul style="list-style-type: none"> ◦ <i>Submitted Thesis Acceptance Letters from Committee Chair and Thesis Advisor to the Office of Records & Registration.</i> ◦ <i>Approval of submitted electronic copy of dissertation (PhD, DrPh & ScD) to: Sheridan Library: http://etd.library.jhu.edu</i> 	Friday July 23, 2021 * Note: Students who hold their exams in summer (after May 21) or complete ¹ after June 30 will not be required to register in Summer	<u>Monday November 15, 2020</u> NOTE: <u>2nd Term Registration is required if completion is AFTER Monday November 8, 2020</u>	Friday April 22, 2022 NOTE: *4th Term Registration is required if completion is AFTER Friday, April 8, 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)

Curriculum Vitae

(YOUR NAME)

PERSONAL DATA

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

EDUCATION AND TRAINING

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

PROFESSIONAL EXPERIENCE (*annotate as appropriate*)

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

PROFESSIONAL ACTIVITIES

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

EDITORIAL ACTIVITIES

Peer Review Activities
Editorial Board Membership
Ad Hoc Review of Proposals

HONORS AND AWARDS

Honors Awards
Named Lectureships

PUBLICATIONS (*list separately*)

Journal Articles (signifies peer review)
Books or Monographs
Articles and Editorials not peer reviewed
Chapters
Practice-Related Reports (annotate impact on the field or the profession as appropriate)

PRACTICE ACTIVITIES

Research Findings translation to Inform Policy and Practice (annotate with regards to impact on the field or the profession as appropriate)
Testimony (federal, state, and local level) Presentations to policy-makers and other stakeholders
Consultations with policy-makers and other stakeholders
Research finding dissemination through media appearances and other communication venues (federal, state, and local)

Software development

Other practice activities

TEACHING

Advisees

Name, Degree and Dates Thesis Title (if applicable)

Preliminary Oral Participation Final Oral Participation Classroom Instruction

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

RESEARCH GRANT PARTICIPATION

Title of Grant, Dates and Sponsoring Agency

Principal Investigator and Funding Level

Main Grant Objective Principal

Responsibilities of Individual

ACADEMIC SERVICE

Division and/or Department

School

University

PRESENTATIONS

Scientific Meetings

Invited Seminars

ADDITIONAL INFORMATION

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

Department of Health, Behavior and Society Departmental Preliminary Oral Examination

Name: _____ Degree Program: _____

Committee Members:

1. _____
Advisor Faculty Rank

2. _____
Faculty Rank

3. _____
Faculty Rank

4. _____
Faculty Rank

Alternate: _____
Faculty Rank

Protocol Title: _____

Date of Exam: _____ Time: _____ Location: _____

Approved (Advisor): _____

This form should be submitted to the HBS Academic Program Administrator at least 3 weeks prior to the exam date.

Notice sent to committee members: _____
Date

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

Student Name: _____ Degree Program: _____ Date of Exam: _____

Title of Proposal: _____

.....
Examining Committee

1. _____ Chair of Committee

2. _____ Advisor

3. _____

4. _____

5. _____ Alternate

.....
Results of Examination

_____ Unconditional Pass

_____ Conditional Pass

Conditions must be met by: _____

Conditions: _____

_____ Fail

Examining Committee Signatures:

1. _____ Chair of Committee

2. _____ Advisor

3. _____

4. _____

5. _____ Alternate

Please return signed form and file to HBS Academic Program Administrator.

HBS Doctoral Research Hours

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

Student Name: _____

Research Project 1

Project Title: _____

Primary Investigator: _____

Duration of Research Hours: _____

Brief description of research activity: _____

Research Project 2

Project Title: _____

Primary Investigator: _____

Duration of Research Hours: _____

Brief description of research activity: _____

Student Name: _____

Signature: _____ Date: _____

Advisor Name: _____

Signature: _____ Date: _____

Research Mentor Name: _____

Signature: _____ Date: _____

Received by HBS Academic Program Administrator on _____

HBS Doctoral Dissertation Progress Evaluation Form

Student: _____ Degree Program: _____

Advisor: _____

Date of Dissertation Advisory Committee Meeting: _____

Dissertation Advisory Committee Members Present:

Evaluation of doctoral dissertation progress:

Student Signature

Advisor Signature

Attach copy of student's progress report

The Johns Hopkins Bloomberg School of Public Health Thesis Research Documentation Form

Once you have completed your Preliminary Oral Exam, your Thesis Advisory Committee should be formed and documented as directed by your department. It is your responsibility to ensure that you obtain the necessary research approval (either IRB for human subjects research or ACUC for animal research) on the appropriate approved protocol(s). Retroactive research approval for research involving human subjects and/or animals **cannot**, under any circumstance, be granted. Failure to obtain research approval will prevent you from publishing your thesis/dissertation.

The following resources on obtaining research approval are provided for your reference:

Human Subjects: <http://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects/policies-for-students/>

Animals Research: <http://web.jhu.edu/animalcare>

Thesis Research Documentation Form: <https://www.jhsph.edu/offices-and-services/institutional-review-board/pdfs-and-docs/Thesis%20Form.pdf>

The thesis research form must be completed and emailed to:

Melissa Cooke (mjcooke@jhu.edu)
Office of Academic Affairs

Additional information is located on the website:

<https://www.jhsph.edu/offices-and-services/institutional-review-board/student-projects/>

Dissertation/Thesis Information Form For Bound Department Copy

Online Submission of Dissertation to the Sheridan Library:

a. Submission of electronic thesis or dissertation (ETD)—Submit a PDF/A copy of your final thesis/dissertation to the Johns Hopkins ETD Submission Tool <http://etd.library.jhu.edu>. Instructions for formatting and submitting may be found at:

<https://www.library.jhu.edu/library-services/electronic-theses-dissertations/>

Your thesis needs approval from the Sheridan Library before submission to your department.

b. When you are ready to submit your dissertation, electronically, please make sure you review the section in the formatting guidelines, pertaining to PDF/A. YOUR ELECTRONIC COPY WILL NOT BE ACCEPTED IF IT IS NOT IN THIS PDF/A FORMAT.

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<https://sed-ncses.org>

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

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

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