JOHNS HOPKINS UNIVERSITY

Department of Psychological & Brain Sciences

Graduate Student Handbook

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INTRODUCTION

In 1883, G. Stanley Hall founded the first psychological laboratory in America at Johns Hopkins University. Psychology has undergone many changes since then, and the Department of Psychological and Brain Sciences at Hopkins has played a key role in that evolution.

Our graduate students are trained in psychological science through general and advanced seminars in the various sub-disciplines of psychology, and by active engagement in research. Our department emphasizes training and experience in the research methods essential to the development of new knowledge in the various fields of psychology.

The core program for training doctoral students emphasizes scientific methodology and provides training in both pure research and research related to problems in the world. Each doctoral candidate is expected to become familiar with both a relatively narrowly defined area and a broad spectrum of knowledge related to the student's topic of specialization.

The department specifically supports interdisciplinary research in several core areas in biopsychology and cognitive and developmental psychology.

DEPARTMENT DIRECTORY

For current faculty and contact information go to https://pbs.jhu.edu/people/

<u>Department Chair</u>
  Cynthia Moss

<u>Director of Graduate Studies</u>
  Lisa Feigenson

<u>Co-Directors of Undergraduate Studies</u>
  Justin Halberda & Stephen Drigotas

<u>Professors</u>
  Susan Courtney
    Research interests: cognitive neuroscience, functional neuroimaging, working memory, attention
  Howard Egeth
    Research interests: perception & cognition, attention & attentional selectivity, memory
  Lisa Feigenson
    Research interests: cognitive development, numerical cognition
  Michela Gallagher, Krieger-Eisenhower Professor, Psychology & Neuroscience
    Research interests: learning & memory, neurobiology of aging
  Justin Halberda
    Research interests: Interaction of vision, cognition and language
  Richard Huganir, Bloomberg Distinguished Professor, Department of Neuroscience, School of Medicine, and Department of Psychological and Brain Sciences
    Research interests: molecular and cellular mechanisms that regulate neurotransmitter receptors and synapse function
  Patricia Janak, Bloomberg Distinguished Professor, Department of Psychological and Brain Sciences; Department of Neuroscience; Johns Hopkins School of Medicine
    Research interests: behavioral & neurobiological mechanisms of associative learning, addiction
  Daeyeol Lee, Bloomberg Distinguished Professor, Department of Neuroscience, School of Medicine and Department of Psychological and Brain Sciences
    Research interests: neural mechanisms of decision making, planning, and numerical cognition
  Cynthia Moss
    Research interests: sensory coding of natural stimuli, spatial perception, attention, learning, memory and adaptive motor control
  Ian Phillips, Bloomberg Distinguished Professor, Department of Philosophy and Department of Psychological and Brain Sciences
    Research interests: nature of perception; its relation to memory, imagination and belief; the scientific study of consciousness; and our experience of time

<u>Associate Professor</u>
  Marina Bedny
    Research interests: brain development & plasticity, cognitive neuroscience, concepts
  Jonathan Flombaum
    Research interests: visual perception, attention, cognition

<u>Assistant Professors</u>
  Janice Chen
    Research interests: real-world memory, cognitive neuroscience, temporal structure in cognition
  Chaz Firestone
    Research interests: perception, attention, visual cognition, foundations of cognitive science

Jason Fischer
Research interests: visual scene understanding using fMRI, psychophysics, computational modeling
Christopher Honey
Research interests: computational cognitive neuroscience
Kishore Kuchibhotla
Research interests: neural circuits; attention, learning & decision-making; audition; neural circuit dysfunction; computational modeling
Shreesh Mysore
Research interests: neural circuits for behavior (attention, decision-making), computational neuroscience, comparative approach to the design of neural circuits

Teaching, Research, and Affiliated Faculty

Hita Adwanikar, Associate Research Scientist
Richard Allen, Associate Professor; School of Medicine, Neurology
  Research interests: clinical & medical psychology
Kirsten (Kisi) Porth-Bohn, Assistant Research Professor and Director of Undergraduate Studies, Behavioral Biology Program
Jeff Bowen, Lecturer
  Research interests: close relationships, social psychology, self-regulation, mental representation, psycholinguistics
Stephen Drigotas, Teaching Professor & Co-director of Undergraduate Studies
  Research interests: social psychology, interpersonal relationships, friendship networks, intergroup behavior, social dilemmas
Heather Roberts Fox, Senior Lecturer
  Research interests: industrial/organizational psychology
Paul J. Hofer, Adjunct Associate Professor; U.S. Sentencing Commission
  Research interests: law & psychology
Chelsea Howe, Lecturer
  Research interests: forensics, abnormal psychology, dual diagnosis, therapy, assessment
Ann Jarema, Junior Lecturer
  Research interests: clinical psychology
Chris Kraft, Psychologist & Instructor; School of Medicine, Psychiatry & Behavioral Sciences, Johns Hopkins Center for Marital & Sexual Health
  Research interests: human sexuality & behaviors
Meghan McGlaughlin, Junior Lecturer
  Research interests: clinical psychology
Rick Ostrander, Associate Professor, School of Medicine, Psychiatry and Behavioral Sciences
Alison Papadakis, Associate Teaching Professor, Director of Clinical Psychological Studies
  Research interests: clinical psychology, adolescent psychopathology, depression, stress & coping
Tyler Rickards, Lecturer
  Research interests: Licensed Clinical Psychologist
Dani Smith, Associate Research Scientist
Susanne Sterbing-D'Angelo, Assistant Research Professor
Claire Stone, Junior Lecturer
  Research interests: research methods and data analysis
Veit Stuphorn, Associate Professor; School of Medicine, Neuroscience
  Research interests: neurophysiological studies of decision-making
Jason Trageser, Senior Lecturer and Director of Undergraduate Studies, Neuroscience Program
  Research interests: neuroscience

Joint Faculty

Marilyn Albert, Professor and Director; School of Medicine, Division of Cognitive Neuroscience
  Research interests: aging, cognition, memory
Arnold Bakker, Assistant Professor; School of Medicine, Psychiatry

Research interests: psychiatric neuroimaging

Charles (Ed) Connor, Professor; Director Mind/Brain Institute
  Research interests: neurophysiology of visual perception & object recognition

Christopher Fetsch, Assistant Professor, Mind/Brain Institute
  Research interests: neurobiology of perceptual decision making and multisensory integration

Barry Gordon, Director, Cognitive Neurology/Neuropsychology Division, Professor of Neurology

Steven Gross, Professor, Philosophy
  Research interests: Philosophy of language, philosophy of mind, metaphysics

Alfredo Kirkwood, Professor, Mind/Brain Institute
  Research interests: mechanisms of cortical modification

James Knierim, Professor, Mind/Brain Institute
  Research interests: behavioral neurophysiology of the hippocampal formation

Barbara Landau, Dick and Lydia Todd Professor; Director, Science of Learning Institute
  Research interests: human knowledge of language and space, typical and atypical development

Hey-Kyoung Lee, Professor, Mind/Brain Institute
  Research interests: cellular/molecular mechanisms of synaptic plasticity underlying memory formation

Michael McCloskey, Professor, Cognitive Science
  Research interests: cognitive neuropsychology, visual perception, reading and spelling, foundations of cognitive science

Ernst Niebur, Professor of Neuroscience
  Research interests: computational neuroscience

Kristina Nielsen, Assistant Professor, Mind/Brain Institute
  Research interests: function and development of higher level visual cortex

Hanna Pickard, Bloomberg Distinguished Professor, Department of Philosophy and Berman Institute of Bioethics
  Research interests: philosophy of mind, philosophy of psychiatry, moral psychology and clinical ethics

Brenda Rapp, Professor and Chair, Cognitive Science
  Research interests: cognitive neuropsychology, attention, reading and writing

Peter Rapp, Senior Investigator Chief, National Institute on Aging
  Research interests: Laboratory of Experimental Gerontology

<u>Administrative Staff</u>
  Elliot Rosen, Administrative Manager
  Regina Coles, Senior Grants & Contracts Analyst
  Elissa Zurbuchen, Academic Program Coordinator
  Maya Dickerson, Academic Program Assistant
  Pam Sodano, Administrative Secretary
  Brance Amussen & **Tony Placilla,** IT Support

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

REQUIREMENTS FOR THE PH.D.

Below are descriptions of each of the major requirements of the PhD program and a typical schedule of completion. These should be discussed in greater detail with the faculty advisor well in advance of all deadlines to ensure adequate time for completion.

It is the student's responsibility to be aware of and meet these program deadlines.

Duration of Program

The graduate program typically requires five years to complete. Student progress and timeline will be evaluated and discussed with each student at the close of each semester during the first year, and then annually at the end of the spring semester.

Maintaining adequate progress toward the completion of the Ph.D. is a stipulation of continued stipend and tuition support. Neither tuition nor stipend will be awarded for a fifth-year student who does not have an acceptable dissertation plan by September 1 of their fifth year. Funding is generally not available for graduate study beyond the fifth year.

Faculty Advisor & PhD Student commitments

A good relationship between the student & their advisor is essential to academic research. Please see the JHU Mentorship Commitment information on the responsibilities of both parties.

Students who wish to speak to someone other than their advisor regarding personal or professional concerns can speak with the Psychological & Brain Sciences' Director of Graduate Students (Dr. Lisa Feigenson) or with the chair of the department (Dr. Cindy Moss).

Please also see Evaluating Student Progress & Graduate Board Policies sections in this handbook for more information.

Courses & Seminars

Overview
Two Fundamentals Courses (AS.200.613 & AS.200.617)
Two Statistics Courses (AS.200.657 & AS.200.658)
Two Core Topics Courses (AS.200.654 & AS.200.655)
Topics in Psychological & Brain Sciences (AS.200.661)
Career Development (AS.200.662)
Responsible Conduct of Research (AS.360.625)
Three Teaching Practica (AS.200.849)
Advanced Teaching Practicum (AS.200.850)
Advanced Seminar: Cognitive Lunch or Biopsych Lunch (AS.200.680)
Lab Meeting (course number varies)

For students entering the program with advanced degrees (i.e., a M.A.), any waiver of coursework will be determined on a case by case basis in consultation with the student, the Director of Graduate Studies, and the faculty advisor.

GRADUATE CURRICULUM

Fundamentals in Biopsychology and Fundamentals in Cognitive Psychology

A foundation of knowledge in the issues and methods in neuroscience and cognitive psychology will be provided in this 2-semester course sequence, normally taken during the first year.

Core Topics A and Core Topics B

This 2-semester sequence, usually taken in the second year, provides students an opportunity to integrate findings from diverse methods and populations, as applied in a series of content-based modules (e.g., Attention, Decision Making, Concepts). This course is mostly discussion based, with frequent writing assignments.

Advanced Seminars

Advanced Seminars (sometimes called Cognitive Lunch and Biopsychology Lunch) are more specialized in content than Core Topics. Students should be enrolled in at least one Advanced Seminar in every semester. Enrollment in an Advanced Seminar will require that students make formal presentations; presentations and weekly attendance are required.

Statistics

A thorough understanding of statistics is useful in virtually all research settings. Two statistics courses are required during the first year of graduate training. The normal sequence is AS.200.657 / Advanced Statistical Methods, taught in the fall, followed by AS.200.658 / Advanced Research Design & Analysis in the spring. Students are encouraged to take more courses in statistics, as appropriate.

Topics in PBS

First year students will participate in AS.200.661, designed to offer the opportunity to meet each faculty member individually and discuss their research programs. Topics of general interest to beginning graduate students will also be discussed.

Topical Seminars

A Topical Seminar covers a narrow topic tailored to the interests of faculty and students (e.g., Vision Seminar, Cognitive Neuroscience journal club). The topic will vary from time to time. Students are urged to enroll in Topical Seminars as appropriate.

Professional Development Seminar

In alternate years, third and fourth year students participate in the professional development seminar, AS.200.662. Topics include 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, and care of animal and human subjects.

Lab Meetings

Students typically enroll in the weekly lab meeting of their advisor's lab, and often enroll in another faculty member's lab meeting for additional breadth. Weekly attendance is expected.

Responsible Conduct in Research

This course, mandatory for all KSAS graduate students conducting original research, is usually held during the January Intersession. Students must take this in their first year, so first year students should consult the schedule before making travel plans.

Colloquium and Research

All students should enroll every semester in the department colloquium series, whose course title is Current Advances in Psychology (200.848). Attendance is expected. Students should also enroll in research (encompassing their regular laboratory research) using the course title Research in Psychology (200.810).

Registration

Students must register online for courses each semester (https://sis.jhu.edu/sswf/), except for summer research. Each student should discuss their schedule with their advisor and/or with the DGS. Course selections must be approved by the advisor, at which point the advisor will release the student's registration hold and the student can register online. The Department does not cover late registration fees.

For Fall 2021, late fees may be incurred for registrations completed after September 10, 2021.

Summer Registration

Each summer, the Registrar's Office will register each graduate student for Summer Research. This is done automatically & students should not drop this course.

Grades

A's and B's 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. (Students will also receive grades for teaching practica and for research.) Graduate grades are related to undergraduate grades by the following guidelines:

Graduate Grades	Equivalent Undergraduate 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 participation in discussions, so students must strive to get in the habit of asking questions and contributing ideas in seminar discussions. If a student is confused about an issue, it is likely that others are also.

GRADUATE STUDENT TIMETABLE

Timetable	Fall	Spring
Year 1	• AS.200.613 / Fundamentals of Biopsychology • AS.200.657 / Advanced Statistical Methods • AS.200.661 / Topics in PBS • AS.200.810 / Research in Psychology • AS.200.817 / Cognitive Lunch OR AS.200.825 / Biopsych Lunch • AS.200.848 / Colloquium	• AS.200.617 / Fundamentals of Cognitive Psychology • AS.200.658 / Advanced Research Design and Analysis • AS.200.680 / PBS Seminar • AS.200.810 / Research in Psychology • AS.200.848 / Colloquium

Intersession, summer, and general first-year obligations
- January intersession: Mandatory AS.360.625 / Responsible Conduct in Research *(confirm dates before making travel plans)*
- Other: Consult with advisor on registering for additional relevant offerings as appropriate *i.e. Lab Meetings, Journal Clubs, Seminars, etc.*
- First Year Research Proposal (Draft due to advisors 4/1 | Final Proposal due to advisor, Academic Program Coordinator, and Second reader 4/15)*
- Identification of 2nd Committee Member (by 4/15) and Committee Meeting (by 6/15)
- SUMMER: Mandatory TA Training in Late August *(prior to Second Year)*

Timetable	Fall	Spring
Year 2	• AS.200.655 / Core Topics B • AS.200.810 / Research in Psychology • AS.200.817 / Cognitive Lunch OR AS.200.825 / Biopsych Lunch • AS.200.848 / Colloquium • TA† AS.200.849 / Teaching Practicum	• AS.200.654 / Core Topics A • AS.200.680 / PBS Seminar • AS.200.810 / Research in Psychology • AS.200.848 / Colloquium • TA† AS.200.849 / Teaching Practicum OR • AS.200.850 / Advanced Teaching Practicum

Intersession, summer, and general second-year obligations
- OTHER: Consult with advisor on registering for additional relevant offerings as appropriate *i.e. Lab Meetings, Journal Clubs, Seminars, etc.*
- First year project due: 12/15* | Advanced Exam: Prepare Reading List by late Spring; Study for Advanced Exam
- Committee Meeting (to occur any time before 6/15 of Year 2)
- Advanced Exam: Complete by start of 3rd year**

Timetable	Fall	Spring
Year 3	• AS.200.662 / Career Development • *(Offered every other Fall; take in Year 4 if not offered during Year 3)* • AS.200.810 / Research in Psychology • AS.200.817 / Cognitive Lunch OR AS.200.825 / Biopsych Lunch • AS.200.848 / Colloquium • TA† AS.200.849 / Teaching Practicum OR • AS.200.850 / Advanced Teaching Practicum	• AS.200.680 / PBS Seminar • AS.200.810 / Research in Psychology • AS.200.848 / Colloquium • TA† AS.200.849 / Teaching Practicum OR • AS.200.850 / Advanced Teaching Practicum

Intersession, summer, and general third-year obligations
- Other: Consult with advisor on registering for additional relevant offering as appropriate. Ie: lab meetings, journal clubs, seminars, etc.
- Research leading to Dissertation plan | Committee Meeting (to occur any time before 6/15 of Year 3)

Timetable	Fall	Spring
Year 4	• AS.200.662 / Career Development • *(Offered every other Fall; do not enroll in Year 4 if you took it in Year 3)* • AS.200.810 / Research in Psychology • AS.200.817 / Cognitive Lunch OR AS.200.825 / Biopsych Lunch • AS.200.848 / Colloquium	• AS.200.680 / PBS Seminar • AS.200.810 / Research in Psychology • AS.200.848 / Colloquium

Intersession, summer, and general fourth-year obligations
- Other: Consult with advisor on registering for additional relevant offering as appropriate. Ie: lab meetings, journal clubs, seminars, etc.
- Dissertation Proposal submitted by 4/15 of Year 3 and 4/15 of Year 4 ** | Dissertation Proposal Committee Meeting held by 6/30 of Year 4 Literature Review submitted by 9/15 of Year 5 **

Timetable	Fall	Spring
Year 5	• AS.200.810 / Research in Psychology • AS.200.817 / Cognitive Lunch OR AS.200.825 / Biopsych Lunch • AS.200.848 / Colloquium	• AS.200.680 / PBS Seminar • AS.200.810 / Research in Psychology • AS.200.848 / Colloquium

Intersession, summer, and general fifth-year obligations
- Other: Consult with advisor on registering for additional relevant offering as appropriate. Ie: lab meetings, journal clubs, seminars, etc.
- Research & Write Dissertation | Graduate Board Oral Exam & Dissertation Defense**
- Apply for postdocs/jobs

Additional Notes
- Register for AS.200.810 / Research in Psychology & AS.200.848 / Current Advances in Psychology (aka Colloquium), every semester
- Confirm with your advisor which seminars, journal clubs, lab meetings, etc., you should be registered for and attending
- † If you are completing a standard TAship, enroll in AS.200.849. If you are completing an advanced TAship, enroll in AS.200.850.
- * Milestone requiring two faculty readers
- ** Milestone requiring faculty committee approval

PROGRAM MILESTONES

Milestone requirements are due by 11:59PM on the date specified, to be submitted via email to the Academic Program Coordinator, cc'ing the Advisor and any additional faculty readers. It is each student's responsibility to be aware of what is required for each milestone, as well as the milestone deadline.

ANNUAL COMMITTEE MEETINGS

Advice and input from both the primary advisor and other faculty is considered essential to students' growth and success. As such, by January 15 of the first year, each student will identify a second faculty member (other than the primary advisor) who will serve on their committee. This committee member may be from PBS or any other appropriate department. The committee member will serve as the second reader on the First Year Research Proposal, due 4/15 of Year 1 (see below). As each student progresses through the program, the committee will grow to three faculty members by the end of the third year. In Years 4 and 5, as students begin planning their dissertations, some may wish to include on their committees one or more additional faculty with appointments outside of PBS. The composition of a student's committee should bring complementary expertise to advise the student on research, and the faculty serving on the committee may change during the course of graduate training to align with shifts in a student's research plans (also note that all Graduate Board Oral exams require two faculty from outside of PBS; whether these external examiners give regular input to students throughout their years in the program will vary across individual students). Each graduate student should inform the PBS Academic Program Coordinator of the faculty members serving on their committee and provide updates as the committee grows in size or changes in composition.

Committee meetings provide an opportunity for each student to receive guidance on their research and advice on supplementary coursework or training. Graduate students are expected to meet with their committees annually in years 1, 2 and 3 and twice each year in years 4 and 5. More frequent meetings are encouraged, as appropriate. The timing of this meeting may vary. For example, the student might find it useful to meet in the Fall immediately following their presentation in the Cognitive or Biopsych Lunch series, and/ or in the Spring following their PBS Seminar talk. Or they may wish to meet at some other time, when a project is being planned or new data have been analyzed. In any case, <u>students should send **email verification to the Academic Program Coordinator affirming that their annual meeting has taken place by 6/15 each year**</u>. In addition, the **advisor will complete a form that documents the discussion and recommendations made at each committee meeting**. The form will be submitted to the PBS Academic Program Coordinator and kept in the student's file.

First Year Research Project

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

The **First Year Research Proposal, due April 15 of the first year**, will be read and evaluated by the faculty advisor and the faculty member serving on the student's committee, and may take either of two forms:

1. *A final report that includes all of the information appropriate for published work; OR*
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. This option is appropriate for projects that are not complete by April 15.*

If the student opts for Option 2, then the <u>**final report of the completed project (i.e., the First Year Research Project, in contrast to the Proposal submitted in Year 1) is due no later than December 15**</u> of the Year 2. Again, the advisor and other committee member will read and evaluate this report.

The deadlines for submitting the first-year project are firm; students must plan their time to meet this important milestone. A draft of the first-year project research proposal should be submitted to the advisor by April 1 of Year 1 in order to meet the April 15 deadline, and by Dec 1 of Year 2 to meet the Dec 15 deadline. Both of these written reports should follow the style described in the Publication Manual of the APA.

The following references are good guides for writing and formatting the report:

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. At least two examiners should be from the PBS department and have a sense of the range of performance on advanced exams, so they can assess the student's performance relative to PBS standards. The area of the examination, and its format, is established by this committee and includes both a written and oral portion. Requests to faculty to serve on the Advanced Exam committee will be sent by the faculty advisor.

The exam must be completed **before the fall semester of the third year**, with 72 hours for completion of the written portion, and the oral exam occurring within 1 week of submission of the written portion. The Advanced Exam is broad; e.g., cognitive psychology, not just attention; psychobiology, not just motivation. Before the end of the second year, the student should have committee members selected and should prepare a bibliography of books and articles that cover the relevant advanced area and provide additional breadth outside the specific focus of the student's work. The bibliography should be approved by committee members by the early summer of Year 2. Upon completion of both portions of the examination, the advisor will send an email to the Academic Program Coordinator and faculty participants describing the results of the exam.

Dissertation Proposal

The dissertation proposal is a detailed document stating the issue the student wishes to address in their dissertation, the experimental design to be used, and the way the various possible results will be interpreted. 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 the procedures. Students should include a timetable with the schedule they anticipate following in conducting the research. The more nearly complete the submitted plan, the easier it will be to carry out the research and to write the subsequent dissertation.

The written proposal should include the following:

   a. *Statement of problem*
   b. *Brief review of literature relevant to the problem*
   c. *Detailed statement of the procedure including experiment design and methods, a realistic time schedule, 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. This discussion should be organized to build up to the specific instantiation of the problem, to suggest that the proposed work is the natural next step. Include preliminary data if possible. Dissertation proposals vary in length, but are generally between 10 and 30 pages.

The dissertation proposal must be turned in to the committee and the Academic Program Coordinator between April 15 of Year 3 and April 15 of Year 4.
The student should discuss the dissertation proposal with their faculty advisor in considerable detail, well in advance of these deadlines.

By June 30 of Year 4, the student will present their dissertation proposal to their dissertation committee. The committee will be selected by the faculty advisor, in consultation with the student, and will include two additional full-time faculty members, at least one of whom should be a faculty member in PBS. Committee members are invited by the faculty advisor, not the student, although it is likely that one of these will be the faculty member who has served on the student's committee since Year 1. The dissertation plan is first approved by the faculty advisor, and a copy is provided to each member of the committee at least <u>two weeks</u> before the dissertation proposal meeting.

 Students should come to the dissertation proposal meeting prepared to give a 10 to 15-minute oral summary of the proposal, usually with slides. The committee, in turn, may raise questions about problems they foresee and in general help the student to plan a dissertation of the highest possible quality. The dissertation proposal meeting typically lasts 1.5 to 2 hours.

The recommendations of the committee will be discussed at the meeting. The faculty advisor will then send an email to the Academic Program Coordinator and faculty participants with a written summary, which usually describes the proposed research and the departmental faculty members who will serve as first and second referees for the Dissertation itself.

No later than December 15 of the student's academic year, the committee is encouraged to reconvene and review with the student their progress on their dissertation research. A summary of progress and analyses should be made available to each member of the dissertation proposal committee prior to this meeting. At the end of the meeting, the committee members will decide if an additional meeting is necessary before the Graduate Board Oral Exam.

Literature Review

The literature review should be modeled on articles appearing in the Psychological Bulletin or 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 dissertation plan (i.e., a much more detailed version of the literature review in the dissertation plan)—students should think of this as the first chapter of their dissertation.

The literature review will be evaluated by the same committee of at least three faculty members from the Department of Psychological and Brain Sciences who evaluated the dissertation plan.

The literature review must be submitted to the committee and the Academic Program Coordinator by September 15 of Year 5.

Dissertation

The dissertation should be the student's 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 the student should initially present a detailed outline of the dissertation to their advisor, and then work closely with the advisor until the dissertation is completed. **A complete draft of the dissertation should be prepared at least two months**

before the final deadline. Revisions are always necessary, and several drafts will be needed before the final version is ready.

Students should refer to the Electronic Thesis & Dissertation guidelines and instructions at http://www.library.jhu.edu/library- services/electronic-theses-dissertations/ ; dissertations not conforming to the Johns Hopkins University guidelines will not be accepted in fulfillment of the University requirements.

Graduate Board Oral Examination/Dissertation Defense

The Homewood Graduate Board is responsible for the administration of policies and procedures for the award Doctor of Philosophy, Ph.D. of the Schools of Arts and Sciences and Engineering, and for master's degrees in the School of Arts and Sciences. Students should always refer to the current official policies of the Graduate Board at http://homewoodgrad.jhu.edu/academics/graduate-board/graduate-board-oral-exams/.

The final requirement for the Ph.D. is the Graduate Board Oral Examination, at which the student defends their dissertation before a faculty committee consisting of 3 faculty members of the Department of Psychological and Brain Sciences and at least 2 JHU faculty outside of PBS. In the event that a student and their advisor have selected a Hopkins faculty member whose home department does not offer a graduate degree, special arrangements will need to be made. If a committee member is outside of Hopkins they will need to be approved by the Graduate Board Chair. Please see the Academic Program Coordinator for more information about this. Additionally, one internal (PBS) and one external (non-PBS) alternate committee member must be listed, in case of emergencies. Selection of 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 the relevant persons. The Academic Program Coordinator will help in scheduling the exam and determining availability of faculty. Graduate students should not invite committee members directly. Scheduling must be arranged according to specific guidelines established by the Graduate Board, so the process must start well in advance of the student's actual GBO exam.

The membership of the examining committee and proposed date of the oral exam must be approved by the Graduate Board, using a form available from the Academic Program Coordinator. This form must be completed, signed by the Chair, and submitted to the Graduate Board at least 4 weeks prior to the proposed date of the oral exam. http://www.graduateboard.jhu.edu/procedures.htm

A copy of the dissertation must be given to each member of the dissertation committee at least two weeks before the exam date. On the date of the GBO exam, the student will give a public presentation of their dissertation research, to be attended by their committee and other members of the PBS community. This talk should last between 30-50 minutes. This will be followed by a closed door oral examination with the advisor and GBO Committee. The exam usually lasts about two hours.

Once a student has passed their GBO and made all changes to the dissertation suggested or required by the examining committee, the Chair of the Department of Psychological and Brain Sciences will certify to the Graduate Board that the student has fulfilled the requirements for the degree of Doctor of Philosophy in Psychology. The student must submit one electronic copy of their dissertation to the Library, and another electronic final 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 the student is in good financial standing with the University and does not owe the University for loans, parking fines, tuition, etc. Normally, the registrar notifies students of problems before graduation. The system, however, is subject to error. All students intending to graduate soon should check with the registrar to see if there is any delinquency, and respond quickly to any notice.

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.

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. *Two courses in statistics*
3. *Two Fundamentals Courses*
4. *Two Core Topics Courses*
5. *Two Teaching Assistantships*

All of these requirements must be passed with a grade of "B-" or. 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.

TEACHING ASSISTANTSHIPS

The Teaching Practicum

The Teaching Practicum (TAships) gives students the opportunity to get a feel for classroom teaching; this experience often includes attending lectures, giving one or two lectures, creating tests, holding office hours, and grading tests or assignments. TAing broadens students' background in different domains of Psychological and Brain Sciences, and it is one of the important ways in which graduate students contribute to the University teaching mission. TAs are not expected to substitute for faculty by teaching whole courses nor substantial portions of courses. The teaching practicum is intended to be a learning experience; faculty should provide students with specific feedback when students give lectures or take on other pedagogical duties. Once TA assignments are made, usually shortly prior to the start of the new semester, a student should arrange to meet with the faculty instructor with whom they will be working to discuss expectations and schedule.

Policy on Graduate Teaching Assistantships

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 to complete a minimum of 4 semesters as a Teaching Assistant. At least one of these must be selected from among the designated didactic tutorials (e.g., Research Methods in Experimental Psychology, Foundations of Mind), which provide increased opportunities for course preparation, lecturing, and learning to teach.*
2. *Students will not be required to serve as a Teaching Assistant in their first year.*
3. *Beyond the required 4 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. *Depending on departmental needs, students who have completed the minimum of 4 TAships may be asked to consider TAing more than once, on an optional basis. These extra, non-required TAships come with additional pay. Students considering taking on an additional TAship should make sure to discuss their plan with their advisor prior to finalizing their plan for the semester.*

5. *Your stipend is non-compensatory payment and is a fixed amount, independent of the market wage. TA-ing does not alter stipend amount AND is required of all students in the Psychological and Brain Sciences PhD program. It is considered part of the training & education of the degree program, thus a non-compensated requirement.*

Student Preferences

Students will typically be given the list of the available TA positions before the start of each semester, and asked to rank their preferences. Preferences will be taken into account, but it is unlikely that all students will be assigned as a TA in the course of their choice, because assignments depend on the overall scheduling needs of the department. 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 TAing the same course repeatedly.

TA Duties

TA duties typically require about 8 - 10 hours per week (although see next paragraph). At 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 graduate students, e.g., for first-year papers, statistics classes, etc. Instructors should realize that exams that 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 TAs to meet other obligations. TA duties may include one or more of the following:

- *proctoring make-up exams*
- *creating and grading exams*
- *grading homework and written assignments*
- *giving one or two course lectures*
- *holding one office hour per week for student consultation*
- *understanding the course material well enough to help with student questions*
- *managing course-rosters, managing grades, photocopying*
- *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 students work alongside the faculty in a spirit of cooperation. Some TA assignments will require more than 8-10 hours per week. TA assignments will be made to ensure that the most 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 the work load equally, and should cooperate with each other in deciding who does what. 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. 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.

Faculty Responsibilities

Faculty members are 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 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.

Grievance Procedure

Occasionally, faculty may have problems with TAs fulfilling their responsibilities, or TAs may feel they have been treated unfairly. 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 Director of Graduate Studies or Chair.

Procedures for Posting Grades

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

- *post grades publicly*
- *require Social Security Numbers (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 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*

More information about FERPA may be found at
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Additional Teaching Opportunities

Advanced students may apply to teach an intersession course in January, and/ or for a Dean's Teaching Fellowship to teach during the academic year. Intersession courses are three weeks long and can be an excellent way to practice independent course design and instruction. The Dean's Teaching Fellowship is for a full, semester-long course, which is proposed by the student and is sponsored by a faculty member. These are highly competitive and prestigious awards. For details please visit https://krieger.jhu.edu/research/deans-teaching-fellowship/ Students interested in pursuing these extra teaching experiences must first discuss with their advisor, as they are time consuming (but rewarding) experiences.

Additional Teaching Resources

Center for Educational Resources (CER)   https://cer.jhu.edu/
CER staff are enthusiastically available to help with questions about teaching. The mission of the CER is to partner with educators (faculty, graduate student instructors, and teaching assistants) to extend their instructional impact by connecting innovative teaching strategies and digital technologies. The CER is located in the Milton S. Eisenhower Library.

Training, Resources, and Services offered by CER include:

- *Blackboard Course Management System Training*
- *On-Demand Instructional Technology Help*
- *Educational Tools*

- *Communication Tools*
- *Equipment Checkout and Multimedia Lab*
- ***The Innovative Instructor Blog***
- ***Technology Fellowship Grant Program***

The Teaching Academy   https://cer.jhu.edu/teaching-academy

The Teaching Academy offers Ph.D. candidates and post-doctoral fellows from all divisions across Johns Hopkins University teacher training and academic career preparation opportunities through courses, workshops, teaching practicums, teaching as research fellowships, and individual consultation.

Programs Offered

- ***Workshops***
- ***Teaching Institute***
- ***Certificate of Completion Program***
- ***Collaborative Teaching Fellows Program***
- ***Teaching-As-Research Fellowships***
- ***Fall TA Orientation***

Contact: teachingacademy@jhu.edu

EVALUATING STUDENT PROGRESS

Academic Review Policy | http://homewoodgrad.jhu.edu/academics/policies/

Once per academic year, all full-time Homewood graduate programs will provide a written review to all doctoral students.

Faculty will share their insights and reflections on their own and other graduate students in the program. In addition to general progress in the program, feedback to graduate students is provided with respect to: research, written performance on examinations, discussion in classes, TAing, and other departmental activities such as colloquia, departmental service, and informal scholarly interactions.

As part of this process, every graduate student will also complete a <u>self-evaluation</u> documenting progress and challenges over the last year. Examples include achievement of milestones within the PhD program, papers under review or published, posters presented, conference attendance, presentations or guest lectures, grant proposal activity, TAships, and outreach. Note any accomplishments of which the department may not be aware. This narrative should also detail the student's research and academic goals for the coming academic year, with their best assessment of current progress and anticipated timeline for meeting upcoming milestones toward degree completion.

Faculty will convene to discuss the self-evaluations, grades, and faculty insights for development into a letter from the Department Chair. This letter will summarize the student's progress in the program since their last evaluation, outlining specific strengths and weaknesses. The contents of the letter will be discussed in detail between each advisor and student and signed in mutual acknowledgement. Most important are the student's future plans in the department; the student and advisor should clearly establish these plans and the associated timeline during their discussions.

Students who fail to attain a program's minimum level of performance may be placed on academic probation or dismissed using the procedures outlined in the Homewood Schools Policy for Graduate Student Probation, Dismissal, and Funding Withdrawal. In making these decisions, particularly that of dismissal, the program will take into consideration extenuating circumstances beyond the student's control.

Graduate Student Probation, Funding Withdrawal, and Dismissal Policy | https://homewoodgrad.jhu.edu/postdoc/policies/

This policy addresses consequences of student underperformance, including funding withdrawal. Students who might lose financial support as a result of the termination of funding from an advisor's sponsor should be given prompt notice, whenever possible.

DEPARTMENT EVENTS AND SERVICE

Colloquia

Colloquia speakers are suggested by faculty, post docs, and graduate students. Once a tentative list has been determined, the Student Colloquium Committee invites the speakers, works out the basics of a visit, including the date, subject of each talk, and the solicitation of an abstract. Students on the Colloquium Committee also assist with video-recording of talks. The Department Academic Program Assistant can make travel arrangements for the speaker. The committee determines when hotel accommodations are needed and the audiovisual requirements, and sends the collected information to the Department Academic Program Assistant, who publishes the full schedule of speakers, including dates, and home/supporting institutions. The Department Academic Program Assistant will arrange hotel accommodations, refreshments, delivery of audio-visual equipment, and payment of the honorarium if any. There are forms that need to be filled out for this so students assisting with colloquium scheduling should be sure to check with the Academic Program Assistant to see that the needed information has been submitted.

The student Colloquium Committee is given guidance by a PBS faculty member: at present, Dr. Jonathan Flombaum. Any student may tell the colloquium committee or Dr. Flombaum about researchers they would like to be considered as invited speakers. If a student wishes to become a member of the colloquium committee, they should contact Dr. Flombaum.

Colloquia are an important part of graduate education and it is imperative that all students attend. Colloquia provide an excellent opportunity to meet other scientists and to discuss their work. We encourage every student 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 pays for lunch and dinner for participants, within reason. Lunch is usually limited to 5 graduate student/post-docs. Exceptions 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 five student representatives, one elected annually from each class), meets each month with the and the Director of Graduate Studies. Representatives should make an effort to keep in touch with students in their cohort to maintain open lines of communication between students and faculty. The minutes from this meeting will be distributed to all graduate students. If a student has any issues they would like addressed at a meeting, they should contact the Academic Program Coordinator.

Student Service to the Department

Each graduate student will be asked to take on one or more service roles during their time in the Department. These are ways to contribute to the overall health of the department community, and may include: serving on the colloquium committee, serving as the Graduate Steering Committee representative, serving on the social events committee, preparing the department newsletter, maintaining the department Coke machine (whose proceeds are used to fund graduate student events), coordinating recruitment visits for prospective graduate students, coordinating department outreach events (e.g. Brain Awareness week visits).

INSTITUTIONAL POLICIES

General Policies | http://e-catalog.jhu.edu/grad-students/university-policies/
Includes:
Policy on Alcohol and Drug Abuse and Drug-free
Environment Policy on Possession of Firearms on University
Premises Policy on the Privacy Rights of Students (FERPA)
Notice of Availability of Annual Security and Fire Safety Report
Equal Opportunity/Nondiscrimination Statement
Anti-Harassment Policy
Sexual Misconduct Policy
Photography and Film Rights Policy

General Academic Policies | http://e-catalog.jhu.edu/grad-students/academic-policies/
Includes:
Student Enrollment Statuses
Course Information and
Academics Graduation & Degree
Completion

Graduate-specific Policies | http://e-catalog.jhu.edu/grad-students/graduate-specific-policies/
Includes:
The Johns Hopkins University Student Conduct Code
Statement of the Rights and Responsibilities of Ph.D. Students at Johns Hopkins University
Academic and Research Misconduct Policy
Assistant Leave Policy
Grievance Policy
Jury and Witness Duty
Homewood Schools Policy for Graduate Student Probation, Funding Withdrawal, and Dismissal
Information Technology Policy
Zanvyl Krieger School of Arts and Sciences

PhD Student & Advisor policies https://provost.jhu.edu/wp-content/uploads/sites/4/2019/08/JHU-Mentorship-Commitments-of-Faculty-Advisors-and-PhD-Students.pdf
& https://homewoodgrad.jhu.edu/academics/policies/

GRADUATE BOARD POLICIES

General Policies | http://homewoodgrad.jhu.edu/academics/policies/

Includes:

Statement of the Rights and Responsibilities of PhD Students
Graduate Student Probation, Funding Withdrawal, and Dismissal
Policy General Misconduct Policy
Research
Misconduct Policy
Homewood
Grievance Policy
RA_TA Leave
Guidelines
Academic Review
Policy
Grade and Registration Change
Guidelines Health Insurance Policy
Course Retake Policy

Leave of Absence

During graduate training, a student is a full-time degree candidate. 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 Non-residence 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. A 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. Students must be sure that the Academic Program Coordinator receives a copy of this form for their 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 pre-doctoral nonresident status for a period not to exceed 5 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 they are 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 2 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 their 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 their 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.

Full-time graduate students (and post docs) are also eligible for 8 weeks of paid parental leave. Details are available here: https://www.jhu.edu/assets/uploads/2017/06/newchildaccommgradandpostdoc.pdf

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 registrar's 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.

GRADUATE STUDENT FINANCIAL SUPPORT

Entering graduate school is a significant step in life; it is the start of one's 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 the student's commitment to their 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, a student 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 the
5th year in graduate school, in order to be eligible for support in that academic year.

Second, because a scientific career is usually a full-time activity, extra outside employment is strongly discouraged. Significant outside demands on a student's time will inevitably detract from their primary activity, the pursuit of a graduate education. The exception is when this outside employment is career-related. Teaching relevant courses is obviously related to an academic career, and is sometimes permitted after a student has earned the M.A. degree at Johns Hopkins.

Consequently, the Department requires that students seeking outside employment request permission in writing from 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, by similar agencies in non-US countries, and by private foundations. These provide stipend and research support at various stages during the graduate and postdoctoral career, and are excellent additions to a student's vita, as they show the capacity to attract research funding.

First-year students who are eligible 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 or second year.

More advanced students who are eligible should apply for Pre-doctoral 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 their training. The application again consists of a research plan that is drawn up in consultation with the proposed mentor. Students must start early in order to have funding at the desired start date.

Both the pre-doctoral 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.   US Federal Fellowships are generally open only to U.S. Citizens. Application forms are available from Homewood Research Administration. Students should consult with their advisor for further details.

A number of private foundations also offer research and fellowship support, as do agencies of many non-US nations (generally for their nationals only). As with NSF and NIH fellowships, these fellowships are used to offset JHU tuition and stipend costs. Students should consult with their advisor and/or the Director of Graduate Studies before applying for these fellowships.

Finding a Job/Post-Doctoral Position

The Department makes every effort to help students to obtain a first post-doctoral position. Job announcements are often sent electronically through the departmental listserv. Students should consult the APA Monitor, the monthly publication of the American Psychological Association, the APS Observer, the monthly publication of the American Psychological Society, and relevant society listservs to seek such positions. Students should also plan to attend and present their research at meetings of appropriate professional societies during their graduate years. The APA publishes a book, Finding Your First Job, which may be helpful.

The Tax Office posts information on their website. They specifically do not advise individuals on their individual circumstances, unless it is regarding some sort of treaty benefit or other general question. To find information about the tax office, students should visit http://www.controller.jhu.edu/depts/tax/about_tax.html.

Travel

The department provides a travel allocation for each full-time student to use during the fiscal year (July 1 through June 30). The annual amount is determined when we project our budget needs for the upcoming year.

International Students

Each year a course "English as a Second Language for Professionals and Graduate Students" is offered, and often the University also offers courses on writing or public speaking for non-native English speakers. Students should call 1-800- 847-3330 or visit https://krieger.jhu.edu/cle/language-programs/esl/ for details.

RESEARCH INFORMATION & RESOURCES

Research with Human Subjects

Homewood Institutional Review Board (HIRB) Responsible Conduct of
Research Policy | http://web.jhu.edu/Homewood-IRB/RCR.html
The Johns Hopkins University is committed to protecting the rights and welfare of individuals
participating as subjects in research. All human participant research conducted under the auspices of
the University is evaluated by an Institutional Review Board (IRB) to ensure that the rights and welfare of
participants are fully protected.

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 https://secure.lwservers.net/jhmrct/

During a student's graduate education, they 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 Homewood Institutional Review Board
(HIRB). The purpose of this Board is to review all projects involving human subjects conducted
throughout the Homewood Campus to ensure 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 HIRB, 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.

Any new research project must be approved by the Board prior to their implementation, and this responsibility lies with the student for any research that they develop on their own or in collaboration with faculty or other students. Unless a study in which a student is involved falls directly within an on-going project that has already been approved, students should assume that their research 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 https://homewoodirb.jhu.edu

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 HIRB, 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.

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 main PBS office. To avoid delays, students should read and complete the form as directed. Vouchers must be typed; (handwritten forms are no longer permitted) and must include the date of the experiment, the subject's name, their address, and their social security number.

The amount to be paid should be written both in words and numerically. The form must also include the budget number to be charged, using the general ledger code: 641007. 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). The recipient of the payment should not be signed at this time, but should instead wait until actually receiving the money. "Approved for payment" and "Approver's Signature" are for the accounting office personnel to complete. 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 Office in Wyman Hall, G36A.

Some labs utilize Amazon Mechanical Turk or similar portals (e.g., Prolific) for online experiments. Payment for MTurk subjects can be implemented in different ways, and students should speak with their faculty advisor or the administrative staff for more information. If a student pays participants with cash vouchers, they (or their lab manager) must scan the original signed voucher before issuing it to the participant. Scans must be emailed to the administrative office (or uploaded to a shared file system) on a regular basis, ideally monthly. Vouchers charged to sponsored sources must be kept separate from those charged to non-sponsored sources as the accounting for these various accounts is kept separate. If there are any questions, students should speak with the administrative office.

Volunteer Subject Pool

As in many universities, Hopkins maintains a pool of students who volunteer to participate in experiments for extra course credit. Arrangements for the use of these students as subjects must first be approved by the HIRB. If a student uses the departmental subject pool, they must agree to abide by the guidelines set up to ensure the proper functioning of the pool. In order for an experiment to be registered by Sona (the online participation system used by the PBS Department), a form must be filled out, signed by the advisor, and given to the Academic Program Coordinator. They will then enter the experiment into the Sona system which will allow the student access. Procedures for accessing the Sona subject pool are available from the Academic Program Coordinator. Students are urged to register their experiments well before the end of the semester. The cutoff date for posting to Sona is always the last day of classes.

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 http://lms4.learnshare.com/l.aspx?CID=89&A=2&T=442442

Several members of the department maintain active research programs involving animals. 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. Every student involved in animal research must make sure that doors and windows are locked and otherwise secured. Any strangers in or near animal facilities should be immediately 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 (ACUC) 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: https://olaw.nih.gov/sites/default/files/Guide-for-the-Care-and-Use-of-Laboratory-Animals.pdf

Also with the Johns Hopkins University "Blue Book" on the use of animals: http://web.jhu.edu/animalcare/UpdatedBlueBookNoDrugFormulary.pdf

Please also complete animal training (if research pertains to the use of animals) via this website: http://lms4.learnshare.com/l.aspx?CID=89&A=2&T=442442

DEPARTMENT INFORMATION & RESOURCES

Instrument Design Shop Services

PBS labs that rely on specialized instrumentation for research may call upon the services of the instrument design staff in the Krieger Mind/Brain Institute for assistance. The MBI Instrument Design staff are not fee-for-service; support for their effort is paid through salary distribution in the University's payroll system. For this reason, faculty advisors must make arrangements directly with the MBI to support an appropriate percentage of salary for the Instrument Design staff based on the anticipated level of effort it will take for the staff to complete the project(s) for the lab.

Computer Facilities

In addition to the University mainframes, there are workstations and microcomputers associated with various laboratories within the Department. Students may contact Tony Placilla or Brance Amussen for assistance at brainit@jhu.edu.

Laboratory Space

Laboratory space is available for student research. The faculty member who supervises a student's research is responsible for helping them to find space and facilities for research, but this issue may also be discussed with the Department Chair. Use of laboratory space and equipment must be cleared with the faculty member responsible for that space.

Undergraduate Research Assistants

If a graduate student's research project is sufficiently extensive, they may be able to obtain one or more undergraduate assistants in return for teaching them about the nature of their research. Undergraduates may register for a course called Undergraduate Research. 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. Credit and grades are awarded by the faculty sponsor.

A graduate student working with undergraduate assistants is 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 or other equipment, it is the graduate student mentor's responsibility to ensure that they know how to use these devices.

Copier

A photocopier is located in 219 Ames Hall and is accessed by personal identification number (PIN). Students should see the Department Administrative Assistant for their PIN. Students will be given 1000 copies free, annually. Additional copies will be billed at $.07 per page or side. Bills for copier use will be placed in the student's mailbox. Students should plan to pay bills when they are due so that the amount owed does not become unreasonable. *Remember: PINs should be kept confidential. Specific budgets are charged for the costs.*

Graduate students are requested to help keep the copier room neat and organized, to conserve resources by making two-sided copies whenever possible, to recycle paper, and to fill the paper tray before leaving the room as needed.

Materials for Classes

Preparation of material for courses is the responsibility of the Teaching Assistants. Copies of textbooks used in classes are available to TAs for their use during the semester at no charge. Desk copies and course PIN codes specific to course needs will be available from the Department Administrative Assistant before the semester begins.

Keys

Keys and/or swipe access to the individual offices, labs, and buildings utilized by the department are issued by the Administrative Assistant. 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, students must not lend their keys to anyone, must not leave keys where others can gain access to them, and must not admit anyone to the building when it is locked. If keys or access card are lost or stolen, inform the Administrative Assistant (ext. 6-7055) immediately.

Mailboxes

Mailboxes are located in Ames Hall across from the Administrative Suite. It is each student's responsibility to check their mail for timely receipt of items. Students are asked to use their home mailing address to receive personal mail, with limited exceptions for packages for which home delivery is not possible.

Bulletin Boards

General information & announcements will be posted on the department-managed bulletin boards located throughout Ames Hall. Please share relevant information, postings, announcements, ads, etc. with the Academic Program Assistant for posting and dissemination to the department through the appropriate means (listserv, department website).

Department Rooms

The department maintains a classroom (Krieger 110), a seminar room (Ames 217), and a lounge (Ames 131) available for scheduling classes/seminars/meetings/etc., in addition to the Mailroom & Common Area (Ames 235) and Administrative Suite (Ames 232). To avoid conflicts, the administrative office manages the reservation calendar and use of these spaces. Students should contact the Administrative Assistant for assistance in scheduling these rooms.

Employment Verification

Students (and alumni) who need employment verification need to contact Tanya Spruill in the Payroll Shared Services office (tspruill@jhu.edu). The Department isn't permitted to provide employment verification.

CAMPUS OFFICES & RESOURCES

Academic Catalog	http://e-catalog.jhu.edu/
Campus Safety & Security	http://security.jhu.edu/
Homewood Office of the Registrar	https://studentaffairs.jhu.edu/registrar/
Graduate Representative Organization (GRO)	https://studentaffairs.jhu.edu/gro/
Homewood Student Affairs	https://studentaffairs.jhu.edu/
Office of Multicultural Affairs	https://studentaffairs.jhu.edu/oma
Student Health & Wellness Center	https://studentaffairs.jhu.edu/student-health
Student Employment Services	https://studentaffairs.jhu.edu/studentemployment/
Student Accounts	https://studentaffairs.jhu.edu/student-accounts/
Financial Aid, Billing & Registration issues	Welcome	JHU Shared Services
Center for Educational Resources	http://www.cer.jhu.edu/
Life Design Lab	https://studentaffairs.jhu.edu/life-design/
The Teaching Academy	https://cer.jhu.edu/teaching-academy
Off-Campus Housing Office	https://offcampushousing.jhu.edu/
Office of International Services	http://ois.jhu.edu/
Information Technology	http://www.it.johnshopkins.edu/
Transportation Services	http://ts.jhu.edu/
Milton S. Eisenhower Library/Sheridan Libraries	http://www.library.jhu.edu/
Barnes & Noble Campus Bookstore	https://johns-hopkins.bncollege.com/shop/johns-hopkins/home
Johns Hopkins Federal Credit Union	https://www.jhfcu.org/