



JOHNS HOPKINS

BLOOMBERG SCHOOL  
*of* PUBLIC HEALTH

**Department of Health, Behavior and Society**  
**2019-2020**  
**MSPH Student Handbook**

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

The Department of necessity reserves the right to change without notice any programs, policies, requirements or regulations in this Handbook. Last revised on 8.13.19

## University Statement on Equal Opportunity

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

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

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

Sincerely,

Ronald J. Daniels

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



August 1, 2019

Dear Students,

Welcome to this next phase of our collective journey. By enrolling in our department, you have already demonstrated your alignment with the central assumption guiding our department: the belief that human behaviors, including the social and structural factors that govern them, are at the heart of wellness, disease prevention, and, ultimately, happiness.

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. Some of that learning will take place in classrooms, but I suspect much of it will happen through interactions with your peers, faculty, staff, and members of our larger community.

As a department, we are engaged in the pursuit of knowledge relevant to the social and behavioral contexts of health as well as improving public health interventions and practices. We are involved locally, nationally, and internationally. From leading a campaign to reduce Baltimore's infant mortality (B'more for Healthy Babies), to projecting the need for Critical Services for the Opioid Epidemic (Bloomberg American Health Initiative), to working in 32 countries focused on the conceptualization, delivery, and evaluation of impactful social and behavior change interventions (through the Center for Communication Programs, CCP), the impact of our work is far reaching.

How much richness you are able to derive from your stay with us will depend, of course, on how much you put into that effort. Our job – yours and ours, jointly – is to push you so that we tap into the best part of you. We provide opportunities for you to engage in the community to foster meaningful relationships that generate ideas and resources. We very strongly encourage you to participate in department and school seminars to learn and engage in discussions around major public health issues of the day.

HBS faculty and I are committed to your education. Tell us how we can serve you better. And don't stop wondering.

Warmly,

Rajiv N. Rimal  
Chair, Department of Health, Behavior and Society

**THE JOHNS HOPKINS UNIVERSITY BLOOMBERG  
SCHOOL OF PUBLIC HEALTH 2019 – 20 ACADEMIC  
YEAR CALENDAR**

<b>MEMORIAL DAY HOLIDAY</b>	<b>Monday May 27</b>
<b>SUMMER INSTITUTES</b>	<b>Tuesday May 28</b>
<b>REGULAR SUMMER TERM</b>	<b>M July 3 – F Aug 25 (39 class days)</b>

Registration Begins for Summer Institute Terms..... Tuesday Feb 12 Registration Begins for  
Regular Summer Term..... Wednesday April 3  
Internet-Based/Part-Time MPH New Student Orientation..... Sunday June 2  
Summer Institutes Begin..... Tuesday May 28  
Regular Summer Term Registration Ends..... Friday June 21  
NEW STUDENT ORIENTATION/REGISTRATION ..... Thursday June 27– Friday June 28  
Instruction Begins for Summer Term..... Monday July 1  
INDEPENDENCE DAY HOLIDAY ..... Thursday July 4  
Regular Summer Add/Drop Period (full term courses only) ..... Monday July 3– Friday July 14  
Last Class Day of Summer Term ..... Friday Aug 23

<b>1ST TERM</b>	<b>Tuesday September 3 – Friday October 25 (39 class days)</b>
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1<sup>st</sup> Term Registration Begins for Continuing and Special Students..... Monday June 3 1<sup>st</sup> Term  
Registration Ends for Continuing and Special Students..... Friday August 16  
NEW STUDENT ORIENTATION/ REGISTRATION ..... Tuesday August 27 – Thursday August 29  
Instruction Begins for 1<sup>st</sup> Term..... Tuesday September 3  
LABOR DAY RECESS..... Monday Sept 2  
Add/Drop Period..... Monday September 2 – Friday September 13  
Last Class Day of 1<sup>st</sup> Term..... Friday October 25

<b>2ND TERM</b>	<b>Monday October 28 – Friday December 20 (38 class days, M-F)</b>
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2<sup>nd</sup> Term Registration Begins..... Monday June 3  
2<sup>nd</sup> Term Registration Ends..... Friday October 18  
Instruction begins for 2<sup>nd</sup> Term..... Monday October 28  
Add/Drop Period..... Monday October 28 – Sunday November 10  
THANKSGIVING RECESS..... Thursday November 28 – Sunday December 1  
Last Class Day of 2<sup>nd</sup> Term ..... Friday December 20

Internet-Based/Part-Time MPH New Student Orientation.....	<b>Sunday January 5</b>
<b>WINTER INTERSESSION</b> .....	<b>Monday January 6 – Friday January 17</b>

Winter Intersession Registration Begins..... Thursday October 3 Winter  
Intersession Registration Ends..... Friday December 27  
MARTIN LUTHER KING, JR. HOLIDAY RECESS ..... Monday January 20

<b>3RD TERM</b>	<b>Tuesday January 21 – Friday March 13 (39 class days)</b>
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Registration Begins for 3<sup>rd</sup> Term..... Wednesday November 13  
3<sup>rd</sup> Term Registration Ends ..... Friday January 10  
Instruction Begins for 3rd Term..... Monday January 21  
Add/Drop Period..... Monday January 20 – Friday January 31  
Last Class Day of 3<sup>rd</sup> Term ..... Friday March 13  
SPRING RECESS ..... Monday March 16 – Friday March 20

<b>4TH TERM</b>	<b>Monday March 23 – Friday May 15 (40 class days)</b>
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Registration Begins for 4<sup>th</sup> Term ..... Wednesday November 13  
4<sup>th</sup> Term Registration Ends..... Friday March 13  
Instruction Begins for 4<sup>th</sup> Term ..... Monday March 23  
Add/Drop Period..... Monday March 23 – Friday April 3  
Last Class Day of 4<sup>th</sup> Term..... Friday May 15  
PUBLIC HEALTH CONVOCATION..... Tuesday May 19  
UNIVERSITY COMMENCEMENT..... Thursday May 21  
RESIDENCY PROGRAM ENDS ..... Tuesday June 30

As of June 2016

## **Department Mission and Overview**

### **Mission**

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

### **Research**

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

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

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

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

### **Faculty**

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

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

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

## Faculty Research Interests

### Sean Travis Allen, DrPH

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

### Stella Babalola, PhD

Associate Professor. Dr. Babalola 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: adolescent sexual and reproductive health, family planning, malaria, and gender issues.

### Hoda Bastani, MD

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

### S. Wilson (Will) Beckham, PhD

Assistant Scientist. Dr. Beckham's research focuses on socio-structural factors that influence health, particularly among stigmatized and hard-to-reach populations both domestically and globally. He employs quantitative and qualitative methods in his research. He is interested in LGBTQ health; reproductive health; implementation of programs for HIV/AIDS prevention and treatment, especially among cis and trans sex workers; and implementation science and patient preferences for HIV prevention and treatment. His current research quantitatively measures cis female sex workers' preferences for pre-exposure prophylaxis (PrEP) for HIV prevention.

### 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, MPH

Associate Professor. Ms. Bone's research interests include community-based participatory research, intervention, evaluation, and sustainability strategies that incorporate multi-disciplinary collaborative partners. Her research is focused on adult health in urban African-American communities as it pertains to cardiovascular disease, respiratory diseases such as COPD, and related risk factors (e.g., high blood pressure, tobacco, obesity), and diabetes, as well as cancer screening and treatment. As part of her efforts, Ms. Bone works with groups of faculty members from the Johns Hopkins University Schools of Public Health, Medicine, and Nursing as well as the Johns Hopkins Hospital. Her research partners also include relevant community-based organizations and institutions (e.g. churches, schools, and local governmental agencies). An important component of much of her research is testing the effectiveness of nurse-supervised indigenous navigators/ community health workers (CHWs) who serve as study recruiters, interviewers, and interventionists.

Janice Bowie, PhD, MPH

Professor. Dr. Bowie's research includes health disparities, community engagement, historical trauma and adversity, and spirituality. Dr. Bowie has established an evidence-based practice portfolio that includes collaborations with community organizations, stakeholders, and consumers. She is core faculty in the Center on Health Disparities Solutions and, Cancer Disparities. Dr. Bowie is also the Director 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.

Lawrence J. Cheskin, MD, FACP

Associate Professor. Dr. Cheskin founded and directs the Johns Hopkins Weight Management Center, a multidisciplinary clinical treatment and research program that was established in 1990. The Center offers internships to students in clinical behavior change. Dr. Cheskin's research interests lie in obesity treatment,

especially focusing on dietary and behavioral modifications, individualization of treatment approaches, including alternative treatments, and prevention of childhood obesity through systems-wide approaches. He is currently working on a community obesity treatment intervention in Baltimore among underprivileged minority adults. He also studies ways to use framed mHealth (text messages) to affect behavior change. Dr. Cheskin holds joint appointments in the Department of Medicine, in the Department of International Health's Center for Human Nutrition, at Homewood, and in the School of Nursing.

Joanna Cohen, PhD

Bloomberg Professor of Disease Prevention and Director, Institute for Global Tobacco Control. Trained in epidemiology and health policy, Dr. Cohen's research 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 and Health Policy and Management at the Bloomberg School. Her research focuses on developing and implementing behavioral interventions targeting health professionals' communication skills, cultural competence and ability to address social determinants of health and on programs to enhance patients' decision-making and disease self-management skills. Dr. Cooper directs the Johns Hopkins Center to Eliminate Cardiovascular Disparities, where she and her multidisciplinary team work with a broad group of stakeholders from healthcare and the community to implement rigorous clinical trials that identify effective, patient-centered solutions to alleviate health disparities among at-risk populations. The Center also provides training to a new generation of clinical and public health scholars.

Melissa Davey-Rothwell, PhD, CHES

Associate Scientist. Dr. Davey-Rothwell's research 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.

R. Tyler Derreth, PhD

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

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

antecedents to both healthy and unhealthy outcomes for the cohort of former first graders and their mothers.

Maria-Elena Figueroa, PhD

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

Danielle German, PhD, MPH (she/hers)

Associate Professor. Dr. German uses qualitative and quantitative methods to understand and address the social context of health behavior, with particular emphasis on issues related to drug use, HIV transmission, mental health, and LGBTQ health. She has a specific interest in social, housing, and neighborhood stability and its impact on public health. She is Principal Investigator for the BESURE study, the Baltimore arm of CDC's National HIV Behavioral Surveillance Project, which measures prevalence and trends in HIV, health and social issues, health-related behaviors and access to services among key groups in Baltimore, and several other applied research studies designed to inform program planning and public health response. She is co-director of the HBS MHS Program in Social Factors and directs the JHSPH Certificate Program in LGBTQ Public Health.

Andrea Gielen, ScD, ScM

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

Ron Z. Goetzel, PhD

Senior Scientist and Director of the Institute for Health and Productivity Studies (IHPS). The mission of the IHPS is to bridge the gap between academia, the business community, and the healthcare policy world – bringing academic resources into policy debates and day-to-day business decisions, and bringing health and productivity management issues into academia. Dr. Goetzel is responsible for leading innovative projects for healthcare purchaser, managed care, government, and pharmaceutical clients interested in conducting cutting-edge research focused on the relationship between health and well-being, medical costs, and work-related productivity. He is an internationally recognized and widely published expert in health and productivity management (HPM), return-on-investment (ROI), program evaluation, and outcomes research. Dr. Goetzel is a Task Force Member of the Guide to Community Preventive Services housed at the CDC, and President and CEO

of The Health Project, which annually awards organizations the prestigious C. Everett Koop prize for demonstrable health improvement and cost savings from health promotion and disease prevention programs. He is also a member of several committees organized by the Institute of Medicine (IOM). He is located in Bethesda, MD.

Sarah Gonzalez-Nahm, PhD, MPH, RD

Assistant Scientist. Dr. Gonzalez-Nahm's research focuses on health equity and the early origins of health and disease. She has a particular interest in infant feeding and childhood obesity, and is currently working on projects assessing equity in breastfeeding state policies, health services, and infrastructure in the US. Previously she worked on projects examining child care regulations in relation to infant feeding and early childhood health behaviors, and has conducted research on the associations between maternal nutrition during pregnancy and potential epigenetic markers of early life obesity risk. Dr. Gonzalez-Nahm is also the Deputy Director of the Lerner Center for Public Health Promotion, and works on the evaluation and dissemination of health communication campaigns for obesity and chronic disease prevention.

Susan M. Hannum, PhD

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

Zoé Hendrickson, PhD

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

Vanya Jones, PhD, MPH

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

Parastu Kasaie, PhD

Research Associate. Trained in the field of engineering and operation research, Dr. Kasaie's research focuses on the development and analysis of computer simulation models of infectious diseases and implications for policy

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

#### Michelle Kaufman, PhD

Assistant Professor. Dr. Kaufman is a social psychologist by training. She studies how interpersonal relationships and an individual's social context contribute to health outcome disparities, as well as how behavior change interventions can influence these factors. Her work focuses primarily on how gender, sexuality, and associated social status put individuals at risk for poor health outcomes. She uses qualitative and quantitative methodologies to design, implement, and evaluate prevention interventions. Her work spans several continents, with current and past projects in the U.S., Nepal, South Africa, Tanzania, Ethiopia, Malawi, Zimbabwe, and Indonesia.

#### Ryan David Kennedy, PhD, MAES

Assistant Professor. Dr. Kennedy is a tobacco control researcher based at the Institute for Global Tobacco Control. He has a background in air quality science and has led studies measuring tobacco smoke pollution in a variety of settings including outdoor environments and community housing. Dr. Kennedy collaborates closely with colleagues at the municipal/city level including local health units. He is interested in tobacco cessation systems that can support tobacco users, such as quit-lines and support from primary care providers. He has studied the role optometrists can, and do play in tobacco use prevention, and patient tobacco use cessation. He has also researched tobacco product design and opportunities for product regulation under the 2009 Family Smoking Prevention and Tobacco Control Act.

#### Amy R. Knowlton, ScD

Associate 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.

#### Lisa Lagasse, PhD

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

#### Susan Larson, MS

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

#### Carl Latkin, PhD

Professor and Associate Chair. Dr. Latkin's work has focused on HIV and STI prevention among disadvantaged populations, the psychosocial well-being of people with HIV/AIDS, the role of alcohol and other substances on

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

#### Krystal Lee EdD

Research Associate. Dr. Lee is an independent scholar and student affairs professional whose research has focused on improving the college retention and graduation rates of underrepresented populations. Trained in Higher Education Administration and Curriculum Design, Dr. Lee assists with the design and implementation of HBS online courses and will co-teach the "Excellence in College Teaching" course during fourth term. She serves on the department's Curriculum Committee.

#### Mindi B. Levin, MS, CHES®

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 School of Public Health. 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 2<sup>nd</sup> and 3<sup>rd</sup> 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 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.

#### Catherine Maulsby, PhD, MPH

Associate Scientist. Dr. Maulsby's research focuses on assessing how social contextual factors shape health behavior and health outcomes, in particular movement along the HIV Continuum of Care. Much of her research focuses on the development, implementation, and evaluation of programs to increase access to medication care, with a focus on HIV linkage and retention in care. Her research uses multiple methods including in-depth interviews, case studies, economic analyses, and network analysis. Her current research is on the integration of employment programs into access to care programs. Dr. Maulsby works with a range of partner organizations (e.g. CBOs, ASOs, and health care providers) to develop and test behavioral interventions that reduce health disparities.

#### Eileen McDonald, MS

Senior Scientist. Ms. McDonald's research and practice portfolio focuses on the application and evaluation of health promotion, information technology, and policy strategies to remedy the long-standing public health challenge of unintentional injuries, a leading cause of death in the US. As a core faculty member with the Center for Injury Research and Policy (CIRP), she is their Associate Director for Translation, ensuring that Center research and policy work gets widely disseminated. Her specific research projects include: integrating injury risk measures into housing assessments; surveying parents of children being seen in a burn follow up clinic to inform educational messaging; and conducting formative work to inform a pediatric medication safety communication

campaign. Eileen and Center colleagues are widely promoting Safety in Seconds, an app that promotes car seat and smoke alarm safety. They are also testing an innovating new pill dispenser to reduce prescription pain medication abuse, diversion and misuse. Finally, Eileen oversees the Children's Safety Center, located in the pediatric primary care clinic, that provides free safety products and personalized education on pediatric injuries. Eileen is the director of the Injury Free Coalition for Kids-Baltimore and the Children's Injury Prevention Network at JHMI. Her professional experience includes leadership roles in health education and injury prevention organizations as well as consultancies with state, national and international organizations on topics ranging from trauma, burn and injury prevention to diabetes education to the future of the health education and public health credentialing. Eileen directs the department's MSPH program and runs the seminar series for both first- and second-year students. Pronouns: She/Her/Hers

#### Meghan Moran, PhD

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

#### Jill Owczarzak, PhD

Assistant Professor. Dr. Owczarzak's research focuses on the dissemination, adaptation, and implementation of evidence-based public health programs. She is interested in the relationship between organizational and policy context, ideas about risk and prevention, and selection and delivery of prevention programs based on these factors. She has conducted extensive mixed methods research on these issues as they relate to HIV prevention in the United States and Eastern Europe. She is currently conducting a study in Ukraine that trains service providers to develop their own theoretically based, culturally tailored HIV prevention programs for drug users HIV risk. She is also studying the effectiveness of an HIV prevention intervention for African American women as delivered by community-based service providers throughout the U.S.

#### Anne Palmer, MAIA

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

### Ju Nyeong Park, PhD MHS

Assistant Scientist. Dr. Park is an epidemiologist who focuses on the health consequences stemming from the opioid epidemic, particularly fentanyl overdose, trauma and HIV among under-served populations, including people who inject drugs and female sex workers. Previously, Dr. Park was Study Director of the FORECAST study, funded through the Bloomberg American Health Initiative, which examined the feasibility of drug checking as a tool to address the fentanyl overdose epidemic. Dr. Park currently works on the development and evaluation of harm reduction interventions in community-based settings, including the PROMOTE study. She is also a collaborator on a SAMHSA-funded project that is expanding drug treatment, mental health services, and linkage to community-based care at the Bartlett Clinic at the Johns Hopkins Hospital. Dr. Park provides technical support to a number of public health agencies including the Maryland Department of Health and the Delaware Department of Health and Social Services.

### Lauren J. Parker, PhD

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

### Enid Chung Roemer, PhD

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

### Debra Roter, DrPH

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

### Susan Sherman, PhD

Professor. Dr. Susan Sherman focuses on articulating and intervening upon the health of drug users and sex workers, with a primary interest in the structural context that engenders STI and HIV risk. 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.

### Katherine Clegg Smith, PhD

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

### Frances Stillman, EdD, EdM

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

### Douglas Storey, PhD

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

### Stephen Tamplin, MSE

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

Roland J. Thorpe, Jr., PhD, MS

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

Karin E. Tobin, PhD

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

Elliott E. Tolbert, PhD

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

Carol Underwood, PhD

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

Brian Weir, PhD, MHS, MPH

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.

Cui Yang, PhD

Assistant Professor. Dr. Yang's research draws from multi-disciplinary perspectives to understand and intervene social and structural factors associated with substance use, HIV, and mental health in both domestic and international settings. Her current research activities have centered around three areas: 1) to better understand social network characteristics (sociometric and egocentric) associated with HIV, substance use and mental health among health disparity populations.; 2) to utilize communication technology to develop community-driven public health interventions; and 3) to apply neuroscience of persuasion and influence to evaluate public health campaigns. Dr. Yang is principal investigator of multiple NIH-funded projects on sexual and gender minority health in Baltimore and 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 credit limit may be extended for some special postdoctoral training programs if prior approval is obtained from the School's Committee on Academic Standards. Even in cases where an exception to the 16 credit limit has been granted, only 16 credits can be transferred to meet degree program requirements. There is no limit on the number of courses a fellow may audit. The postdoctoral fellow's advisor approves the registration request.

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

### **Certificate Programs**

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

### **Summer Institute**

The course and registration information for the 2020 Summer Institute will be available on the School and Department websites in February 2020.

### ***Resources and Administrative Information***

#### **Administrative Offices (Departmental)**

Department Chair	Rajiv Rimal, PhD	HH 704	410 502-4076	<a href="mailto:rrimal1@jhu.edu">rrimal1@jhu.edu</a>
Associate Chair	Carl Latkin, PhD	HH 737	410 955-3972	<a href="mailto:carl_latkin@jhu.edu">carl_latkin@jhu.edu</a>
Assistant to Chair	Steven Montera	HH 263		<a href="mailto:smonter5@jhu.edu">smonter5@jhu.edu</a>
Department Interim Administrator	Erika Wagner	HH 280	410 502-3715	<a href="mailto:ewagner1@jhu.edu">ewagner1@jhu.edu</a>
Academic Administrator		HH 263	410 502-4415	
Student Payroll Coordinator	Marcella Afro-Manu	HH 286	410 502-4418	<a href="mailto:mafroma1@jhmi.edu">mafroma1@jhmi.edu</a>
HR Coordinator		HH 284	410 502-4413	
Budget Analyst	Nancy Martin	HH 297	410 502-6926	<a href="mailto:nancymartin@jhu.edu">nancymartin@jhu.edu</a>
Sr. Research Service Analyst	Angela Mellerson	HH 298	410 614-0818	<a href="mailto:amellers@jhmi.edu">amellers@jhmi.edu</a>

## Advising

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

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

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

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

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

### 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/](http://ois.jhu.edu/News_and_Events/The_International_Society/), an informal social group composed of JHMI physicians, students, nurses and employees from a variety of cultural backgrounds, provides programs for cultural, social, and educational exchange.

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

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

### **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 coordinator, Betty Addison, can be reached at 410-955-3034, [baddiso3@jhu.edu](mailto:baddiso3@jhu.edu). Additional information can be found at <http://www.jhsph.edu/offices-and-services/student-affairs/disability-support-services/>

### **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".

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

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

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

John Student  
 MSPH Candidate  
 Department of Health, Behavior and Society

## ***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.

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

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

### **Student Funding Resources**

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

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

If you are planning to submit a grant proposal, such as a NRSA (National Research Service Award, NIH), involve your advisor in the planning at least 3-6 months before the application deadline. In order to prepare the budget and for information on other administrative procedures, contact Marcella Afro-Manu, Student Payroll Coordinator, and cc Angela Mellerson, Sr. Research Service Analyst in HBS, **preferably two months, but at least one month, in advance**. Marcella's contact information: 410-502-4418, [mafroma1@jhmi.edu](mailto:mafroma1@jhmi.edu), Room 286; Angela's contact information 410-614-0818, [amellers@jhmi.edu](mailto:amellers@jhmi.edu), Room 298 Hampton House. Include your contact information, as well as the NIH PA# or the link to the grant proposal information, and who your advisor is. You will need an ERA Commons username (usually your JHED ID) for all NIH proposals. Marcella will confirm with you that you have an ID; if you do not, she will assist you in obtaining one. Also, your signature will be required on internal Compliance forms that we will send to you (a University form that accompanies all grant proposals).

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

### **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 policy and reimbursement form are sent by email to all doctoral, MHS, and MSPH students and are available from the HBS Academic Office, Room 263.

Doctoral students also have the option of applying for thesis expense funding **or** special project funding to be used during the 2019-2020 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 Academic Office 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. Access to the room is card reader only, so please contact the academic administrator with your full name and badge number to be added to the access list. HBSSO handles the workspace ground rules for this new space including use for group meetings and other purposes, so please contact the HBSSO leaders for further details.

### **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.

### **Information Technology**

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

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

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

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

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

## Leave of Absence

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

Students planning to request a leave of absence must file a petition which is signed by the departmental chairman, the student's advisor, appropriate staff members in the area of Student Services and the registrar. An active file fee of \$50 per term is assessed for each term within the leave of absence period. Prior to resuming the degree program, students on leave of absence must notify the department 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 Library strives to focus on the diverse areas unique to public health such as basic and applied research, social policy, mental health, management and evaluation of the delivery of health services, biostatistics, epidemiology, environmental health sciences, and the impact on the behavior and health of the community at the individual and societal levels. WelchWeb ([www.welch.jhmi.edu](http://www.welch.jhmi.edu)), the library's Web site, serves as a point of entry to the complete array of programs and services offered by the library. The primarily electronic collection includes more than 7100 electronic journals, 11,425 electronic books, 421 databases, and 2274 videos available to users anytime, anywhere. Among the many available resources are PubMed, EMBASE, SCOPUS, Web of Science, CINAHL, PsycINFO, Global Health, LEXIS NEXIS, FirstSearch, Proquest, etc.

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

9th Floor, Hampton House

Monday 10am-

1pm

Tuesday 10am-3pm

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

Thursday 10am-12noon

Friday 10am-3pm

## 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](http://www.jhsap.org), call 443-287-7000, or email [jhsap@jhu.edu](mailto:jhsap@jhu.edu).

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

## Student Employment

Prior to accepting any employment at Johns Hopkins University, students must contact the Department's Student Payroll Coordinator, Marcella Afro-Manu, [mafroma1@jhmi.edu](mailto:mafroma1@jhmi.edu). Students must have a valid I-9 on file before any work can begin. The effective date of the I-9 must not be prior to the date the I-9 has been completed by the department. International students will also need to complete a Foreign National Information Sheet to be submitted to the JHU Tax Office. [http://finance.jhu.edu/depts/tax/about\\_tax.html](http://finance.jhu.edu/depts/tax/about_tax.html)

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

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

Students working as Research Assistants for HBS Faculty will be able to utilize space while active as an RA in the HBS RA Workspace, Hampton House Room B47. Space is assigned by Kathleen Clemens, [kathleenclemens@jhu.edu](mailto:kathleenclemens@jhu.edu), 284 HH.

## Student Groups

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

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

## Teaching Assistant Policy

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

## Academic and Research Ethics Requirements

Degree program	Online* Academic and Research Ethics course <b>550.860.82</b>	In-Person Responsible Conduct of Research (RCR) course <b>550.600.01 or 306.665.01</b> <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](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://wwwn.cdc.gov/travel/contentVaccinations.aspx>

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

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

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

## **MSPH IN HEALTH EDUCATION AND HEALTH COMMUNICATION**

Program Director: Eileen McDonald, MS

Program Co-directors: Dr. Andrea Gielen, Lee Bone, MPH

Program Contact: Ms. Eileen McDonald, 731 Hampton House, 410-614-0225, [emcdona1@jhu.edu](mailto:emcdona1@jhu.edu)

### **General Program Information**

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

### **Program Requirements**

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

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

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

Maintaining a minimum cumulative grade point average of 2.75. Students falling below this minimum will have one term (or 12 additional units of coursework if part-time) to raise the GPA above 2.75.

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

*Course Waivers and Substitutions.* Waiving or substituting a course that the faculty have determined essential to the program is a serious consideration. Students should discuss this thoroughly with their advisor well in advance of the start of the term in which the required course is offered. Course waivers are rare and are appropriate only when the student has completed the course or one very similar to it in prior *graduate* level training. Course substitutions may be appropriate if the student can provide a rationale for why an alternate course is preferred to the required one. (NB: The alternate course must cover much of the same content as the required course in order to ensure that we stay true to the program as presented to and approved by CEPH.) If the student and the advisor agree that a waiver or substitution is warranted, a memo from the student (co- signed by the advisor) to the program requesting the waiver should be submitted to the HBS Academic Office no later than the first day of the term of the course in question.

*Course/Credit Load.* The program strongly encourages students to register for not more than 18 credits in any one academic term. While the School allows students to register for up to 22 credits, program faculty believe that the additional course burden prohibits students from dedicating the appropriate time needed to each class. Any decision to register for more than 18 credits should be carefully considered and discussed with the student's advisor prior to registration.

*Certification for Graduation.* MSPH students in good academic standing who complete all program components are certified for graduation by the Department's academic administrator.

Students must communicate their graduation plans well in advance to their advisor, program director, and the School and meet all deadlines for degree requirements. Students are certified for graduation only after they have successfully completed all course work, the field placement, and the final writing assignment. Students who do not fulfill program requirements within the stated timeframe run the risk of delaying their graduation. Specific deadlines and graduation conferral dates will be provided to the student (see timetables at end of handbook).

The University now has three conferral dates for graduation (December, May and August) but only one graduation ceremony per year (May). December and August graduates may participate in the May graduation ceremony of the appropriate academic year. Most MSPH students are certified for May graduation.

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

### **Academic Course Requirements**

Students must complete a *minimum* of 64 credits, which includes both required and elective courses (see table below), in order to become eligible for field placement. The required curriculum includes course work in core areas of public health and solid academic preparation in behavioral science principles as well as theories and research that form the multidisciplinary basis of health education, promotion and communication practice. The curriculum emphasizes: assessment of educational and communication needs; development and implementation of health behavior change strategies and health communication programs targeting the individual, group, and community; and evaluation of program effects.

Course requirements are designed to give students general competence in the five core areas of public health and more in-depth competence in the theories and practice of public health education, promotion and communication. For a number of required areas, students may select among options to fulfill the requirement.

For instance, students can pursue the Biostatistics requirement through one of two options. The first option (Track A) emphasizes interpretation and concepts rather than data analysis. This sequence develops an understanding of statistical methods rather than developing a student's own data analysis skills. The second option (Track B) is aimed at students who intend to analyze data themselves or contribute meaningfully to a group of practitioners or researchers doing so. Students may not switch between tracks after they have begun one. Both courses in the track must be completed to fulfill the Biostatistics requirement. Students will also choose among options to fulfill the Environmental Health, Management Sciences and Social and Behavioral Science areas. All students are required to complete an ethics module upon matriculation. Students are encouraged to consult with their academic advisors and program director when making course selections.

*Required Courses: Core Areas of Public Health*

AREA	NUMBER*	TITLE (and terms offered; <b>bold</b> = recommended)	CREDITS
Ethics	550.860.82	Academic and Research Ethics (all terms)	0
Environ Health	180.601	<i>Choose <b>one</b> of the following...</i> Environmental Health (T3, SI, S)	5
	180.609	Principles of Environmental Health (T1)	4
	180.611	The Global Environment, Climate Health and Public Health (T1)	4
	180.660	Introductory Principles of Environmental Health (T3)	3
Epidemiology	340.721	Epidemiologic Inference in Public Health ( <b>T1</b> , T3, SI)	5
Biostatistics	140.611	Statistical Reasoning I ( <b>T1</b> , T2, T3) <b>and</b>	3
	140.612	Statistical Reasoning II ( <b>T2</b> , T3, T4)	3
	<b>or</b>	<b>or</b>	
	140.621.01	Methods in Biostatistics I ( <b>T1</b> ) <b>and</b>	4
	140.622.01	Methods in Biostatistics II ( <b>T2</b> )	4
Management	300.600.81	<i>Choose <b>one</b> of the following...</i> Introduction to Health Policy (T1)	4
	300.650.01	Crisis and Response in Public Health Policy and Practice (T2)	3
	300.651	Introduction to the U.S. Healthcare System (T1, T2, T3)	4
	305.607	Public Health Practice (T2, T4)	4
	312.600.81	Managing Health Services Organizations (T1, T3)	4
	312.601	Fundamentals of Management for Health Care Organizations (T2)	3
	312.603	Fundamentals of Budgeting and Financial Management (all terms)	3
	317.600	Introduction to the Risk Sciences and Public Policy (T1,T3)	4
Social and Behavioral Sciences		<i>See boxes in table below</i>	

*Required Courses: Health Education, Promotion and Communication*

SBS AREA	NUMBER*	TITLE	CREDITS
Theory	410.600	Fundamentals of Health, Behavior and Society ( <b>T1</b> )	4
Planning and Implementation	410.620	Prog Plan for Hlth Beh Change ( <b>T1</b> , WI, T4) <b>and</b>	3
	410.630	Implementation and Sustainability of CBPH ( <b>T2</b> , T4)	3
	<b>or</b>	<b>or</b>	
	410.654	Health Communication Programs I ( <b>T3</b> ) <b>and</b>	4
	410.655	Health Communication Programs II ( <b>T4</b> )	4
Program Evaluation	410.615	Research Design in the SBS ( <b>T2</b> )	3

	or 380.611	or Fundamentals of Program Evaluation ( <b>T3</b> )	4
Communication	410.650	Intro to Persuasive Communication: T&P ( <b>T2</b> , WI)	4
	410.651	Health Literacy: Challenges & Strategies ( <b>T3</b> )	3
Professional Development	410.865	MSPH Seminar in Health Education and Health Prom ( <b>T1</b> )	1
	410.866	Careers in Health Education and Health Prom ( <b>T2</b> )	1
	410.867	Field Placement Preparation ( <b>T3</b> )	1

\*Key for Two Digit Extension after course number: .01-.02 East Baltimore, .11 Summer Institute, .81 Online, .93 Winter Institute, .98 Barcelona. Remember to check for prerequisites. Note all online courses require completion of *Introduction to Online Learning*. **BOLD** = Recommended term

*Elective Courses.* Students have ample opportunity to choose elective courses to tailor their program of study to their own unique needs and interests. Students may use electives to broaden their understanding of major public health issues by taking courses in any of the departments of the School. Electives may also be used to pursue specialized training such as that offered by the Certificate in Injury Control, Certificate in Health Finance and Management, etc. Again, students are encouraged to consult with their advisors and program director about elective course selections.

### Master's Tuition Scholarship

After students complete all required and elective courses totaling a minimum of 64 credits, the Department and program recommend them for the Master's Tuition Scholarship (MTS). The MTS provides a 75% tuition scholarship for up to four consecutive terms during this stage of the program. **Once the scholarship has been awarded, the student must maintain full-time registration for the entire period of the award.** Upon completion of the final written assignment, the MTS will be concluded. Students will not be permitted to enroll in courses using the MTS once they have been certified as complete in the MSPH program.

### Field Placement

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

The field placement is an activity in which the student, the placement agency, and the faculty share responsibility.

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

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

*Second Year Seminar.* Students are required to participate in a monthly seminar series during year two of the

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

### **Final Written Assignment**

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

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

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

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

### **Graduates**

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

Graduates from this program are eligible to sit for a certification examination conducted by the National Commission for Health Education Credentialing. Upon successful completion of this examination, individuals earn the designation of Certified Health Education Specialist (CHES) or MCHES (Masters Certified Health Education Specialist).

Link to School PPM on MSPH Degree

[https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic\\_Programs\\_1\\_1\\_Master\\_of\\_Science%20in\\_Public\\_Health\\_Degree\\_071417.pdf](https://my.jhsph.edu/Resources/PoliciesProcedures/ppm/PolicyProcedureMemoranda/Academic_Programs_1_1_Master_of_Science%20in_Public_Health_Degree_071417.pdf)

Link to HBS MSPH Degree Program Competencies <http://www.jhsph.edu/departments/health-behavior-and-society/degree-programs/msph-in-health-education-and-health-communication/>

Milestones for the MSPH in Health Education and Health Communication Program		
Key Dates	Task/Event	Date Completed
<b>First Year</b>		
<b>Term 1</b>		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selections	
	Satisfactory academic progress	
<b>Term 2</b>		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selections	
	Satisfactory academic progress	
<b>Term 3</b>		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selections	
	Satisfactory academic progress	
	Field Placement Options	
<b>Term 4</b>		
Before Drop/Add	Advisor Meeting	
Before Drop/Add	Course Selections	
	Satisfactory academic progress	
	Field Placement Options/Selection	
	Completed 64 credits (minimum)	
	Master Tuition Scholarship Certification	
<b>Second Year</b>		
<b>Terms 1-4</b>		
	Registered for Field Placement (each term)	
	Work Agreement Signed Prior to Placement Start	
	Seminar Participation	
	Advisor Meetings #1:                      #2:	

	#3:	#4:	#5:	
	Evaluation Completed			
	Proposal Topics Discussed/Selected			
	Proposal Outline			
	Proposal Final Draft			
	Second Reader Discussed/Selected			
	Proposal Approved by Both Second Reader and Advisor			
	Certified for Graduation			
	Graduation			

**The Johns Hopkins University  
Bloomberg School of Public Health  
Timetable for Completion of Degree Requirements  
Master of Health Science (MHS), Master of Health Administration (MHA)  
Master of Science in Public Health (MSPH) Master of Public Policy (MPP)  
Master of Applied Science (MAS), Master of Arts in Public Health Biology (MAPHB)**

If Graduation is planned for AY 2019-2020

<b>Requirement</b>	<b>Due Dates for Summer Conferral August 23, 2019</b>	<b>Due Dates for Fall Conferral December 30, 2019</b>	<b>Due Dates for Spring Conferral May 21, 2020</b>
<b>Special Project, OR Scholarly Report, OR paper, OR thesis has been submitted to the department chair or advisor.</b>	Friday <b>June 21, 2019</b>	Friday <b>October 25, 2019</b>	Friday <b>April 3, 2020</b>
<b>Department Chair has:</b>  <ul style="list-style-type: none"> <li>◦ <i>indicated in writing to the Office of Records &amp; Registration that all degree requirements have been fulfilled</i></li> <li>◦ <i>certified the student's eligibility for award of degree.</i></li> </ul>	Friday <b>August 23, 2019</b>	Friday <b>December 20, 2019</b>	Friday <b>April 24, 2020</b>

**Tuesday, May 19, 2020**

**School Convocation\* - Royal Farms Arena**

**Thursday, May 21, 2020**

**University Commencement\* - Royal Farms Arena**

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

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

(these dates are subject to future changes)