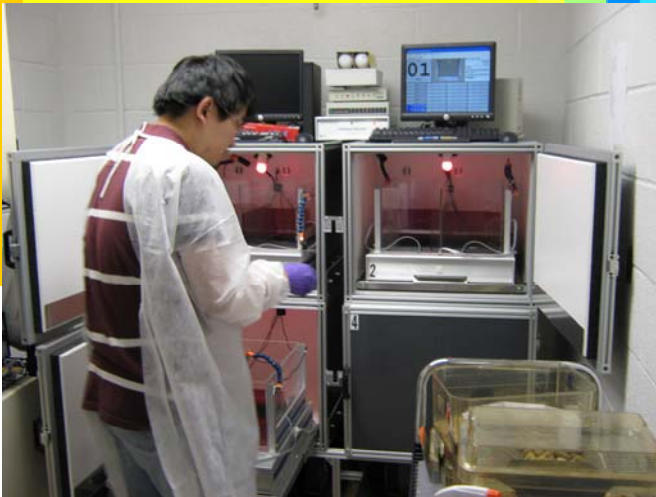




# PSYCHOLOGICAL AND BRAIN SCIENCES

## GRADUATE STUDENT HANDBOOK 2016 - 2017



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Other administrators, research staff, and secretaries in the Department are directly responsible to the faculty who employ them with funds from their grants and contracts.

## REQUIREMENTS FOR THE PH.D.

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Below is a short description of each of the major requirements to be completed during your graduate years here. A typical schedule for completing these requirements follows. These descriptions are very general, and are designed to acquaint you with each requirement. More detailed information should be obtained from your faculty advisor.

### Length of Program

The graduate program typically requires five years to complete. Your progress and schedule will be evaluated each semester during the first year, and annually at the end of each year after that. Adequate progress towards the Ph.D. degree is a prerequisite to continued stipend and tuition funding.

**Neither tuition nor stipend will be awarded for a fifth-year student who does not have an acceptable thesis plan by September 1 of their fifth year.** Funding is not available for graduate study beyond the fifth year.

### Summary

2 Core Topics in PBS Courses	Literature Review
2 Statistics Courses	Thesis Plan
1 Advanced Seminar	Dissertation
Courses and Seminars as appropriate	Graduate Board Oral
First Year Research Project	Teaching Practica
Advanced Examination	Professional Psychology
Responsible Conduct in Research Ethics	

### Courses and Seminars

Each student will identify one area in which to concentrate. The areas available are *biopsychology*, *developmental psychology*, and *cognitive psychology*. The student will develop intensive knowledge and understanding of the area of concentration through Advanced Seminars, Topical Seminars, and research experience.

The course requirement for students entering with an advanced degree (e.g., a Masters) will be determined on a case by case basis by the student's advisor in consultation with the student and the faculty. The requirements will be set based on the student's past experience and future needs.

For courses in the Department, a student who is exceptionally well-prepared may elect to pass the course by examination, without attending class sessions, or by serving as a teaching assistant in the course and passing a special examination. Courses outside the Department must be taken in the regular way. All courses must be passed with a grade of B- or better (B- is passing, but unsatisfactory).

General background in the field of psychology is imparted through 2 Core Topics in PBS courses and Fundamentals of PBS, each of which cover major areas of psychology. These complementary courses may include class lectures, discussion, papers, and examinations at the discretion of the instructors. Each student is required to successfully complete both Core Topics A & B, offered in alternating Spring semesters.

200.654 / Core Topics in PBS A  
200.655 / Core Topics in PBS B

### **Advanced Seminars**

Advanced Seminars are more specialized in content than a Core Topics, but are still geared to students with interests both inside and outside the area. An Advanced Seminar will require that students make formal presentations, and there will be papers and/or examinations. Students are required to complete one Advanced Seminar outside their concentration area. Completion of an additional Advanced Seminar is strongly recommended.

### **Topical Seminars**

A Topical Seminar covers a narrow topic tailored to the interests of faculty and students. The topic will vary from time to time. The format of the seminar is optional, and the course may or may not require formal tests of knowledge. Students are urged to complete Topical Seminars as appropriate.

### **Statistics**

A thorough understanding of statistics is useful in almost all research settings. Two statistics courses are required during the first year of graduate training. The normal sequence is 200.314, Advanced Statistical Methods, taught in the fall, followed by AS.200.318 / Quantitative Methods for Brain Sciences in the spring. Especially well-prepared students may substitute appropriate advanced quantitative courses in other departments. You are encouraged to take more statistics, as appropriate.

### **First Year Research Project**

During the first year, the student will carry out a research project that will provide extended research experience. Your faculty advisor will provide guidance in devising and conducting the project. A project topic should be selected by the beginning of the second semester.

A first-year project report should be submitted to your advisor by April 1 of your first year in order to meet the April 15 deadline. The deadline for submitting the first year project is firm; please plan your time to meet this important milestone. This will be a part of your first-year evaluation. The report may take either of two forms: (1) a final report that includes all of the information appropriate for published work; (2) a formal proposal that presents the nature of the problem, reviews the relevant literature, and describes the work that has been done so far (i.e., by April 15), together with a description of what remains to be done, and how the anticipated data will be analyzed and interpreted. In either case the report should follow the style described in the Publication Manual of the APA. The report is read and evaluated by your advisor and one other faculty member.

If the student provides only a proposal (option 2), then the final report of the completed project is due no later than December 15 of the second year. Again, two faculty members will read and evaluate this report. Your faculty advisor should let the Academic Program Coordinator know when you have completed this milestone.

Listed below are a few references that may help you to prepare your manuscripts.

American Psychological Association, Council of Editors. (2001). *Publication manual of the American Psychological Association*, (5th ed.), Washington, D.C.: American Psychological Association. The Department provides each incoming graduate student with a copy of this publication.

Sternberg, R. (1977). *Writing the psychology paper*. Woodberry, N.Y.: Barron's Educational Series, Inc.

Strunk, W., Jr., & White, E.B. (1972). *The Elements of Style* (3rd ed.) New York: Macmillan.

### **Advanced Examination**

The Advanced Examination is designed to assess expertise in the student's area of concentration. The examining committee will consist of the advisor and two additional faculty members. The area of the examination, and its format, is established by this committee.

The exam must be completed before the fall semester of your third year and will include a multi-day written portion and an oral portion. The Advanced Examination is broad; e.g., cognitive psychology, not just attention; psychobiology, not just motivation. Before the end of your second year you should have your committee members selected and should prepare a bibliography of books and articles that cover your advanced area. Your committee will review this list and will make additions and changes. Upon completion of the examination, a brief letter describing the results will be signed by the committee and will be sent to the Academic Program Coordinator for placement in your file.

### **Literature Review**

The literature review should be modeled on articles appearing in the *Psychological Bulletin* or in some other high-quality journal of reviews and it should be suitable for publication in such a journal. Ordinarily, it will provide a background for the thesis plan, but you may prepare a literature review on a topic other than the one selected for your thesis. In either case, the literature review should be a separate document.

It will be evaluated by the same committee of at least three faculty members from the Department of Psychological and Brain Sciences who evaluate your thesis plan. The literature review should be submitted to the committee prior to or simultaneously with the thesis plan, by April 15 of your fourth year.

### **Thesis Plan**

The thesis plan is a detailed document stating the issue you wish to address in your dissertation, the experimental design to be used, and the way you will interpret the various possible results. In essence, it is a proposal for a research project with predictions and preliminary data, rather than results. The outline of the experiments should be sufficiently clear that the readers will fully understand your procedures. Include a timetable with the schedule you anticipate following in conducting the research. The more nearly complete your plan, the easier it will be to carry out the research and to write the subsequent dissertation. This plan should be completed as soon as possible, but no later than June 30 following your fourth year.

Three or more full-time faculty from this department constitutes your thesis plan committee. In addition, faculty from other departments may serve on the committee. This committee is chosen by your advisor and submitted to the DGS and the Graduate Board for approval. You should present your plan to this committee for initial evaluation in the spring semester of your fourth year. Dissertation research cannot proceed until the Thesis Plan has formally been approved.

The written proposal for your dissertation research is first approved by your faculty advisor, and a copy is provided to each member of the committee at least two weeks before you meet with them. The written proposal should include the following:

- a. Statement of problem.
- b. Review of literature relevant to the problem.
- c. Detailed statement of the procedure including experiment design and methods, a realistic time schedule, cost estimate, arrangements for subjects, etc.
- d. Nature of expected results and anticipated method of data analysis.
- e. Contingency plans.

The general nature of the problem should be explained first, in about a page. Then the relevant literature should be discussed. If possible, this discussion should be organized to build up to the specific instantiation of the problem that you propose, to suggest that yours is the natural next step. Include preliminary data if you have it.

You should discuss the thesis plan with your faculty advisor in considerable detail, and your advisor should help you prepare for the presentation of your plan to the committee. You should come to the thesis plan prepared to give a 10-15 minute oral summary of the proposal. The committee, in turn, may raise questions about problems they foresee and in general help you plan a dissertation of the highest possible quality.

The recommendations of the committee will be discussed at the meeting and then presented to you in writing shortly after the meeting. The written summary of the committee's recommendations usually describes the proposed research and the departmental faculty members who will serve as first and second referees for the Dissertation itself. **A copy of this summary should be sent by the chairperson of your committee to the Academic Program Coordinator for your file.**

You should discuss your financial needs with your faculty advisor to be certain that the dissertation research is economically feasible. There are also outside sources for support of dissertation research. In most instances, applications for support from such sources must be made well before the final year.

No later than December 15 of your final academic year, the thesis plan committee will reconvene and review with you the progress of your dissertation research. A summary of progress and analyses should be made available to each member of the thesis plan committee prior to this meeting. At the end of the meeting, the committee members will decide if an additional meeting will be necessary before the Graduate Board Orals.

### **Dissertation**

The dissertation should be your finest and most independent piece of scholarly work to date. It often establishes the pattern for a research career and the basis for post-doctoral study and/or employment. Faculty members have different styles of working with students on dissertations, but in general you should initially present a detailed outline of the dissertation to your advisor, and then work closely with your advisor until the dissertation is completed. A draft of the dissertation should be prepared at least one month before the final deadline. Revisions are always necessary, and several drafts may be needed before the final version is ready.

The process always takes longer than you think it will. Please see the Academic Program Coordinator for a packet containing guidelines for preparing the dissertation. Up-to-date guidelines can also be found on the web at: <http://www.graduateboard.jhu.edu/> (GBO Deadlines)

### **Graduate Board Oral Examination**

The final requirement for the Ph.D. is the Graduate Board Oral Examination, at which you defend your thesis orally before a faculty committee consisting of three faculty members of the Department of Psychological and Brain Sciences and at least two members of the Hopkins faculty outside the Department of Psychological and Brain Sciences. These two outside faculty members cannot be from the same department. In the event that you pick a Hopkins faculty member whose home department does

not offer a graduate degree, special arrangements will need to be made. If your committee member is outside of Hopkins they will need to be approved by the Graduate Board Chair. Please see the Academic Program Coordinator, in Ames 204 if this should occur. Additionally, one internal and one external alternate must also be listed, in case of emergencies. Selection of the outside members of the GBO examining committee is in principle the responsibility of the department, but in practice is the joint responsibility of the faculty advisor and the student. The student is responsible for initiating the process with the faculty advisor. The faculty advisor is responsible for recommending relevant persons. The Academic Program Coordinator will help in scheduling the exam and determining availability of faculty. Scheduling must be arranged according to specific guidelines established by the Graduate Board, so the process should be started well in advance of your GBO exam. The membership of the examining committee must be approved by the Graduate Board.

<http://www.graduateboard.jhu.edu/procedures.htm>

A copy of the dissertation must be given to each member of your committee at least two weeks before the date of your exam. At the GBO exam, you should expect to present a 10-15 minute talk (with slides) summarizing the goals and key findings of the dissertation. This will be followed by detailed questions from each member of the GBO Committee. The exam usually lasts about two hours.

Once you have passed your GBO and made whatever changes or corrections in your dissertation that may have been suggested or required by the examining committee, the Chair of the Department of Psychological and Brain Sciences will certify to the Graduate Board that you have fulfilled all the requirements for the degree of Doctor of Philosophy in Psychology. You are required to submit one copy of your dissertation to the M.S.E. Library, and another copy to the Department. The Graduate Board formally certifies the completion of all requirements in November and May of each year. The University confers degrees in May of each year. The degree is conferred only if you are in good financial standing with the University and do not owe the University for rent, registration, loans, parking fines, tuition, etc. Normally, the registrar notifies you of problems before graduation. The system, however, is subject to error. You should check with the registrar to see if there is any delinquency, and respond quickly to any notice.

### **Teaching Assistantships**

Teaching requirements are fulfilled by graduate students serving as teaching assistants to members of the Department's faculty, in courses taught in the School of Arts and Sciences. A committee composed of graduate student representatives participates each semester in the selection of teaching assignments. This committee has developed a set of guidelines for and about teaching assistants that are described later in this handbook. Advanced Students may apply for a Dean's Teaching Fellowship. A course is proposed by the student and is sponsored by a faculty member. These are highly competitive and prestigious awards. For details please see <http://www.jhu.edu/~as1/researchlink.html>.

It is mandatory that first year graduate students attend the TA Orientation.

### **Professional Seminar**

The first semester is designed for first-year students and offers an opportunity to meet each faculty member individually, and to discuss their research programs. Topics of general interest to beginning graduate students will also be discussed.

In alternate years, second and third year students participate in professional development seminars. These seminars includes such topics as teaching, preparing a curriculum vita, types of employment, finding a job, writing and reviewing scientific papers, presenting work at professional

meetings, preparing grant proposals, professional ethics, care of animal and human subjects, and professional organizations.

## **PROGRESS TOWARD THE PH.D.**

The typical sequence of requirements for the Ph.D. Degree is outlined here briefly, in chronological order.

### **First Year**

**Registration.** Please register for classes as soon as possible, normally before the beginning of each semester; consult your advisor before doing so. Your advisor will need to remove your “hold”, in ISIS, in order for you to register. Please see the Academic Program Coordinator if you have any problems.

**Courses and Seminars.** During the first year you will enroll in Statistics (both semesters), the available Proseminar, research, and teaching assistantship (second semester). A variety of courses and seminars is available from which to choose; a course list is posted each semester. Please consult with your advisor about your schedule. See also the “typical schedule” outlined below.

**Responsible Conduct of Research (360.625)** The curriculum is based on the principles given by the U.S. Federal Office of Research Integrity ([www.ori.dhhs.gov](http://www.ori.dhhs.gov)) and includes approaches by researchers throughout the world. Specific topics covered include scientific misconduct, conflict of interest, mentorship, academic integrity, data management practices, publication practices, and human and animal subjects research regulations. These topics are discussed from the point of view of researchers in laboratory-based, qualitative, and quantitative disciplines.

**Research (200.810)** As soon as possible after arriving at Hopkins, you should find an area in which to acquire research experience and begin work under the supervision of your advisor. This project may be one for which you have the primary responsibility, or it may be one in which you collaborate extensively with others. In most cases, you will continue with this research for the entire first year, although you may change at any time if that is appropriate. At the end of the second semester of your first year, you will submit either a formal proposal for your first year project or a final written report of the first year project. This document is due, to the Academic Program Coordinator by April 15 in the second semester. The final report is due on December 15 of your second year.

**Teaching Practicum (200.849)** Typically, in the second semester of your first year you will act as a teaching assistant for one of the courses offered by the faculty. Please remember to register for 200.849, Teaching Practicum.

**Advance Teaching Practicum (200.850)** is for those graduate students that are TAing LAPD or Foundations of Mind.

**Topics in Psychological and Brain Sciences (200.661)** A weekly series of lunch-hour meetings is held for the first year students to discuss professional and academic issues. This provides an opportunity to meet each faculty member individually.

**Core Topics in PBS A/B (200.654/655)** This course is designed to introduce students to core topics in psychological and brain sciences. Students will read seminal and contemporary papers in topics that cover the breadth of the field.

**Fundamentals of PBS (200.613)** An introduction to the fundamental principles of cognitive and physiological psychology.



**Summers** The summer months provide one of the best times to pursue research. Most students stay at Hopkins during the summer and continue their research. The Academic Program Coordinator will register each graduate student in “summer research”.

### **Second Year**

During your second year, you should continue your studies by taking the offered Proseminar, as well as an Advanced Seminar, topical seminars, and a research seminar. Talk with your advisor about any graduate courses that you may wish to take. You should be actively engaged in research. A teaching practicum is also required for each semester.

You will continue doing research, which may include finishing your first year project, conducting follow-up research, or starting a new project. If at the end of the first year you submitted only a proposal for your first year project, then the final report is due to the Academic Program Coordinator by December 15 of the second year.

During the second semester, you should begin preparation for your advanced examination, which will take place by the beginning of your third year. This includes the appointment of an examining committee and preparation and approval of your bibliography.

### **Third/Fourth Year**

Your research efforts will continue to intensify, but you should continue to take appropriate courses and seminars. A teaching practicum is required each semester. You should take Psychological & Brain Sciences: Career Development (200.662), in the second semester of your second or third year.

During the fourth year, and especially the second semester, preparation for the dissertation begins in earnest. Before classes end, two major pieces of work are due. One is the literature review. The second is the thesis plan. Both must be approved by the faculty as described above. Your advisor should inform the Academic Program Coordinator when these are both completed.

### **Final Year**

The final year is often the most hectic, as you complete the requirements for your degree and look for a postdoctoral fellowship or job. By the end of the first semester, you should have another formal meeting of your thesis plan committee to review the progress on your dissertation and ascertain that the proposed research can be completed in time to get your degree.

During your last semester (or the following summer) you will take your Graduate Board Oral which is a defense of your thesis.

You will be looking for a job or post-doctoral training during this year. You should prepare for interviews. The faculty will do their best to tell you about and direct you towards the most appropriate opportunities, but you should also actively seek information about available employment or training.

### **Experimatrix**

This is an opportunity for graduate students to perform their experiments and for undergraduate students to gain extra credit for participating in the study. See the Academic Program Coordinator for details and paperwork.

**INSERT PDF OF GRAD CURRICULUM HERE  
via pdf combine !!!!!!!!!!!!!**

## REQUIREMENTS FOR THE M.A.

The department has no terminal Master's program; however, candidates for the Ph.D. will fulfill all the requirements for their M.A. degree prior to getting their Ph.D. The M.A. degree is a helpful credential, and you should seek to obtain it as soon as you can.

### University Requirements

1. A minimum of two consecutive semesters of registration as a full-time resident graduate student.
2. All of the Department Requirements (below).

### Department Requirements

1. First Year Research Project.
2. One course in statistics.
3. Two Core Topics Courses
4. Fundamentals of PBS
5. Two Teaching Assistantships

All of these requirements must be passed with a grade of "B-" or above. A grade of B- is passing, but unsatisfactory. More than one B-, or a preponderance of B's may be grounds for a negative evaluation. See TBA for information about applying for the degree.

## GENERAL ACADEMIC INFORMATION

### Grades

A and B are the only passing grades in graduate courses. The grade of C indicates failing performance at the graduate level. The grade of B- is passing but unsatisfactory. (You will also receive grades for your teaching practica and for research.) Graduate grades are related to undergraduate grades by the following guidelines:

Graduate Grades	Equivalent Undergrad Grades
A = Good	A
A- = Satisfactory	B
B = Marginal	C
B- = Passing but not satisfactory	D
C = Failing	F

**NOTE:** The Johns Hopkins University does not assign credits for graduate courses.

Grades for seminars are based in part on your participation in discussions so don't be afraid to ask questions and contribute ideas in seminar discussions. If you are confused about an issue, it is likely that others are also. You will become better informed as the seminar progresses. Feel free to discuss your progress with the course professor.

### Formal Evaluation

The faculty evaluates the progress of each student at the end of every academic year. (The first year students will also be evaluated at the end of their first semester.) To do this, each faculty member who has had contact with you during a semester provides an evaluation of you at the end of that year. In addition to your general progress in the program, feedback is provided in the following five areas: research, written performance on examinations, discussion in classes, assistance in teaching and other departmental activities such as colloquia, and informal scholarly interactions.

Each graduate student is asked to participate in their own evaluation by filling out a report outlining their progress toward their Ph.D. degree since the last student evaluation. This report form will be distributed to all graduate students via email by the Academic Program Coordinator. The report should list graduation requirements completed that year, plans for fulfilling remaining requirements, and should discuss any specific academic problems or irregularities. In addition, the report should detail any papers presented, submitted, accepted or published, and any other significant professional experience, and should include any teaching, consulting, or other work relevant to graduate education and/or professional progress. This progress report should help you, your advisor, and the faculty to keep track of your plans and continued progress toward your degree. In the pressure of daily routine, it is easy to lose sight of large goals. Until you complete your degree, your continued professional growth is our joint responsibility.

The faculty favor a concise report and hope that it will not take too long to prepare, but you should not omit anything that might be pertinent.

Your self-report, along with the written comments of each faculty member, are distributed to all faculty and a special meeting is then held for student evaluations. After this meeting, a letter will be sent to you from the Department Chair. The letter will be a summary of your progress in the program, and a description of any particular strengths or weaknesses that have been observed. You should be certain to discuss the contents of the letter in detail with your advisor. Most important are your future plans in the department; you and your advisor should clearly establish these during your discussions.

### **Colloquia**

Speakers for the colloquia are suggested by faculty and graduate students in a series of email solicitations. Once a tentative list has been determined, the student committee invites the speakers, works out the basics of a visit, including the date, subject of each talk, and the desirability of having an abstract. The visitor usually makes his own travel arrangements to fit his schedule, but if needed, the Department Administrative Secretary can make the arrangements for him/her. The committee determines when hotel accommodations are needed and the audiovisual requirements and sends the collected information to the Department Administrative Secretary, who publishes the full schedule of speakers, including dates, and home/supporting institutions. The Department Administrative Secretary will arrange hotel accommodations, refreshments, audiovisual equipment and payment of the honorarium. There are forms that need to be filled out for this so be sure to check with the Research Service Analyst to see that she has all of the information needed.

The management of the colloquium series is the responsibility of a committee of students under the guidance of Dr. Mike Yassa. Please tell the colloquium committee of any psychologists you would like to have invited to speak. If you wish to become a member of the colloquium committee, speak to Dr. Yassa.

The colloquia are an important part of your graduate education and it is imperative that you attend all of them as they provide an excellent opportunity for you to meet other scientists and to discuss their work. We encourage you to take advantage of this opportunity and to participate in any social activities associated with the visits which may include lunch, dinner, or special questions and answer sessions. Graduate students and post-docs are encouraged to meet with the speaker in small groups during scheduled meeting times, if appropriate.

The Department will pay for lunch and dinner for participants, within reason. Lunch will be limited to 5 graduate student/post-docs. Dinner will be limited to 4-6 participants, including faculty, post-docs and graduate students. Exceptions to these limits must be cleared in advance.

### **Student Representation on Steering Committee**

Graduate students should always feel free to discuss important issues with any and all members of the faculty. To ensure that such interaction takes place on a regular basis, a Student Steering Committee (consisting of four student representatives, one elected annually from each class), meets at 10:00 A.M. on the first Monday of each month with the Department Chair and the DGS. A special meeting may be called on those occasions when a majority of the members wish it. Representatives should make an effort to keep in touch with their “constituencies” to maintain open lines of communication between students and faculty. The minutes from this meeting will be distributed to all graduate students. If you have any concerns to be addressed at a meeting, please contact the Academic Program Coordinator.

### **Registration**

You must register for courses each semester. Registration is all done online (<http://isis.jhu.edu>), except for summer research. You should discuss your schedule with your advisor and/or with the DGS. Your course selections must be approved by your advisor. Then a release will be submitted by your advisor so that you can register online. The Department does not cover late registration fees.

The late fees are as follows:

- \$150.00: For registrations completed on the first day of classes September 4 through September 14
- \$200.00: During the second week of classes September 15 through September 19
- \$300.00: After the second week of classes, September 22 through December 22

### **Summer Registration**

Each summer, the Academic Program Coordinator will register each graduate student for Summer Research.

### **Leave of Absence**

During your years of graduate training you will be a full-time degree candidate. If approved by the department, you may continue to register for a fifth year of residence. In special circumstances, a student may also be placed in one of the following categories.

**Leave of Absence–Non residence** To petition the Graduate Board for a change of registration status, students must submit the Application for Term Leave or Nonresidence to the department chair and, in the case of international students, to the Director of International Student /Scholar Services for approval prior to its submission to the Graduate Board. These forms are available from the Academic Program Coordinator in Ames 204. The request for a term leave must be accompanied by a letter of explanation. Generally, students will petition the Graduate Board for a leave of absence or non-resident status well in advance of the semester for which it is desired. When requesting a change of status for the current term, such petitions must be submitted no later than the end of the **second week of the semester**. Be sure that the Academic Program Coordinator receives a copy of this form for your file.

Once this leave is approved by the Chair of the Department and the Chair of the Graduate Board, a graduate student may be placed on predoctoral nonresident status for a period not to exceed five years. Such status is normally reserved for doctoral candidates who have completed all requirements for the degree except the dissertation and who have permission to continue dissertation work away from the University. When placed on nonresident status, a student will be notified by the Chair of the Graduate Board. Each student on nonresident status will be required to pay a fee **of 10% of the full-time tuition** to cover administrative costs and a computer account each semester he/she is a nonresident. In order to conform to U.S. Government regulations, a foreign student requesting non-residency status must have clearance from the Office of International **Student/Scholar Services**.

**Term Leave of Absence** Students may apply for a term leave of absence when medical conditions, compulsory military service, or personal or family hardships prevent them from continuing their graduate studies. A term leave of absence will be granted for a specific period of time not to exceed a total of two years. When approved for term leave of absence, the student will be notified by the Chair of the Graduate Board. During the leave period, a student may not be enrolled at another university. The University cannot guarantee that financial support will be available when the student resumes his/her studies. (Students on leave of absence must reapply for tuition assistance, research assistantships, fellowships, or teaching assistantships.) There is no fee for a term leave; the period of leave is simply regarded as an approved interruption of the degree program. A student who is working on his/her dissertation and has completed all other Ph.D. requirements is not, therefore, entitled to a term leave of absence.

A student on either nonresident status or on term leave is not entitled to be present at the university, to make use of any university services or facilities (e.g., computing labs, library, counseling center, labs, athletic facilities), or to work in any division of the university or in its central administration.

**International Student Medical Leave of Absence Requests** INS requirements have become stricter for international students as a result of 9/11. The Office of International Students and Scholar Services (OISSS) has now informed us that international students requesting a leave of absence from the University must include with their request a letter from their physician. The physician's letter should include 1) the reason for the leave, 2) a recommended timeframe, and 3) the expected outcome. Leave of absence requests and accompanying physicians' letters should continue to be sent to the OISSS prior to receipt by the Graduate Board for review.

**Reporting Responsibilities** By March 1 of each year, all graduate students on term leave or nonresident status must have written to their departments to request either a continuation or a change in their status for the next academic year. Each request for a continuation of non-resident status should include a brief account of academic progress made during the past year and an estimate of the time needed for the completion of all degree requirements. While on leave or nonresident status, students are expected to provide the registrars office and their department with an updated current address and are expected to respond to all communications and mailings (e.g. the Annual Report Form) within the deadlines specified. **Failure to return these forms will be deemed a withdrawal.** Students who withdraw from their programs must be formally readmitted, at the discretion of the department, before they may return to the University. If readmitted, they need not pay a second admission fee, but must satisfy the residence requirements for the degree following readmission (even if previously satisfied) and pay all outstanding nonresident fees. The expense of this will be the responsibility of the student, not the department. Instructions for non-resident students are mailed from the registrar's office.

## FINANCIAL SUPPORT FOR STUDENTS

Entering graduate school is a significant step in life; it is the start of your professional career. A career is more than a job, and represents substantially more commitment and autonomy in planning and working. The departmental policy on tuition and salary support reflects our view of the importance of your commitment to your career. Consequently, two conditions are required for tuition and stipend support from the department.

First, recipients of stipend and/or tuition support from the department must be in good standing academically. To be in good standing, you must accomplish the required steps in the graduate program with good quality and on time. For example, **a dissertation plan must have been submitted and approved before the beginning of your fifth year in graduate school, in order to be eligible for support in that academic year.**

Second, because your career is a full-time activity, extra outside employment is strongly discouraged. Significant outside demands on your time will inevitably detract from your primary activity, the pursuit of a graduate education. The only exception is when this outside employment is career-related. Teaching relevant courses is obviously related to your career, and is sometimes permitted after you have earned the M.A. degree at Johns Hopkins. Before that time, our experience indicates clearly that outside work is too time-consuming to permit academic excellence.

Consequently, the department requires that students seeking outside employment request permission in writing to the Chair or the DGS. The department will consider the request at a regular faculty meeting.

Tuition and financial support for students come from a variety of sources (i.e., University funding, grants and contracts, and work study).

### Applying for Fellowships

All students are strongly encouraged to apply for competitive fellowships that are offered by Federal agencies such as NSF and NIH, and by private foundations. These provide stipend and research support at various stages during your graduate and postdoctoral career, and are excellent additions to your vita, as they show that you are capable of attracting research funding.

First-year students may wish to apply for NSF Graduate Fellowships, which provide 3 years of stipend support. The applications are due during the Fall term of the first year.

More advanced students should apply for Predoctoral Fellowships from the National Institutes of Health. The application consists of a research and training plan that is written by the student in collaboration with their faculty advisor. These fellowships can provide one or more years of stipend and research support.

Students who are nearing the completion of their graduate training may wish to apply for an NIH postdoctoral fellowship. The first step is to identify a mentor at another institution with whom the student would like to continue his or her training. The application again consists of a research plan that is drawn up in consultation with the proposed mentor. You must start early in order to have funding at the desired start date.

Both the predoctoral and postdoctoral NIH fellowships have three application deadlines per year, and the review process from application to start date takes a minimum of 10-11 months. Federal

Fellowships are generally open only to U.S. Citizens. Application forms are available from Homewood Research Administration.

Consult with your advisor for further details.

### **Finding a Job/Post-Doctoral Position**

The Department makes every effort to help you to obtain your first post-doctoral position and maintains a file of job openings and announcements of postdoctoral fellowships in the department admissions office, Ames 204. You should consult the APA Monitor, the monthly publication of the American Psychological Association, and the APS Observer, the monthly publication of the American Psychological Society, which list positions currently available for psychologists. You should also plan to attend and present your research at meetings of appropriate professional societies during your graduate years. The APA publishes a book, Finding Your First Job, which you may find helpful.

At the first faculty meeting of the academic year, at least two or three faculty members volunteer to write letters of recommendation for each final-year student. However, you need not limit your references to this group. Usually the faculty write two forms of letters of reference. One is of a general nature for widespread use, is kept on file with the Academic Program Coordinator and may be mailed to any potential employer at your request. The second letter is designed for a specific position for which you are especially qualified and perhaps being seriously considered. In such cases, you should discuss the position in detail with the faculty member who is writing that particular letter. The matter of sending reference letters can get complicated because students apply for scores of positions and several Hopkins students may apply for the same positions. You are responsible for coordinating your applications and letters of reference.

When you have decided where you wish letters of recommendation sent, give a list of addresses and a copy of your vita to the faculty who are to write your letters. Also give a copy of the addresses and your vita to the Academic Program Coordinator. This role coordinates the faculty update and signature of letters and will inform you when they have been mailed. The department will bear the cost.

Each student who wishes letters sent will be asked to sign a waiver of confidentiality. The Academic Program Coordinator has these forms in their Office. The following applies to students who have applied for and been awarded an NSF fellowship, an individual fellowship from NIH, or a comparable award from another agency. We see this as an additional reward for the effort involved in obtaining that sort of support. Information will be furnished to you as it becomes available concerning various pre-doctoral application opportunities. If you have any questions about your support, please contact the Budget Specialist Ames 204.

For your convenience, Hopkins provides a Tax Manager to whom you can go for advice. To find information about the tax office, go to <http://www.controller.jhu.edu/tax/home.htm> on the web or call 443-997-8442.

### **Travel**

The department provides each full time student a travel allowance of \$400 per fiscal year, July 1st thru June 30th.

### **INTERNATIONAL STUDENTS**

Each year a course "English as a Second Language for Professionals and Graduate Students" is given. Call 1-800-847-3330 or visit [www.jhu.edu/esl](http://www.jhu.edu/esl) for details.



## **GUIDELINES FOR AND ABOUT TEACHING ASSISTANTS**

### **The Teaching Practicum**

The Teaching Practicum gives students the opportunity to get a feel for classroom teaching while gaining experience by observing, giving one or two lectures, making up tests, and grading tests or homework. It serves to broaden students' background in different domains of Psychological and Brain Sciences, and it is one of the services graduate students provide to the department. Some amount of mundane work making up and grading tests should be expected, but this should be balanced by the gains in teaching experience necessary to a continued academic career, and by the provision of departmental support. In general, TAs are not expected to substitute for faculty by teaching whole courses. The teaching practicum is intended to be a learning experience, and students should be sure to get feedback from the faculty member(s) with whom they collaborate. Faculty members, in turn, are required to provide students with specific feedback when students give lectures or take on other pedagogical duties.

## **POLICY ON GRADUATE TEACHING ASSISTANTSHIPS**

### **Department of Psychological and Brain Sciences**

The following policies concerning the role of teaching assistantships in the PBS graduate training program and undergraduate teaching mission is intended to cover most typical situations. There may be special situations that will be addressed by the Director of Graduate Studies as needed.

1. Every graduate student in the Department of Psychological and Brain Sciences is required, as part of their graduate training, to complete a minimum of four semesters as a teaching assistant. At least one of these must be selected from among the designated didactic tutorials (currently Research Methods in Experimental Psychology and Foundations of Mind), which provide increased opportunities for course preparation, lecturing, and learning to teach.
2. Entering students will not be required to serve as a teaching assistant in their first semester.
3. Beyond the required four semesters of teaching, a student may be required to complete additional semesters as a teaching assistant, depending on: (a) their funding status (fellowship, training grant, faculty research grant, etc), (b) total number of semesters spent as a TA, (c) focus on dissertation writing, etc.
4. Every student must TA at least one section of either LAPD or Foundations of Mind during their graduate education; though students interested in more extensive professional training in teaching might consider TA-ing more than once. Because of the difference in workload between a regular TA assignment and these "teaching intensive" assignments, students who would like to TA one of these courses again will be eligible to receive a \$1000 TA bonus to their stipend per section. That is, everyone must TA one section for which there is no bonus; TA-ing any sections above and beyond this one-section requirement results in a \$1000 bonus per section. These additional sections can be taken on in the following ways: 1) TA-ing the same course in two different years, 2) TA-ing LAPD once and Foundations of Mind once, and 3) TA-ing two sections of Foundations of Mind during the same semester.

**Student Preferences** Each student will be given the list of the available TA positions and each should rank order his or her top three preferences. Students should also note any courses they would absolutely not want to TA. It is important in any TA situation for the student to be as satisfied with the assignment as possible. Being a TA is both a learning experience and a form of assistance to professors, and both will be maximized when the student enjoys the TA assignment. To this end, whenever possible, students should be assigned to TA the course of their choice. Students need not feel that they should indicate a preference for courses taught by their major professor. Variety is the spice of life.

**Preferences and Seniority** Except in the most fortuitous circumstances, it is unlikely that all students will be assigned as a TA in the course of their choice, nor will professors always get their first choice. Conflicts of preference will be resolved through student seniority, based on the number of TAs completed in the past and the difficulty of those assignments, but not exclusively on class standing. The difficulty of the assignments will be gauged by the amount of time necessary to complete the TA work for a class. It is inevitable that students will occasionally be assigned to a class they don't particularly want, but the use of seniority is the fairest way to keep such incidences to a minimum.

**Courses Requiring Specialized Knowledge** Professors will be asked to furnish a written statement of any prerequisites required of his/her TA(s), so that students can be informed of them. This is particularly relevant for courses that require the TA to have specialized knowledge (first year students cannot TA Multivariate Statistics, for instance). Situations of this sort, however, should not pose a problem, as students will generally not indicate preference for a course requiring knowledge outside of their experience.

**Maintaining Diversity** A final consideration in determining TA assignments is intended to foster a diversity of TA experience among the students. Because serving as a TA should be a broadening experience, it is healthier for students to TA a variety of different courses during their tenure at Hopkins, rather than teaching the same course repeatedly. Role of the Director of Graduate Studies Although the TA Committee organizes and makes TA assignments, it is the ultimate responsibility of the faculty to assure that the system works well. Therefore, to make certain that the TA assignments match program requirements, the committee will consult with the DGS before announcing final assignments.

**Determining the Number of TAs per Course** a systematic method determines which courses need TAs, and how many TAs each course needs. Survey results concerning the number of hours required for each course determine the minimum number of TAs needed, and indicate the relative necessity of giving each course additional TAs. This information is used to distribute the students available to TA for any given semester, and should be sufficient to decide which courses can use extra TAs, and how many extra each course receives.

**Feedback** Once a preliminary list of TA assignments is drawn up, a copy will be forwarded to the relevant professors and students for their feedback. Professors and/or students may feel for various reasons (e.g., the student does not have the necessary background for the course) that a particular TA assignment is not desirable. The TA committee can then adjust TA assignments. Professors will not, however, be able to pick TAs outside of the process established by these guidelines.

### **TA Duties**

TA duties typically require about 8-10 hours per week (although see next paragraph). One or two times during the semester (e.g., when major tests are given) duties may require more time, but should be limited to 15 hours maximum. It should be noted that exam periods for undergraduates correspond to some extent with deadlines for the graduate students, e.g., for first-year papers, statistics classes, etc. Instructors should realize that exams which take a large amount of time to construct or to grade may need to be prepared some time in advance or graded over a period of several weeks, in order to permit the TA to meet other obligations. TA duties may include one or more of the following:

- making up exams
- grading exams
- grading homework and papers
- giving one or two course lectures

- holding one office hour per week for student consultation and understanding the course material well enough to help with student questions
- managing some of the paperwork for the course-rosters, posting grades (see note below), Xeroxing, etc.
- attending class and taking notes
- conducting section meetings
- conducting review sessions

It is understood that these guidelines (including the hours-per-week figures) cannot be considered inflexible rules. Teaching is a department-wide responsibility, and the students work alongside the faculty in a spirit of cooperation. Some TA assignments will require more than 8-10 hours per week. The TA assignment procedure described above ensures that these very time-consuming assignments are distributed equitably among the students.

When more than one TA is assigned to a course, all TAs will be expected to share in the work load equally, and all should cooperate with each other in deciding who does what. Although seniority plays a role in deciding who is assigned to assist in what course, seniority does not play a role in how much work students assisting in the same course are expected to do, or in who decides how tasks will be split. The decision should be in common, and the tasks divided equally. Consistent with this, faculty should not have just one contact person among the TAs if there are several helping with the course. Coordination between faculty and students, and responsibility for TA duties should be shared, not passed from faculty to one contact TA, and then to others.

### **Faculty Responsibilities**

Faculty members will be responsible for all test items and keys to the tests they give, and for all final judgments concerning grades for papers, quizzes, and tests. If TAs write the majority of exam or quiz questions, there must be significant interaction with the instructor in checking the exam items and generating a key before the test is presented. Exams, for example, should be checked for ambiguous items and for distractors which are not necessarily false. TAs are less experienced in writing exams and less familiar with the specific material than faculty, and undergraduates should be insulated from the effects of TA inexperience.

Faculty are also responsible for advising TAs on pedagogical techniques when they give lectures or perform other teaching duties. Faculty should arrange at least one specific opportunity during the semester for students to try their hand at teaching and then should give TAs specific feedback on their teaching performance.

### **Grievance Procedure**

Occasionally, faculty may have problems with TAs fulfilling their responsibilities, or TAs may feel exploited. These concerns should be initially addressed directly to the student or faculty member involved, (i.e., the problem TA or faculty member). If the issue remains unresolved, the problem should be taken up with the DGS or Chair. TAs may want to consult the Academic Program Coordinator if they feel awkward about raising some issue, or want to discuss ways to go about it.

### **PROCEDURES FOR POSTING GRADES**

*The registrar's office will post grades on the web to insure student privacy.*

**According to the Family Educational Rights and Privacy Act of 1974 (FERPA) Faculty and/or TA's MUST NOT:**

- post grades publicly
- require SSN on submitted materials or link a student's name and SSN in any public manner
- leave graded tests in a stack for students to pick up by sorting through the papers of all students
- circulate a printed class list with names and social security numbers or grades as an attendance roster
- circulate a printed class list with names and SSN number or grades as an attendance roster
- discuss the progress of any student with anyone other than the student (including parents) without the written consent of the student
- provide lists of students enrolled in your classes to any third party for any commercial purpose
- provide student schedules or assist anyone other than University employees in finding a student on campus

**Faculty and TAs MUST:**

- distribute exams/papers individually
- place exam/papers in a sealed envelope—fold the exam/papers in half and staple

More information about FERPA may be found at

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**RESEARCH WITH ANIMAL SUBJECTS**

All students who will have any contact with animal subjects in their research must complete the web-based Animal Care and Use course at the <https://secure.lwservers.net/jhmrc/>.

Several members of the department maintain active research programs with a variety of animal species. Animal research is under the strict control of the faculty members involved, and no one is to use animals without the explicit approval and under the supervision of a faculty member. The quality of animal research depends directly on the care and humane treatment of the animals involved. There are several simple but important rules that must be followed.

All research animals are to remain in research facilities. No research animals are to be taken home as pets or taken outside of the lab space, nor are outside animals to be allowed anywhere near animal research space in the Department of Psychological and Brain Sciences.

The security of animal research facilities is especially important. Make sure that doors and windows are locked and otherwise secured. Any strangers in or near animal facilities should be reported to a faculty member or to Campus Security. Admission to the research area is by card key only. Card keys for authorized personnel are available in the department office. No one is ever to be admitted to research space without a card key; if someone is supposed to be in the research space, they should have a card key. **There is no exception to this rule.**

The Animal Care and Use Committee of the School of Arts and Sciences reviews and approves all proposals for research with animals and oversees animal care and maintenance. Research proposals are submitted to this committee for approval by faculty and students as they apply for grants and contracts involving animals. No animal research of any sort may be conducted unless the species and the procedure have been approved by the animal care and use committee. Graduate students should be acutely aware that all animal research must be approved for both ethical standards and humane treatment. All students working with animals should become familiar with the NIH *Guidelines for Laboratory Animal Welfare* (<http://www.infonet.welch.jhu.edu/research/safety/dna/index.html>) and with the American Psychological Association's *Guidelines for Ethical Conduct in the Care and Use of Animals*. (<http://www.apa.org/sci-ence/anguide.html>) **Mistreatment of animals will not be tolerated.**

## **RESEARCH WITH HUMAN SUBJECTS**

All students who will have any contact with human subjects in their research must complete the Human Subjects Research course located at the <https://secure.lwservers.net/jhmrct/> website.

During your graduate education, you may conduct research involving human subjects. The use of human subjects in research is governed by Federal rules and regulations, as interpreted by a University committee on the use of human subjects. No experiment using human subjects may be conducted without prior approval of the research protocol by this committee even if the research will take place off campus. Such approval may take several weeks. The principal investigator of a project is responsible for obtaining this approval. This is usually a faculty member, but may be the student, as in the case of dissertation research. Research subjects are often students in psychology courses participating in a research experience for course credit. The department has established procedures to ensure the smooth functioning of course-related participation.

### **Ethical Considerations**

Recent years have seen a greatly increased awareness of and sensitivity to a variety of ethical problems involved in the conduct of research involving human subjects. This has led to the establishment of Federal guidelines and laws for the protection of subjects who participate in any kind of experiment. As an employer, as an educational institution, and as a recipient of Federal support, the Johns Hopkins University is in an especially sensitive position with regard to these matters. To comply with the ethical precepts embodied in the federal regulations, the University has established several groups to monitor these activities throughout the university. One of them is the Review Board on the Use of Human Subjects. The purpose of this Board is to review all projects involving human subjects conducted throughout the Homewood Campus to insure that they comply with federal and university regulations.

The Federal regulations define “subjects” in the broadest possible terms. “Subject” means not only a person who is hired for experimental purposes, but students who might be used in classroom demonstrations, or people from outside the University (for example, children) who might be brought in as exhibits in certain classes. Federal regulations are designed to protect “subjects” from “unnecessary risks,” where “risks” are also broadly defined. Risks include not only possible physical injury, but psychological injury as well. Psychological injury may result from procedures that might involve varying degrees of “discomfort, harassment, invasion of privacy, or may constitute a threat to the subject’s dignity through the imposition of demeaning or dehumanizing conditions.”

Central to the enforcement of federal regulations is the concept of “informed consent.” Insofar as possible, subjects should not be deceived. They should be fully informed about the purpose of the experiment and all possible risks that they might encounter, and should have the freedom to withdraw or refuse to participate in an experiment whenever they please. There must be no coercion involved in either the solicitation or employment of human subjects.

### **Review Board on the Use of Human Subjects**

All research, whether or not it is funded and regardless of funding source, is subject to review for compliance with federal regulations protecting the rights of research participants, unless it is determined by the chairman of the Review Board to be exempt from review. Research is reviewed by the Review Board on the Use of Human Subjects for Homewood Schools, or if participants are studied at one of the other components of the university, by another of the Institutional Review Boards at Hopkins. Every experiment that uses human subjects must be approved by this group before the experiment takes place.

It is probable that work that you are conducting under the direct supervision of a member of the faculty has already been reviewed, because faculty research proposals are reviewed by the Board at the time of their submission to granting agencies. The faculty is aware of the necessity of having new projects approved by the Board prior to their implementation, and this responsibility is yours for any research that you develop on your own or in collaboration with faculty or other students. Unless a study in which you are involved falls directly within an on-going project of your advisor's, you should assume that it will require some form of review. A summary of the guidelines and procedures of the Board, which describe the steps that need be taken to obtain approval of projects, is available at <http://www.cog.jhu.edu/hsrb/>.

### **Informed Consent**

Written informed consent is required for most experiments. This document explains that the subject is freely volunteering for an experiment, has been given a fair and full explanation of it, has been apprised of any risks and benefits of participation, and informed of the right to terminate participation at any point. The guidelines for the preparation of an assurance of compliance with Federal Regulations, which are available from the Review Board, spell out what must be included in a consent form. These guidelines also explain record-keeping requirements, as signed consent forms are subject to audit under the regulations of the Office for Protection from Research Risks of NIH. The consent form is reviewed by the Board (even in the case of projects exempt from formal review), and delays in approval of projects are often the result of a poorly worded consent form.

### **Payment of Subjects**

Students who plan to conduct experiments should first discuss these plans with their faculty advisor to determine the source of support. Research Participant Petty Cash Vouchers must be used and can be obtained from the sponsoring faculty lab or from the Budget Specialist in Ames 204. To avoid delays, please read carefully and complete the form as directed. Vouchers must be completed in blue or black ink (no red), and must include: the date of the experiment, the subject's name, address, and social security number.

The amount to be paid should be written both in words and numerically; don't forget to include the budget number to be charged, using the object code 4250. The "description/purpose" area should contain the words "**experiment research**;" the name of the person running the experiment must be listed as well as the signature of the faculty sponsor (include the name printed also—for clarity).

Recipient should not be signed at this time; wait until actually receiving the money. "Approved for payment" and "Approver's Signature" are for the accounting office personnel. All student research participants should be prepared to show I.D. to receive payment. Cash can be redeemed by presenting this voucher to the Cash Accounting Window in the lower level of Garland Hall. Be prepared to show your I.D. During the academic year, their hours are Monday thru Friday, 1:30–4:30 P.M. Summer hours are Monday, Wednesday and Friday, 1:30–4:30 P.M.

**If you pay subjects with cash vouchers** (for reimbursement from Garland/Eastern cash windows) please read this!

Each lab **MUST** keep a copy of the vouchers and/or a log for each transaction. These copies and logs should be given to the Research Service Analyst at least monthly for reconciliation with the budget statements (this is required by the auditors).

### **Volunteer Subject Pool**

As in many universities, Hopkins maintains a pool of students who volunteer to participate in experiments. Arrangements for the use of these students as subjects must first be approved by the

Review Board in the Use of Human Subjects. If you use the departmental subject pool, you must agree to conduct your research ethically and responsibly and to abide by the guidelines set up to ensure the proper functioning of the pool. In order for an experiment to be registered by Experimetrix, a form must be filled out, signed by your advisor and given to the Academic Program Coordinator Ames 204. They will then enter your experiment into the Experimetrix system which will allow you access. Procedures for accessing the Experimetrix subject pool are available from the Academic Program Coordinator in Ames 204. This pool is for participation in psychology experiments for extra credit. Urge students to register well before the end of the semester. **The cut off date for posting to Experimetrix is always the last day of classes.**

## **JHU KSAS and WSE Requirements for Training in the Responsible Conduct of Research (RCR)**

### **1. PURPOSE AND SCOPE**

A. Education and training in the ethical and responsible conduct of research is an essential element of training for individuals who will be pursuing advanced degrees or are engaged in research in any field. The purpose of this policy is to establish minimum responsible conduct of research (RCR) training requirements for such individuals.

B. Federal funding agencies, including the National Science Foundation (NSF) and the National Institute of Health (NIH), require as a condition of receiving funding from such agencies that institutions develop formal training in RCR for students, postdoctoral fellows, and other individuals supported by federal grant funds.

C. The Johns Hopkins University has an obligation to ensure that its advanced degree recipients, faculty, research staff, and all other individuals involved in research have a thorough working knowledge of matters related to responsible research behaviors. At a minimum, these matters should include scientific misconduct, conflict of interest, data management, authorship practices, human and animal research subjects, and academic ethics.

D. KSAS and WSE provide two mechanisms to meet the training obligation. The first is an online course from the Collaborative Institutional Training Initiative (CITI) that is available at [www.citiprogram.org](http://www.citiprogram.org). The online training and accompanying quizzes are estimated to take about 2.5-3 hours to complete. The second mechanism is a 10-hour, discussion-based, in-person course that is offered four times per year. Individuals must visit the Office of the Registrar to enroll in the in-person course (registration number AS.360.625) in order for this course to appear on the individual's transcript. Details of how these courses can be used to satisfy specific requirements by school are explained below. A RCR course offered elsewhere is not a substitute for the required in-person course.

### **2. KSAS POLICY**

A. As of 1/4/2010, KSAS postdoctoral fellows, graduate students, and undergraduate students who are involved in research and receive funding from NSF or who receive Fellowship support from the NIH are required to receive the in-person education and training in RCR. The trainee is expected to register for and complete the RCR in-person course within one year of beginning work on the project. When individuals are working on NSF or NIH projects for a short time, such as the summer only, training must be completed before the individual's work on the project ends. If the individual cannot complete the in-person training within the required time period, they must notify the Vice Dean of Science and Research Infrastructure and receive written permission to complete the in-person training the next time it is offered.

B. The online CITI Training in RCR may be utilized if individuals provide appropriate documentation that they are unable to attend one of the in-person courses due to unusual and well-justified circumstances and receive permission from the Vice Dean of Science and Research Infrastructure in advance. Appropriate documentation includes a written explanation of the reason that the in-person course cannot be attended by the individual. The individual's advisor



or department chairperson's signature and the Dean of Research's signature will be required for this request.

C. In order to update their own understanding of RCR and effectively mentor students and post-doctoral fellows regarding RCR, all KSAS faculty members involved in research are strongly encouraged to complete the online CITI training in RCR regardless of funding sources sought.

### 3. WSE POLICY

A. WSE doctoral students and post-doctoral fellows, as well as any non-WSE doctoral student being paid by WSE to conduct research are required to complete the in-person RCR training. Doctoral students must complete the training by the start of his/her seventh semester. Post-doctoral fellows are required to take the training at their first available opportunity.

B. All undergraduate students and master's students being paid by WSE to conduct research are required to complete the online RCR training. The student will not receive payment until course completion is verified. The exception to this is Undergraduate and master's students previously or currently on NIH training grants\* since 1/4/10. These individuals must complete the in-person training course at the first available opportunity. Such students will not receive a diploma until course completion is verified.

C. WSE terminal master's students conducting unpaid research are required to complete the CITI online RCR training. The student will not receive a diploma until course completion is verified.

D. The online CITI Training in RCR may be utilized if individuals required by this policy to take the in-person course provide appropriate documentation that they are unable to attend one of the in-person courses due to unusual and well-justified circumstances and receive permission from the WSE Vice-Dean of Research in advance. Appropriate documentation includes a written explanation of the reason that the in-person course cannot be attended. The individual's advisor or department chair person's signature and the Vice Dean of Research's signature will be required for this request.

E. In order to update their own understanding of RCR and effectively mentor students and post-doctoral fellows regarding RCR, all WSE faculty members involved in research are strongly encouraged to complete the online CITI training in RCR regardless of funding sources sought.

\*NIH training grants are identified as those with the following program numbers: 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, R25, R36, T15, T32, T34, T35, T36, T37, T90/R90, TL1, TU2, and U2R

## GENERAL POLICIES

### Shop

The Department of Psychological and Brain Sciences' shop is maintained for the construction and maintenance of equipment for use in the teaching and research activities of the department, and as a facility for training students in the design and construction of apparatus. The Instrument Designer is Mr. Jim Garmon (Ames 130). The shop is available to graduate students who have the knowledge and ability to operate the machines and tools safely and in accordance with accepted shop practices. For reasons of safety and efficiency in the shop, the rules listed below must be followed:

1. Design and construction of apparatus.
  - a. The Instrument Designer is available for consultation about apparatus, both to design equipment for specific problems, and to obtain information about the availability of commercial equipment for the application in question. As a rule, you should first ask if equipment already available can be used as it is or with minor modification for the purpose at hand. If not, commercial sources should be investigated. Equipment should be constructed in the shop only if it is not practical to purchase it from commercial sources.
  - b. If you decide to construct equipment in the shop, the following procedure should be followed:
    - (1) Any materials you may need will be ordered by the Instrument Designer, and when the materials are on hand and the shop schedule permits work on the project, you will be notified.
    - (2) The Instrument Designer will instruct you in the techniques necessary for the completion of the project and oversee the work, performing those operations which are beyond your skills.
  - c. Equipment in need of repair should be brought to the shop promptly, even though it may not be needed for some time. The procedure to be used in arranging repair and maintenance work is essentially the same as that outlined above.
2. Students using the shop should adhere to the following rules:
  - a. All work is to be overseen by the Instrument Designer. You must never use shop equipment without first consulting him.
  - b. Before using any machines in the shop, you should learn how to use them from the Instrument Designer or demonstrate to him that you can use them in accord with accepted safety standards and shop practices.
  - c. Explicit permission from the Instrument Designer must be obtained before using bench space and shop tools assigned to shop personnel. A work bench and commonly used tools are available for use by occasional users of the shop. Users of this facility are responsible for keeping the bench in good condition and returning tools and supplies to their proper places. Work in progress should not be left on the bench, but stored on the nearby shelves.

- d. Any lack of tools or supplies noted should be immediately reported to the Instrument Designer.
- e. Supplies should not be taken from shop stock without notifying the Instrument Designer. Breakage or damage to tools or equipment should be reported promptly so that replacement can be effected.
- f. If tools or equipment are removed from the shop, the Instrument Designer must be notified and the item should be signed out in the log book provided. If some item is needed in a laboratory room regularly or on a long-term basis, it should be purchased by the person financially responsible for the project, rather than being signed out of the shop.
- g. To protect both students and machines, no student should operate machine tools when alone in the shop.
- h. The shop is open during University working hours throughout the week. Use of the shop at other times will be permitted only in the most unusual circumstances.

Funding for The Instrument Designer and the shop comes from faculty research grants, which pay both his salary and for the supplies that are used. Whatever you can do to make your project proceed efficiently will help reduce costs and will be appreciated. The shop should be used only for professionally related activities, and not personal jobs.

### **Computer Facilities**

In addition to the University mainframes, there are workstations and microcomputers associated with various laboratories within the Department. Please contact Jesse Warford ([jesse.warford@jhu.edu](mailto:jesse.warford@jhu.edu)) with any IT questions.

### **Laboratory Space**

Laboratory space is available for student research. The faculty member who supervises your research is responsible for helping you to find space and facilities for your research, but you may also discuss the matter with the Department Chairman. Use of laboratory space and equipment must be cleared with the faculty member responsible for that space.

### **Undergraduate Research Assistants**

If your research project is sufficiently extensive, you may be able to obtain one or more undergraduate assistants in return for teaching them about the nature of your research. Undergraduates may register for a course called Undergraduate Research, and may work with you on your project. This course must be sponsored by a full-time faculty member and requires that the student submit a short research paper at the end of the semester to the faculty sponsor.

If you are working with undergraduate assistants, you are responsible for their conduct. If they are to run an experiment, they must be thoroughly trained in procedures, especially in regard to the use of human subjects. If they are to use a computer, it is your responsibility to ensure that they know how to use the computer, and you are expected to be available to answer their questions.

### **Photography**

Photography is routinely done within 24 hours by Photographic Services (M-F, 8:30 a.m.–5:00 p.m. except from 12 noon to 1:00 p.m., at Macaulay Hall 114 here on Homewood Campus). 410.516.5332

### **Copier**

A photocopier is located in 220 Ames Hall and is accessed by personal identification number (PIN). Please see the Department Administrative Secretary for your PIN, should your PIN be misplaced. Students will be given 500 copies free each semester. Additional copies will be billed at \$.07 per page or side, in the case of two sided copies. Bills for copier use will be placed in your mailbox. Please pay bills

when they are due so that the amount owed does not become unreasonable, the Budget Specialist is responsible for collection of the amounts owed. Be sure to allow plenty of time for required deadlines; nothing works well when you are in a hurry.

Graduate students are allowed \$100.00 for copying their thesis from the department. Please help keep the copier room neat and organized. Make two-sided copies whenever possible, recycle paper, and fill the paper tray before leaving the room when your copying is finished.

*Remember: PIN's should be kept confidential. Specific budgets are charged for the costs.*

### **Keys**

Keys to individual offices, labs, and the outside doors to the Department of Psychological and Brain Sciences are issued by the Department Administrative Secretary. Access cards for the secure areas are also issued by the Department Administrative Secretary. Students must have a written request form signed by their sponsor to secure keys and access cards; there is a \$10.00 deposit required for each key or access card, collected when issued and refunded when keys are returned.

In the past there have been instances of theft resulting in substantial losses to students, staff, and the department. To avoid such incidents, department keys are restricted to persons authorized to have them. Therefore, do not lend your keys to anyone; do not leave your keys where others can gain access to them; do not admit anyone to the building when it is locked. If your keys or access card are lost or stolen, inform Lindsay (ext. 6-7055) as soon as possible.

### **Mail**

You have a mailbox in the Ames Hall, room 232A. Please use your home address for personal mail. Stamps cannot be purchased from the department office.

### **Materials for Classes**

Preparation of material for courses is the responsibility of the Teaching Assistants. Copies of textbooks used in classes are available to T.A.'s at no charge. Desk copies and course Pin codes will be available from the Department Administrative Secretary one week before the semester begins.

### **Petty Cash Reimbursements**

These can be reimbursed at Cash Accounting located in the lower level of Garland Hall, Monday thru Friday, 11:30 a.m.–4:30 p.m. Petty cash reimbursement forms are available on the controller's office website under university standard forms. All reimbursements over \$100 must be processed with the completion of a check requisition. All forms of reimbursement require original receipts and properly completed petty cash forms including authorized signatures. Please refer to University guidelines for allowable and unallowable reimbursements

**(<http://www.controller.jhu.edu/userguides/htmlguides/pettycash/>).**

### **Bulletin Boards**

Before going to the Department Office, please consult the bulletin boards and notices posted nearby for general information.

### **Seminar Rooms**

Ames 131, 217, and Krieger 110 are department rooms that can be scheduled for classes, seminars, or other activities. The Department Administrative Secretary keeps the schedule for these rooms, and must be consulted if you want to reserve either of them for an event. Room conflicts can be very disruptive,

so be sure to check the web at to see if the room you wish to reserve available and then schedule your reservation the Department Administrative Secretary.

### **Free Bus Service/Escorts**

Eastern Campus Shuttle: The white and yellow shuttle bus stops at the Security Office behind Shriver Hall. It runs every one-half hour. (<http://www.jhu.edu/~security/>)

**Escort Services:** (Security Office at JHU 516-8700 or 6-8700) for Van or Walking Escort Service JHU/JHMI Shuttle Service: Between Homewood and the Medical Institution, Monday through Friday. The bus leaves the south side of Shriver Hall every one-half hour beginning at 7 a.m. and leaves School of Hygiene every hour on the half hour, the last trip is 11:30 p.m. during semesters. For further information contact the security office 516-8060 (<http://www.jhu.edu/~security/>)

**Washington, DC Transportation:** The Milton S. Eisenhower Library operates a van service to the Library of Congress and SAIS one day per week. The passenger van departs for DC at 9 a.m. and leaves the Library of Congress at 3:00 p.m. Make a reservation in person and in advance at the Support Services Office located on A-level of the MSE Library/Homewood.

### **Further Student Information**

Financial Aid Office	146 Garland Hall (6-8028)	<a href="http://www.jhu.edu/~finaid">http://www.jhu.edu/~finaid</a>
GRO (new students)	1st Fl Levering	<a href="http://www.jhu.edu/~gradro">http://www.jhu.edu/~gradro</a>
Housing Office	Wolman Hall 103 (6-7960)	
International Student Office	135 Garland Hall (6-1013)	<a href="http://www.jhu.edu/~internat/stuschol">http://www.jhu.edu/~internat/stuschol</a>
Registrar's Office	Garland-Lower level (6-8080)	<a href="http://www.jhu.edu/~registr">http://www.jhu.edu/~registr</a>

Grade Reports: [Http://www.jhu.edu/registrar](http://www.jhu.edu/registrar), click on web services, enter codes and click on grade report at bottom. Transcript Requests may be made by going to <http://www.campusdirect.com>, click on link to secured web server, need social security number and birth date to access. Payment for transcript is by credit card at a cost of \$1.50. c/o Registrar's Office/Garland Hall.

### **MSE Library**

The Sheridan Library web site is: <http://www.library.jhu.edu>.

Course Reserve Services Telephone: 410-516-8377

Fax: 410-516-8908

E-mail: [reserves@jhu.edu](mailto:reserves@jhu.edu)

Web: <http://www.library.jhu.edu/access/reserves/findit/index.html>

Eisenhower Express Document Delivery Services Telephone: 410-516-8358

Fax: 410-516-7317

Email: [express@mse.jhu.edu](mailto:express@mse.jhu.edu)

Web: <http://www.library.jhu.edu/access/express/index.html>

JHU: Library Record On-Line You may check your JHU Library record on line to renew your books (<http://catalog.library.jhu.edu>)

### **Multicultural Student Affairs Mattin Center / 516-5435**

Notary Public / Bank / Credit Union

Parking Office / Mason Hall / [http://www.parking.jhu.edu/parking\\_students.html](http://www.parking.jhu.edu/parking_students.html) / 516-7275

Passport Photos / McCaulay Lab / 516-5332

Post Office / Gilman Hall / 516-8316

Security: (Lost and Found) / 516-4600

Emergency / 516-7777

*Discrimination Statement*

*The Johns Hopkins University does not discriminate on the basis of race, color, gender, religion, sexual orientation, national or ethnic origin, age, disability, veteran status or marital status in any student program or activity administered by the University or with regard to admission or employment. Defense Department discrimination in ROTC programs on the basis of sexual orientation conflicts with this university policy. The university continues its ROTC program, but encourages a change in the Defense Department policy.*

*Questions regarding Title VI, Title IX and Section 504 should be referred to the Affirmative Action Officer, 205 Garland Hall, (410) 516-8075.*

