

Public Health Leadership Program

Occupational Health Nursing Concentration Distance Education Program

MPH Degree

Student Handbook

2010 - 2011

**The University of North Carolina at Chapel Hill
Gillings School of Global Public Health**

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Purpose of Handbook

Dear Entering Public Health Leadership Program (PHLP) Masters Student:

Welcome to the UNC-Chapel Hill Gillings School of Global Public Health and the Public Health Leadership Program! We look forward to working together with you to make your journey to a master's degree as productive and efficient as possible.

This Student Handbook is designed to serve as a guide for you as you navigate your way to a graduate degree in public health. In this handbook, we outline both opportunities and obligations of students in order to contribute to your successful education at the UNC-Chapel Hill Gillings School of Global Public Health. In the spirit of Continuous Quality Improvement (CQI), we welcome your feedback on this document.

PHLP has three distinct concentration areas: Health Care & Prevention, Leadership, and Occupational Health Nursing. Each student's situation is slightly different, depending on the concentration of study, whether studying on-campus residentially or by distance learning, and prior educational experiences. Our goal is to facilitate your having the best growth and learning experience within the existing structure. Working with and through your advisor will help you reach that goal. This document is by no means exhaustive, so please ask your advisor or another PHLP faculty or staff member if you need more information or any clarifications.

Thank you for choosing our program at UNC. We look forward to getting to know you better and working with you to make your educational experience the best it can be!

Sincerely,



Anna P. Schenck, PhD
Professor of the Practice and Director
Public Health Leadership Program

Overview

Public Health Leadership Program

The Public Health Leadership Program (PHLP) is an academic unit dedicated to preparing leaders in public health practice and building linkages between professionals in academic and community based organizations. One major feature of the PHLP academic program is its interdisciplinary focus, building on the research, teaching, and service functions of the seven departments within the Gillings School of Global Public Health (SPH). The public health principles and concepts to which students in this program are exposed are applicable in a wide variety of practice settings. These settings range from national, state and local governmental agencies to hospitals, integrated delivery systems and managed care organizations, environmental advocacy and policy groups, migrant and community health centers, rural health centers and the business and industrial community.

Students pursuing the MPH degree select from one of three concentration options: Leadership, Health Care and Prevention (HC&P), and Occupational Health Nursing (OHN) – see the PHLP Organizational Chart at the end of this document. A MS degree in Public Health Nursing (Occupational Health Nursing Concentration) is also available for on-campus students only. A traditional, residential learning format is available for students in all three concentrations. An Internet-based, distance learning option is available to students in the Leadership or Occupational Health Nursing Concentrations.

Occupational Health Nursing Concentration

The Occupational Health Nursing (OHN) Concentration provides interdisciplinary education, training, and research experiences as appropriate to occupational health nursing. The mission of the Program is to provide education and training in occupational health nursing and encourage research in occupational and environmental health and related fields to promote worker health and safety. It is achieved through an interdisciplinary curriculum that supports the science and disciplinary development of the occupational health nursing specialty and application of the occupational health and safety knowledge acquired into practice.

- ❖ The **MPH** program in Occupational Health Nursing, using a theoretical and conceptual framework, prepares occupational health nurse specialists for leadership/management positions in industry, government, and other occupational health settings, to act as consultants to business, industry, and government, and to provide program planning and evaluation expertise. The program is offered on-campus or through distance education.
- ❖ The **MS** program in Occupational Health Nursing, using a theoretical and conceptual framework, prepares graduates as described in the MPH curriculum above but also emphasizes research skill development as beginning researchers. The MS program is available on-campus only.
- ❖ The **OHN Certificate Program** is an academic program of study. Students take 11-12 credits in coursework that has been specially developed for distance education. All credits earned are completely transferable (for 10 years) that can be used to meet the requirements for the completion of the OHN Concentration MPH degree.

OHN Concentration Objectives

1. Provide MPH training both on-campus and via distance education and on-campus MS degree education.
2. Provide OHN Certificate program via distance education.
3. Provide interdisciplinary learning opportunities and experiences.
4. Provide integrated/applied learning through practicum experiences.
5. Provide opportunities for scholarly demonstration of knowledge learned (e.g., master's paper publications, presentations).
6. Offer continuing education/outreach to the occupational safety and health community.
7. Provide research training (MS degree).

Course Content

Occupational health nursing course content uses an occupational health nursing model based on system's theory developed by the Program Director to emphasize OHN roles, worksite assessment, interdisciplinary functioning, health promotion and prevention, management theory and functions, program planning and evaluation, and administration including cost-benefit/effectiveness in occupational settings.

Most courses are offered in both distance and residential formats. Residential students are eligible to take any PHLP online courses. However, the Gillings School of Global Public Health online core courses are only rarely available to residential students, and only after receiving special permission of the instructor and the SPH registrar.

UNC Honor Code

The UNC Honor Code covers a large number of topics outlined at <http://honor.unc.edu/>, however the one most pertinent to PHLP is the area of Academic Dishonesty. Students will be asked to document in writing that they have upheld the UNC Honor Code in their academic work as described below.

Academic Dishonesty

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. **Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. **Falsification, fabrication, or misrepresentation of data**, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. **Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether graded or otherwise.
4. **Cheating** on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
 - a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or
 - b. Representing another's work as one's own.
5. **Violating procedures pertaining to the academic process**, including but not limited to the following:
 - a. Violating or subverting requirements governing administration of examinations or other academic assignments;
 - b. Compromising the security of examinations or academic assignments; or
 - c. Engaging in other actions that compromise the integrity of the grading or evaluation process.
6. **Deliberately furnishing false information** to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.

7. **Forging, falsifying, or misusing University documents**, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.
8. **Violating other University policies** that are designed to assure that academic work conforms to requirements relating to academic integrity.
9. **Assisting or aiding another** to engage in acts of academic dishonesty prohibited by Section II. B.

PHLP Core Competencies

In 1988 and again in 2003, the Institute of Medicine (IOM), using highly respected panels of public health experts, published two reports on the future of public health. In both reports they emphasized that the public health system was in “disarray” and in dire need of greater **leadership** to get back on track. In making this point, the 1988 report said, “Today, the need for leaders is too great to leave their emergence to chance,” and the 2003 report stated, “We must be led by those who have mastery of the skills to mobilize, coordinate, and direct broad collaborative actions within the complex public health system...” The IOM also established the now well-accepted "core functions" of public health in these reports- **assessment, policy development, and assurance**. The public health community has since operationalized these core functions into 10 "essential public health services" (EPHS).

Each MPH student is required to develop competency in **leadership** and in the three core functions of public health practice: **assessment, policy development, and assurance** of conditions in which people can be healthy. The PHLP final comprehensive written exam asks questions in these four categories of competence. Likewise, the OHN Concentration comprehensive exam addresses these areas within the field of occupational health and safety and occupational health nursing.

OHN Concentration Competencies

In 2004, the Occupational Health Nursing Faculty developed 12 competency statements, with several indicators identified for each competency, which OHN graduates should be able to demonstrate upon completion of the program. Each area has three levels of competency, demonstrated by being competent, proficient, or expert. The competencies are listed below.

1. Fosters collaborative practice as a member of the interdisciplinary team with emphasis on occupational safety and health areas.
2. Uses written, oral, and technological strategies to communicate effectively with individuals, groups, and communities about occupational health and safety issues.
3. Develops, implements, and evaluates comprehensive occupational health and safety programs and services for diverse client populations.
4. Assumes occupational health nursing leadership role in business, academia, government, and in the community.
5. Utilizes critical and creative thinking to identify trends in health and health care that impact workers and communities and determine appropriate intervention and prevention strategies.
6. Influences policy development and its implications on business, legislation/regulation, health care, occupational health and safety issues, and the environment.
7. Understands the importance of utilizing research findings to advance occupational health nursing practice.
8. Demonstrates effective skills in planning, financial management, organizing, staffing, directing, and evaluating health, safety, and environmental programs and services consistent with corporate culture, business objectives, and population needs.

9. Utilizes knowledge from occupational health sciences to assess and control exposures in work environments.
10. Applies epidemiologic and environmental health knowledge and concepts to occupational health nursing practice.
11. Applies ethical decision making principles, personal values and beliefs, and ethical behavior in situations requiring judgment.
12. Engages in ongoing and lifelong professional development and develops advanced occupational health nursing skills to improve professionalism in occupational health and safety.

MPH Program Requirements

Introduction

Information about the University of North Carolina at Chapel Hill Graduate School degree requirements and important policies and procedures is published annually in *the Graduate School Handbook* and guidebooks which can be accessed at: <http://handbook.unc.edu/pdf/handbook.pdf>. The following guidelines for the MPH degree were developed to conform to the Gillings School of Global Public Health and University requirements.

To earn the Master of Public Health (MPH) degree (distance education) in the OHN Concentration, students are required to meet SPH core course requirements, the public health/occupational health nursing core courses, occupational health cognate courses, which also help develop basic competency in the public health core function areas of assessment, policy development, and assurance. Field practicum/s designed to complement academic study, a Master's Paper (MPH), passing the written comprehensive examination, and certifications in first aid, CPR/AED Instructor, hearing conservation, spirometry, and CITI Course in the Protection of Human Research Subjects complete the curriculum. Students can enroll and complete the program full-time (1½ years) or part-time (2-3 years), but have 5 years from admission to complete the program of study. The MPH course of study requires a minimum of 42 credit hours.

The Occupational Health Nursing Concentration (MPH and MS degrees) and the Public Health Nursing Focus Area are accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326; 404-975-5000. The Gillings School of Global Public Health is accredited by the Council on Education for Public Health (CEPH).

OHN MPH Requirements At-a-Glance

Credit hours	at least 42
Courses	5 SPH core courses (15 credits)
	Public Health/Occupational Health Nursing core courses (11 credits)
	Occupational Health Cognate courses (11 credits)
Master's paper	3 credits
Field practicum/a	3 to 7 credits*
Certifications	Cardiopulmonary Resuscitation (CPR), AED, and First Aid Spirometry Hearing Conservation CITI Course in the Protection of Human Research Subjects
Comprehensive Exam	0 credits (must be registered to take exam)

* NOTE: Requirements and credit hours in these areas may vary by OHN experience

Credit Hours

The MPH in the OHN Concentration requires a minimum of 42 credit hours of passing course work. Students who receive a grade of Failing (F) in any course or nine or more credit hours of Low Pass (L) will become academically ineligible and must apply to the UNC Graduate School for consideration for reinstatement to continue in their degree program. Temporary grades of Absent from Final Examination (AB) and Incomplete (IN) will convert to an administrative grade of F if the time limit for a grade change expires. Students have until the last day of classes of the term one year later to replace their IN grade with a permanent grade and 30 days after exam to change an AB before they convert to grades of Failing.

Grade Appeals

The following summary details the steps involved in a grade appeal by a Public Health Leadership Program Graduate Student (degree seeking student).

1. Contact the instructor who assigned the grade for the course and voice your concern.
2. If your concern is not resolved, appeal the instructor's documented decision (in writing) to:
 - Concentration Director of the PHLP in the concentration for which you are registered to receive your graduate degree, with a copy of the appeal sent to the instructor.

PHLP Concentration	Concentration Director
Health Care & Prevention	Dr. Russ Harris
Leadership	Dr. David Steffen
Occupational Health Nursing	Dr. Bonnie Rogers

3. If your concern is still not resolved, appeal the decision with the appropriate Chair/Director for the home unit of the course (in writing), with a copy of the appeal sent to the instructor. The home unit of the course could be PHLP or other Department within the School (e.g., core courses):

Department	Chair
Public Health Leadership Program	Dr. Anna Schenck
Biostatistics	Dr. Michael Kosorok
Environmental Sciences & Engineering	Dr. Mike Aitken
Epidemiology	Dr. Andy Olshan
Health Behavior & Health Education	Dr. Jo Ann Earp
Health Policy & Management	Dr. Peggy Leatt

4. If the outcome of this appeal is not satisfactory, you may appeal the chair's/director's decision (in writing), with a copy of the appeal sent to the instructor, with:
 - the chair's/director's dean, in cases where the appeal was initially reviewed by the chair of the instructor's home unit, and the chair's school has a process for review at the dean's level.

UNC Gillings School of Public Health Dean	Dr. Barbara Rimer
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OR

- the Graduate School, in cases where the school is the instructor's home unit, or the school in which the chair's academic program is based does not have a process for review at the dean's level.

5. In cases where the student has appealed to the chair's dean, subsequent to appealing to the instructor's chair (4 above), and the outcome is not satisfactory to the student, the student may lodge an appeal of the dean's decision, in writing, with the Graduate School. A copy of the appeal should be sent to the instructor.

In appealing an appeal decision (Steps 3 and 4, above), the burden of proof falls upon the student to show that

- an impermissible element existed in the review of the appeal, and
- that element influenced the chair's/dean's determination of the outcome of the review to the detriment of the student.

6. Decisions of the Graduate School are final and cannot be appealed.

All appeals must be in writing and signed by the student. They must contain a summary of the evidence and arguments that supports your position in the appeal.

For more details, go the Graduate School Handbook, Graduate Grading section, Grade Appeals: <http://handbook.unc.edu/pdf/handbook.pdf> (pages 9-10).

Time Expectations

Students enrolled full-time (i.e., 9 or more credit hours per semester) in the traditional "on-campus" format ordinarily take about 18 months to complete all degree requirements. Part-time students in the same format need more time to meet the same requirements and typically finish in 2-3 years. The time required for the degree may be modified when course credit (up to 8 credit hours upon review and approval by PHLP) is transferred from another university. For students who have completed the OHN Certificate program, the 11 or 12 credit hours earned through this certificate program can be used to meet the coursework requirements for the MPH degree thereby completing the degree within two years. For students who have completed the Gillings School of Global Public Health's certificate program in core public health concepts, with approval, up to 15 credit hours can be transferred; therefore, the additional course work for the MPH degree could be completed with one year of full-time study. Regardless of format or full/part-time status, **all requirements for the MPH degree must be completed within five years of matriculation.**

Transfer Credits

Transferring credits into PHLP is governed by the following regulations and procedures:

1. Requests for UNC Certificate Program Course Credits.
Students are eligible to request the transfer of more than the usual number of credit hours if these credits were earned in a relevant UNC Certificate Program.
 - Students enrolled in the Core Concepts in Public Health Certificate program may transfer any number of the credit hours earned in that program, up to all 15 credit hours, into the OHN Concentration MPH degree program.
 - Students enrolled in the Field Epidemiology Certificate may transfer any number of the credit hours earned in that program, up to all 12 credit hours, into the OHN Concentration MPH degree program.
 - Students enrolled in the Leadership Certificate program may transfer any number of the credit hours earned in that program, up to 11 credit hours, into the OHN Concentration MPH degree program.
 - Students enrolled in the OHN Certificate program may transfer any number of the credit hours earned in that program, up to all 12 credit hours, into the OHN Concentration MPH degree program.

Note: Only students from these four specific certificate programs may transfer in more than 8 credit hours. With special approval, up to 17 hours may be transferred into the MPH program from a combination of these UNC distance learning certificate programs.

2. Requests for Graduate Courses from other Universities to Substitute for UNC School of Public Health Core Courses.

OHN students applying for transfer credit from other universities for UNC SPH required core classes must follow this procedure:

- Contact your advisor and inform him or her of your desire to petition for transfer credit for a specific SPH core class(es).
- From the graduate level class for which you are petitioning to receive credit, submit to your advisor a copy of the class syllabus and a copy of the table of contents from the primary text used in the class. Additionally, an official transcript showing that you have earned credit for the class credit with at least a grade of “B” or above for the class is required, but your advisor will normally secure this from your application file.
- Your advisor will submit your request and the submitted documentation to the instructor of the class for which you are requesting transfer credit. If the instructor approves your request, the approval will then be forwarded to the SPH Associate Dean for Academic Affairs for final approval. If either the instructor or the Associate Dean for Academic Affairs denies your petition for transfer credit, you will not receive transfer credit. Their decision is final. You will be notified of the final decision by the Leadership registrar.

3. Requests for Graduate Courses from other Universities to Substitute for UNC Gillings School of Global Public Health Non-Core Courses.

OHN students applying for transfer credit for non-core SPH classes must follow this procedure:

- Contact your advisor and inform them of your desire to petition for transfer credit for a specific class(es).
- From the graduate level class for which you are petitioning to receive credit, submit to your advisor a copy of the class syllabus. Additionally, an official transcript showing that you have earned credit with at least a grade of “B” or above for the class is required, but your advisor will normally secure this from your application file.

Note: Some instructors may require additional information from students, which may require an interview or additional documentation.

- Your advisor will submit your request and the submitted documentation to the instructor of the class for which you are requesting transfer credit. If the principal instructor approves your request, you will receive transfer credit. If the principal instructor denies your petition for transfer credit, you will not receive credit. The decision of the principal instructor is final. You will be notified of the final decision by the Leadership registrar.

4. Requests to Transfer Graduate Courses taken from Another Department at UNC into PHLP.

OHN students requesting to transfer coursework completed elsewhere within UNC must follow this procedure:

- Contact your advisor and discuss with them your desire to petition for transfer credit for a specific class(es). Your advisor will make the first determination of the appropriateness of this course for transfer.
- From the graduate level class for which you are petitioning to receive credit, submit to your advisor a copy of the class syllabus. Additionally, an official transcript showing that you have earned credit with at least a grade of “B” or above for the class is required, but your advisor will normally secure this from your application file.

Note: Some instructors may require additional information from students, which may require an interview or additional documentation.

- Your advisor will submit your request and the submitted documentation to the instructor of the PHLP class for which you are requesting transfer credit. If the principal instructor approves your request, you will receive transfer credit. If the principal instructor denies your petition for transfer credit, you will not receive credit. The decision of the principal instructor is final. You will be notified of the final decision by the Leadership registrar

Finally, a few general rules governing transfer credits in the Leadership program:

- You can not receive credit for a class that is not offered as a regularly scheduled class at SPH.
- All transfer credits must be approved by the end of the student's first semester.
- You must have earned a grade of B or higher in any class you propose to submit for credit, and the course must be a graduate level course.
- Requesting course credit to fulfill elective hours requirements follows the same procedures as above (submission of course materials) but is reviewed and approved or denied by the advisor and concentration director rather than a specific course instructor.

Waiver of Class Requirement

If a class requirement is waived rather than credit given for an alternative, equivalent course, then the student does not have to take the required course; however, he or she receives no course credit and therefore must fulfill the credit hours by taking a different course.

Gillings School of Global Public Health Core Courses

All MPH students are required to meet SPH requirements for core content. These requirements may be satisfied in a few ways, as shown below. Approved alternative courses are available only to residential students; the basic core courses are the ones available online for distant learning students.

CORE AREA	BASIC COURSE(S)	APPROVED ALTERNATIVE RESIDENTIAL COURSES
Biostatistics	BIOS 600	BIOS Any BIOS course higher than 540
Environmental Health	ENVR 600	ENVR 430
Epidemiology	EPID 600	EPID PUBH 711 760
Health Management	HPM 600	HPM PUBH MHCH 660 600 701 & 702
Social and Behavioral Science	HBHE 600	NUTR PUBH 715 750

NOTE: Only the basic core courses are available in a distance format.

A single SPH core course may not satisfy more than one requirement simultaneously. However, a student may take additional courses in the core list and use them to satisfy PHLP requirements or elective options. These decisions should be explored with faculty advisor.

Courses and their descriptions available throughout UNC can be accessed via the Office of the University Registrar at: <http://regweb.oit.unc.edu/courses/index.php>.

Required Courses in Assessment, Policy Development, & Assurance

In addition to taking the mandatory Gillings School of Global Public Health core courses, all PHLP MPH students are required to complete at least one course each in assessment, policy development, and assurance. The OHN program of study fulfills this requirement as shown below.

OHN Required Courses Meeting PHLP Core Competencies

Core Competency	Course No.	Title
Assessment	ENVR 422	Air and Industrial Hygiene
	ENVR 432/PHNU 786	Occupational Safety and Ergonomics
	PHNU 781	Occupational Health Nursing I
	PHNU 782	Occupational Health Nursing II
	PHNU 787	Fundamentals of Industrial Hygiene
	PUBH/PHNU 785	Interdisciplinary Approaches to Occupational Health
Policy Development	PUBH/PHNU 748	Policy Development
Assurance	ENVR/PHNU 423	Industrial Toxicology
	PHNU 744	Roles and Functions in Public Health Nursing
	PHNU 781	Occupational Health Nursing I
	PHNU 782	Occupational Health Nursing II
	PUBH/PHNU 746	Program Planning and Evaluation

Elective Courses

Students will complete their degree course requirements by taking electives in the Gillings School of Global Public Health and the greater University in order to fulfill the 42-credit hour requirement (MPH) and 45-credit hour requirement (MS). Electives may be used to expand the breadth of an individual course of study or to provide depth in a particular area. Students will develop an approved course of study with their advisor during their first semester in the program. It should be noted that some students will have fewer elective credits available depending on their course and mode of study.

Master's Paper (MPH Degree Only)

Each OHN MPH student is required to complete a Master's Paper, which demonstrates synthesis of knowledge, and advances or contributes to the field of occupational health. The paper should also represent the independent effort of the student. Students **must be registered** for PUBH 992, 3 credits, **during the semester the paper will be completed.**

Topic and Paper Outline

The Master's Paper concept and substance **must be discussed** with and approved by the student's primary reader and in some cases the second reader depending on the content area of the paper. A detailed outline must be submitted to the student's primary master's paper reader for approval of the proposed concept/content. This must be done prior to submitting the first draft of the paper. The outline may take several drafts and should follow the paper format, (i.e., 5 chapters). All outline pages must be numbered. The student must allow for sufficient lead time for completion and approval of the outline prior to starting the paper. Examples of previous OHN Master's Papers are available for review in the OHN Program or from the PHLP Registrar.

Readers

The student is required to have two readers for the master's paper. The student's academic advisor is usually the primary reader; however, the student may negotiate a different primary reader with approval of the advisor. The second reader should be identified early, **by the student**, and may be another faculty member with relevant expertise or adjunct faculty. It is the student's responsibility to obtain both the primary and second readers.

Paper

- ❖ Review carefully and follow the Overview Guidelines for the Occupational Health Nursing Program Master's Paper. You will receive a copy of these guidelines.
- ❖ The first draft of the paper must be received by the student's primary reader **AT LEAST 6 months before anticipated graduation.**
- ❖ The student should expect to complete a minimum of three drafts for review and comment by the primary master's paper reader before the paper is submitted to the second reader. It generally takes faculty 2-3 weeks to review and comment on each draft of the paper.
- ❖ Please remember you will have at least two readers for the master's paper and will need to allocate your time accordingly in order to meet deadline dates.
- ❖ Typically a final paper is 60 - 85 pages in length.
- ❖ Students are strongly encouraged to submit their master's papers for publication and should do so with the faculty advisor and reader of their paper, all who would be co-authors.

Deadlines for Submission

The final, signed Master's Paper must be submitted to the Public Health Leadership Program Registrar approximately three to four weeks before the end of the semester in which the student expects to complete the paper. The Graduate School establishes the deadline for the Master's Paper/Thesis each semester. General deadlines are: mid-April (May graduation), early to mid-July (August graduation), and late-November (December graduation). **Check specific deadline dates with PHLP Registrar at 919-966-5305. Contact the Program Registrar for exact dates for each semester.**

Submit 2 or 3 copies of the final, signed paper to your advisor:

- One *electronic copy* goes to the registrar by email (your advisor will tell you when the paper is **FINAL**)
- One hardcopy to OHN Program Director for NIOSH
- One hardcopy to primary reader, if different from Program Director
- One hardcopy to second reader, if different from Program Director

Your advisor will supply the binders for the remaining copies. Follow the directions for typing the information for the spine label. When you type the spine label, it should include Date (Year only), Title of Paper, and Your Name (Last Name, First Name).

Format

In general, the latest edition of the American Psychological Association (APA) Publication Manual will be your source for writing your paper. However, the final structure and format of the paper will be determined by faculty.

Human Subjects Review

All research which involves collection or analysis of data from human subjects must be reviewed by the School's Institutional Review Board (IRB) for Research Involving Human Subjects. Even "non-invasive" actions such as asking questions on a survey may require IRB review and approval. The purpose of this review is to determine whether adequate procedures for informed consent have been followed and adequate protection provided for subjects at risk.

Instructions and forms may be obtained from the IRB website: <http://ohre.unc.edu/>. UNC IRB training *must* be completed in advance of requesting approval and advisors should be involved in preparation of the IRB application and provide their signature on the form. Students and advisors must also have completed the IRB certification. Details and procedures for completing this mandatory, on-line, Collaborative IRB Training Initiative (CITI) can be attained at <https://www.citiprogram.org/default.asp?language=english>. No data should be collected until full IRB approval has been received.

NOTE: Failure to comply with IRB regulations may prevent or delay graduation.

Practica Experience

Field practica or training is a planned and supervised experiential component of the academic program which provides learning opportunities not available in the classroom. The purpose and potential benefits of the field practicum are to relate theoretical classroom learning to practice situations; gain experience, skills and confidence in dealing with administrative, and/or service problems; explore and increase understanding of the structure and dynamics (e.g., agency objectives, goals, values, resources, constraints, etc.) of the setting in which the OHN student is working and the influence of occupational health/safety; and identify work-related health problems for intervention, prevention, and control. This is perhaps one of the best learning experiences offered and is not only completed in traditional industry settings but also in government, professional associations, agricultural, and hospital employee health settings.

The preceptor and faculty assume primary responsibility for facilitating the student's learning during the practica. This means identifying those resources, experiences, projects, activities, etc. that are available to assist the student in meeting the learning objectives which are approved by the faculty advisor. While the academic faculty has the primary responsibility for managing the field practicum, the student as a self-directed learner and the preceptor as an expert in his/her functional role, guide the learning process.

PHNU 783 and 784

Students may have a concurrent academic year practicum, one day each week, (PHNU 783 and 784) depending on previous occupational health experience. PHNU 783 is designed to offer students without experience the opportunity to learn about the role and functions of the OHN within the context of the work environment. PHNU 784 follows with the opportunity to increase their knowledge about developing occupational health and safety services. Emphasis is placed on learning about managerial and administrative components of the occupational health unit within the overall work environment. Each practicum experience is uniquely tailored to the student's needs, interests, and professional growth and is planned jointly by the student, faculty, and field course preceptors.

Practicum sites and resource field people will generally be selected and arranged for by the OHN practicum instructor; however, students may select practicum sites with faculty approval. Detailed information about the objectives and specific requirements are on the course syllabi.

PHNU 886

All students are required to complete a concentrated practicum (PHNU 886), which generally lasts five to eight weeks. This practicum enables them to develop and implement advanced OHN practice projects (comprehensive program/administrative project) and synthesize the practice within their functional roles.

Specific field training objectives are individually planned and tailored to the student's needs and are planned jointly by the student, faculty field practicum instructor, and preceptor. Detailed information about course objectives and requirements are specified in the course syllabus.

All students must complete the practicum form which is available at <http://www.sph.unc.edu/forms/practicum/> at the time you start your practicum and **again** when you finish it.

When the practicum is over, you will complete this same form online, indicating which competencies you achieved, and also modifying the description of your practicum if it changed substantially from what you anticipated. **Your course grade cannot be assigned until this step is completed;** this is a requirement of the Gillings School of Global Public Health.

Sample Course of Study (MPH)

Sample course of study for the MPH OHN Program distance education option is listed below. Students should always consult with their advisor before registering for any courses, because each course plan should be tailored to the student's goals. **Minimum credits required for graduation = 42.**

Year 1

Summer (Fall Registration)	Fall	Spring
PHNU 781 (3) ²	EPID 600 (3) ¹ HPM 600 (3) PHNU 783 (2)*	ENVR 600 (3) ¹ ENVR/PHNU 423 (3) ¹ PUBH/PHNU 785 (3) ¹ PHNU 784 (2)*

Year 2

Summer (Fall Registration)	Fall	Spring
PHNU 782 (3) ²	BIOS 600 (3) ¹ PHNU 787 (2) ¹ PUBH/PHNU 748 (2) ¹	PUBH/PHNU 746 (3) ¹ HBHE 600 (3) ¹

Year 3

Summer (Fall Registration)	Fall	Spring
PHNU 886 (3) PUBH 992 (3)	ENVR 432/PHNU 786 (3) ¹	

1 = Internet based

2 = On-Campus course (1 week; however course completion extends throughout semester)

Note:

- This format is fluid and is constructed as a guide to which course offerings may vary in the semester in which they are offered.
- The program of study can be completed in 2 to-2½ years as outlined above. However, you have 5 years from admission within which the program must be completed.
- Independent study/transfer in credit (20% of total program credits may be transferred in with approval)

Certifications

- CITI Course in Protection of Human Research Subjects (**first year**)
- CPR, AED, & First Aid (anytime)
- Spirometry (anytime)
- Hearing Conservation (anytime)

Course	Hours	Title
BIOS 600	3	Fundamentals of Biostatistics/Principles of Statistical Inference
ENVR 600	3	Environmental Health
ENVR 422	3	Air and Industrial Hygiene
ENVR/PHNU 423	3	Industrial Toxicology
ENVR 432/PHNU 786	3	Occupational Safety and Ergonomics
EPID 600	3	Principles of Epidemiology
HBHE 600	3	Social and Behavioral Sciences in Public Health
HPM 600	3	Introduction to Health Policy and Management
PHNU 744	3	Roles and Functions of Public Health Nursing
PHNU 781	3	Occupational Health Nursing I
PHNU 782	3	Occupational Health Nursing II
PHNU 783*	2	Occupational Health Nursing Field Practicum I
PHNU 784*	2	Occupational Health Nursing Field Practicum II
PHNU 787	2	Fundamentals of Industrial Hygiene
PHNU 886	3	Field Practice in Public Health
PUBH 740	1-3	Special Issues in Public Health Practice
PUBH/PHNU 746	3	Program Planning and Evaluation
PUBH/PHNU 748	2	Policy Development
PUBH/PHNU 785	3	Interdisciplinary Approaches to Occupational Health
PUBH 992	3	Master's Paper

* PHNU 783/784 required for students without occupational health nursing experience

Organization of the Public Health Leadership Program

The Public Health Leadership Program is structured as presented in the organization chart (see next page). An Interdisciplinary Curriculum Committee is composed of faculty from departments within the School and focuses on the operational challenges of the curriculum. There is also an Interdisciplinary Promotions Committee.

Academic Advising

Within the Public Health Leadership Program, each student is assigned a faculty advisor prior to the first semester of his or her program. Initial student-advisor meetings are ordinarily scheduled during the orientation/registration period. Advisors must meet with students at least once per semester before registration. Advisors must have completed the IRB on-line certification at <http://research.unc.edu/ohre/educ.php>

The PHLP Policy on Academic Advising is:

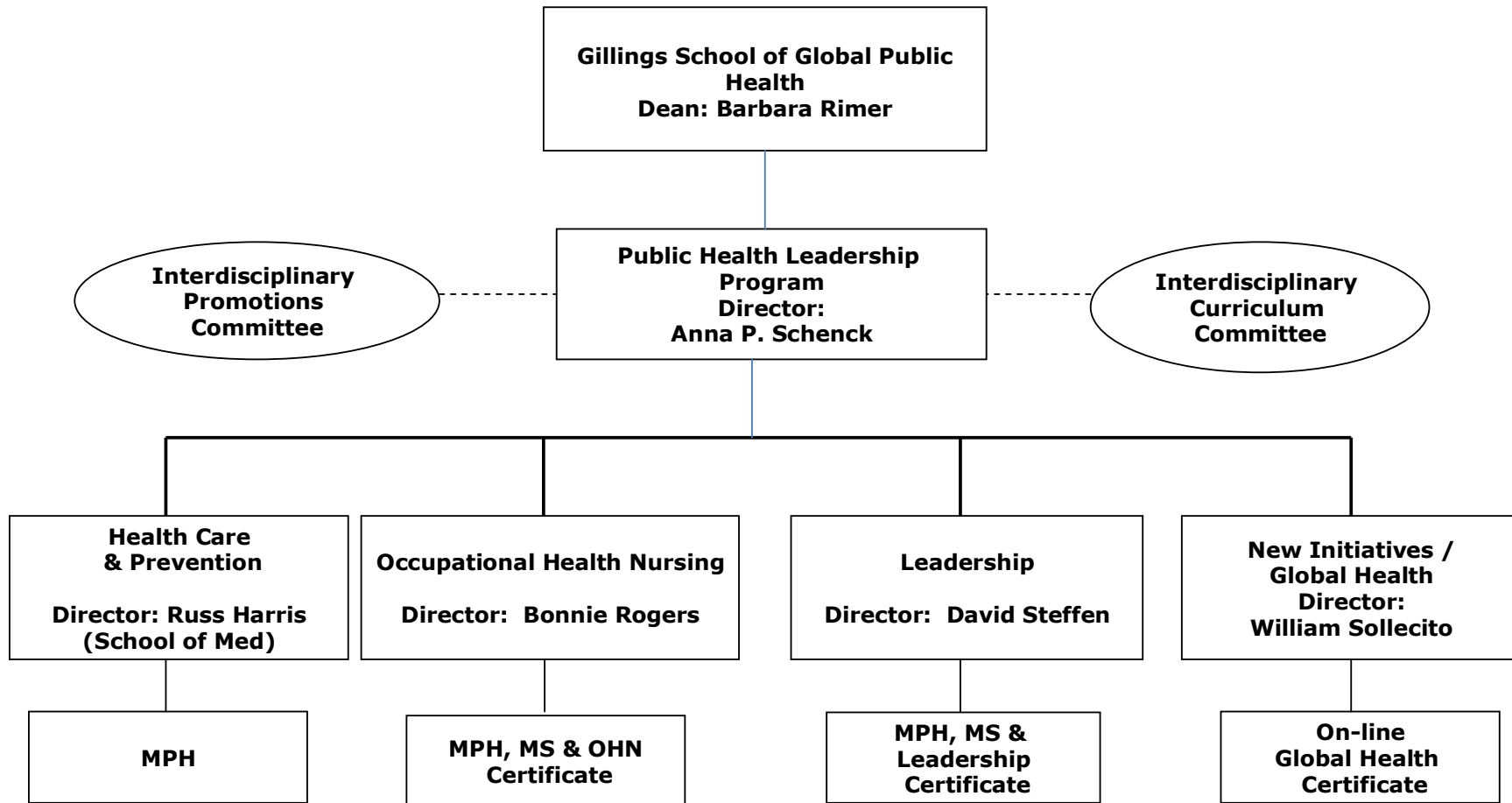
1. The academic advisor is responsible for:
 - ◆ Collaborating with the student on overall program planning and selection of specific courses;
 - ◆ Providing primary guidance on the Master's Paper, including active participation in establishment of a primary goal and selection of an additional reader with expertise relevant to the topic and complementary to that of the advisor; and
 - ◆ Arranging and facilitating field experiences.
2. In some circumstances, students may request to change advisors. A student contemplating such a change should:
 - ◆ Discuss the proposal with his/her current advisor;
 - ◆ Discuss the proposal with the potential new advisor; and
 - ◆ Meet with the Director of Graduate Studies or the director of his/her concentration program.

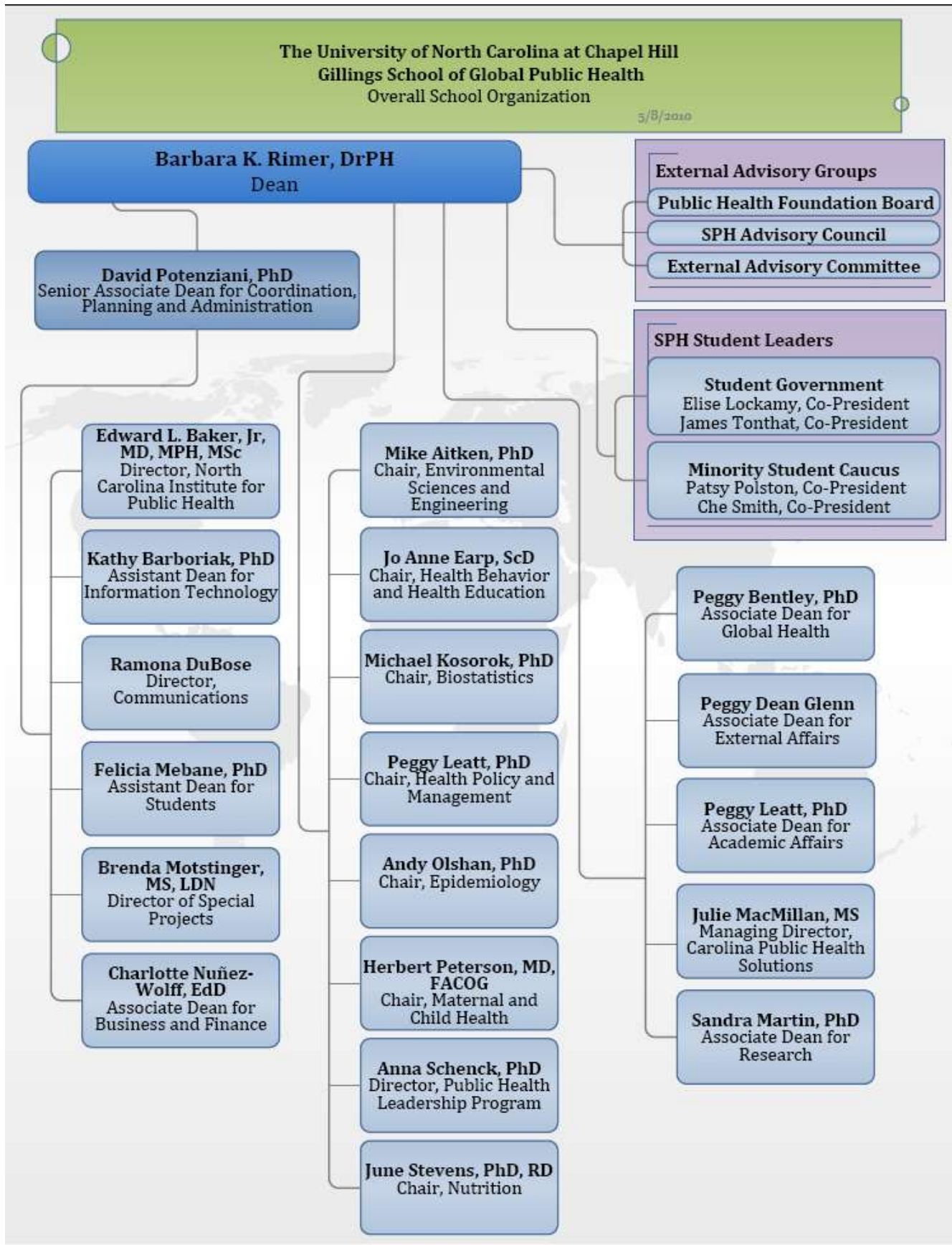
If any of the above steps are unreasonable, the student may choose to begin the process by meeting with the PHLP Director.

3. Any exceptions to the Policy on Academic Advisement must be approved by the Director of PHLP.



Public Health Leadership Program





Selected Faculty Backgrounds

Courses are taught primarily by faculty in respective departments in the School of Public Health.

Anna P. Schenck, PhD, MSPH is a Professor of the Practice and Director of the Public Health Leadership Program in the UNC Gillings School of Global Public Health. Dr. Schenck received an MSPH (1983) from the Department of Health Education in the UNC School of Public Health. She received her PhD (1997) from the Department of Epidemiology in UNC School of Public Health, where she was a cancer prevention, education and control fellow with the Lineberger Comprehensive Cancer Center. Prior to joining the faculty at UNC in 2009, Dr. Schenck was with The Carolinas Center for Medical Excellence, working first as an epidemiologist, then as manager of epidemiology, and finally, as Director of Research (1997-2009). Previously, she served as county epidemiologist for the Guilford County (NC) Department of Public Health (1989-1994) where she was the first epidemiologist in a local health department in the state. She also worked as a health educator for the local health department (1987-1989) and as a cancer educator with UNC Lineberger (1983-1986). Dr. Schenck has conducted research on quality of care across the continuum of care, from primary prevention to palliative care. She has extensive analytic experience in using administrative data to improve care. Dr. Schenck established the only national resource for surveillance of colorectal cancer screening in the Medicare population (www.thecarolinascancer.org/crc) and the first comprehensive set of quality measures for use in hospice and palliative care (www.medqic.org). Dr. Schenck has been an individual member of the National Colorectal Cancer Roundtable since 2004.

Diane C. Calleson, PhD, *Clinical Associate Professor, Public Health Leadership Program and Department of Family Medicine, School of Medicine*

Diane Calleson has a joint faculty appointment with the Public Health Leadership Program and the Department of Family Medicine at the University of North Carolina at Chapel Hill. She has an undergraduate degree from Duke in Biology (1986), and both a Master's degree in Sociology (1996) and a Doctoral degree in Educational Research and Policy from North Carolina State University (1998). She completed additional training in community-based participatory research with the W.K. Kellogg Community Health Scholars postdoctoral fellowship at the UNC-Chapel Hill School of Public Health (1999-2000). Dr. Calleson has been on the faculty at UNC-Chapel Hill since 2000.

Dr. Calleson's practice work and publications focus on community-academic partnerships for health and on program evaluation. She has also developed a recent interest in mind-body medicine and mindfulness-based stress reduction. She works with students in both the MPH distance program and the Health Care and Prevention concentrations in the Public Health Leadership Program and teaches program evaluation and the HC&P Master's seminar.

Christopher Cooke, MA, *Adjunct Assistant Professor, Public Health Leadership Program*

Christopher Cooke recently retired as a Public Health Marketing Specialist at the North Carolina Institute for Public Health, and he continues to teach public health marketing and social marketing at the UNC-CH School of Public Health. He was formerly the Project Director for North Carolina's Turning Point, a 4-year grant from the Robert Wood Johnson Foundation to develop public health capacity in marketing and strategic communication at the North Carolina Division of Public Health. He co-managed the design, development and field testing of the social marketing version of CDCynergy.

Mr. Cooke has a bachelor's degree in Sociology and Anthropology from Washington University in St. Louis and a Master's Degree in Rehabilitation Counseling from California State University at Los Angeles. He received a second Master's (with honors) from the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill, where his emphasis was social marketing. Currently, Christopher consults with public health and human service agencies in marketing and health communication.

Lori Evarts, MPH, PMP, CPH, *Clinical Assistant Professor, Public Health Leadership Program*

Lori Evarts is a Clinical Assistant Professor in the Public Health Leadership Program and also a member of the Carolina Public Health Solutions Program, serving as a Project Manager. Ms. Evarts received her BA degree in Economics in 1984 and her MPH degree in Biostatistics in 1989, both from UNC at Chapel Hill. She is a certified Project Management Professional (PMP) as awarded by the Project Management Institute, the leading global project management professional society.

Ms. Evarts has worked in non-profit, business, and academic institutions for nearly 30 years, beginning in the SPH Biostatistics Department as an Editorial Assistant for *The American Statistician*, then at Blue Cross & Blue Shield of NC as a Research Assistant and Statistician, followed by 17 years at Quintiles, Inc. holding roles of statistician, project manager, director of operations, and then concluding her Quintiles career as the Director of the Quintiles University, School of Project Management. She has developed and taught a variety of courses in various modalities (instructor-led, distance, self-study) for most of her career beginning in 1985 at BCBSNC providing internal training focused on personal computer implementation in the statistical services department. While at Quintiles, she developed and provided training on research data quality, quality control audits, statistical operations, project management, world-wide project management training, and global project management orientation program. She obtained and managed Quintiles University's status as a *Global Corporate Project Management Institute (PMI) Registered Education Provider (R.E.P.)*, enabling certified Project Management Professionals to earn continuing education credits via Quintiles University course completion. Ms. Evarts served as the leader of several quality action teams while at Quintiles. In 2000, she provided an invited training on Matrix Management to the National Cancer Institute, Division of Cancer Prevention.

She joined UNC-CH in 2005 as the Director of Operations for a center within the School of Medicine, Department of Pediatrics that then transitioned to Cincinnati Children's Medical Hospital. Ms. Evarts began teaching in the PHLP as an adjunct instructor in 2005 and served as the Project Manager for the PHLP Graduate School Review undertaken during 2006-2007. In August 2007, she was appointed to the faculty in PHLP.

Ms. Evarts co-teaches PUBH 747, Project Management Principles and Practices, advises graduate students, serves as a reader for Practicum documents and Master's papers, chairs the PHLP Awards Committee, and represents PHLP on the SPH-wide Scholarship and Awards Committee. As a Project Manager for the Carolina Public Health Solutions Program, she focuses on the Gillings Innovation Laboratories (GILs) and assists with the development and implementation of other CPHS program initiatives. Her teaching interests and areas of specialization are project management, distance learning, and continuous quality improvement.

Arnold S. Kaluzny, PhD, *Director Emeritus, Public Health Leadership Program*

Dr. Kaluzny is Professor Emeritus of Health Policy and Administration, and Director Emeritus of the Public Health Leadership Program, School of Public Health, as well as a Senior Research Fellow in the Cecil G. Sheps Center for Health Services Research and a member of the Lineberger Comprehensive Cancer at the University of North Carolina at Chapel Hill.

He is a consultant to a number of private research organizations and various international, federal, and state agencies, including Project HOPE, the World Health Organization, the National Cancer Institute, the Joint Commission on the Accreditation of Healthcare Organizations, the Department of Veterans Affairs, and the Agency for Health Care Policy and Research and Institute for Medicine. From 1991 through 1995, he was a member of the Board of Scientific Counselors for the Division of Prevention and Control at the National Cancer Institute and served as Chairman from 1993 to 1995.

Dr. Kaluzny was a member of the Advisory Panel for Public Health, Pew Health Professions Commission, and chaired the Commission's Advisory Panel for Health Care Management. He also served as Chairman of the Accrediting Commission for Graduate Education in Health Services Administration.

His research has focused on the organizational factors affecting implementation and change of a variety of health care organizations, with specific emphasis given to cancer treatment and prevention and control, continuous quality improvement initiatives in both organizational and primary care settings, and most recently, the study of alliances within health care. In all these endeavors, a major focus has been to strengthen the science base of policy and practice.

Dr. Kaluzny received his undergraduate degree from the University of Wisconsin at River Falls, his Master's degree in Hospital Administration from the University of Michigan School of Business, and his PhD. in Medical Care Organization-Social Psychology from the University of Michigan.

Diane L. Kelly, DrPH, MBS, RN, Adjunct Assistant Clinical Profession in the Public Health Leadership Program

Diane Kelly previously taught as an Adjunct Instructor in the Department of Health Policy and Administration. Dr. Kelly received her Bachelor of Science in Nursing from West Virginia University in 1977 and a Master's of Business Administration from University of Utah in 1986. She earned her Doctor of Public Health in 2002 from University of North Carolina at Chapel Hill, School of Public Health, Public Health Leadership Program.

Dr. Kelly has over 29 years experience in the health services organizations. After working as a clinical practitioner for 15 years, Dr. Kelly has held positions of Internal Consultant for Redesign and Quality at Intermountain Health Care in Salt Lake City, Utah; Re-Engineering Specialist for the University of North Carolina Hospitals in Chapel Hill North Carolina; Director of Organizational Change at HealthInsight, the Utah / Nevada Quality Improvement Organization (QIO); and, Assistant Administrator for Quality at St. Mark's Hospital in Salt Lake City, Utah. As a faculty consultant for Project HOPE, Dr. Kelly also taught management, quality, and operations management for the Health Care Management Training Program in Central and Eastern Europe. In addition to her appointment with the Public Health Leadership Program, Dr. Kelly holds the appointments of Assistant Professor (Clinical) at the University of Utah College of Nursing and a Consulting Associate at Duke University School of Nursing. Dr. Kelly served as a member of the board of examiners for the Baldrige National Quality Program from 1999-2001 and currently serves as an active member of the editorial advisory board for the *Joint Commission Journal for Quality and Safety*.

Dr. Kelly's areas of interest include: quality and performance excellence in healthcare delivery and public health organizations; international management development; organizational development in rural settings and underserved populations; and, leadership development. She currently teaches PUBH 730, Quality Improvement/Leadership online for the PHL. The second edition of her text, *Applying Quality Management in Healthcare: A Systems Approach*, was published in early 2007.

Cheryll D. Lesneski, DrPH, Clinical Assistant Professor, Public Health Leadership Program

Cheryl Lesnecki has an appointment with the NC Institute for Public Health as a performance improvement advisor, having worked for the NC Center for Public Health Preparedness and most recently assisting the NC Public Health Academy for public health leaders in NC local public health systems (LPHS). She received her DrPH degree in Public Health Leadership and Health Policy and Administration at UNC-CH, School of Public Health in 2005. Her dissertation is entitled "Developing a Performance Measurement System for Local Public Health Agencies in the Florida Department of Health Using the Balanced Scorecard Framework." She earned a Master's degree in Political Science with a certificate in Public Affairs and Administration in 1998 from the University of Florida.

Dr. Lesneski teaches public health practice and community health assessment and improvement classes for students in the MPH Public Health Leadership Program. She has also helped to develop a public health service

class that organizes and implements service education for a group of interdisciplinary students to assist the gulf coast communities of MS with disaster recovery following Hurricane Katrina. Her work for the NC Center for Public Health Preparedness involved the development of strategic plan and measures designed to improve the knowledge and skills of public health professionals in NC, VA, WV, TN, and SC. Currently, Dr. Lesneski is organizing and developing assessment and performance improvement tools for the NC Public Health Academy. Included in these activities is research about the evidence base for coaching and mentoring public leaders to achieve professional, organizational, and community improvement goals. She worked as an Improvement Advisor with the North Carolina Center for Children's Healthcare Improvement and the National Initiative for Children's Healthcare Quality. Some of the quality improvement projects Dr. Lesneski has worked on include the American Board of Pediatrics' Project on Quality in Subspecialty Care, Improving Care for Children with Cystic Fibrosis, the Vermont Hospital Preventive Services Initiative, and Improving Care for Children with ADHD. She also worked for local public health systems in Florida for 19 years and was director of the Putnam County Health Department in Florida from 1992-2002. During her tenure as a Health Officer in Florida, she was the Principle Investigator for a Robert Wood Johnson funded project, TB in the 90's, addressing TB case finding and control among migrant and seasonal farm workers in northeast Florida. She also led initiatives to assure safe water systems for low-income communities, to reduce violence through prevention and intervention programs, to improve health outcomes for the chronically ill, and to increase opportunities for adolescents in Putnam county through mentoring and enrichment programs.

Dr. Lesneski continues to assist professionals in local public health agencies (LPHAs) with systems thinking and performance improvement techniques as part of her research and teaching interests in PHLP. Her work with LPHSs includes developing system-wide performance measures and instituting and evaluating quality improvement initiatives for public health services. She is a member of the Council on Education for Public Health (CEPH) committee for the SPH and a representative for the SPH on the UNC Faculty Governance Committee.

Judith Ostendorf, MPH, RN, COHN-S, CCM, FAAOHN, *Clinical Assistant Professor, Occupational Health Nursing, Room 335, 1700 Airport Road*

Judith Ostendorf is a Clinical Assistant Professor and Deputy Director of the National Institute for Occupational Safety and Health (NIOSH) North Carolina Occupational Safety and Health Education and Research Center (NC OSHERC). She received a BSN from Indiana University in Bloomington, Indiana and an MPH from the University of North Carolina at Chapel Hill. She brings a strong background in occupational health, having served as the occupational health services manager of a meat processing manufacturing corporation in the Raleigh, NC area for more than 13 years. She coordinated and presented many occupational and environmental health education programs and was a key member of the ergonomics task force during this time. She is certified in both occupational health nursing and case management. She is a Fellow of the American Association of Occupational Health Nurses and is a past president of the North Carolina Association of Occupational Health Nurses. Her research interests include ergonomics, musculoskeletal disorders, worksite regulatory issues, case management, and the aging worker.

Hollie Pavlica, DrPH, *Clinical Assistant Professor, Public Health Leadership Program*

Hollie Pavlica received a Master's in Social Work from the University of Texas at Arlington in 1991 and a Doctor of Public Health in Health Policy and Administration in 2002 from the Gillings School of Global Public Health at the University of North Carolina. Dr. Pavlica currently serves as the Director of Certificate Programs for the North Carolina Institute of Public Health and the Director of Marketing and Student Recruitment for the Public Health Leadership Program (PHLP). Also for PHLP, she teaches Project Management Principles and Practices.

Susan Randolph, MSN, RN, COHN-S, FAAOHN, Clinical Assistant Professor, Occupational Health Nursing, Room 337, 1700 Airport Road

Susan Randolph holds a BSN from The Ohio State University, and a MSN degree from Indiana University at Indianapolis, IN where she majored in Community Health Nursing and minored in Nursing Administration. She also completed a one-year, post-master's study in Occupational Health Nursing from the University of Cincinnati. She served as the State Occupational Health Nursing Consultant at the state public health agency in Raleigh, NC for 15 years and was head of occupational surveillance activities. Prior to that, she taught Occupational Health Nursing at the State University of New York at Buffalo for two years. She is certified in occupational health nursing. Ms. Randolph served as an Adjunct Instructor in the UNC Occupational Health Nursing Program from 1987-2000. She is a Fellow of the American Association of Occupational Health Nurses, and is a past president of that organization. She was recently appointed Secretary of the Scientific Committee on Occupational Health Nursing (2009-2012) for the International Commission on Occupational Health (ICOH). She has published 30 articles, 3 book chapters, and is a co-author with Dr. Rogers on *Occupational Health Nursing Guidelines for Primary Clinical Conditions*. Her research interests include agricultural health and safety, competencies in occupational health nursing, and medications in the workplace. Ms. Randolph was re-appointed by U.S. Department of Labor Secretary as a health member of the National Advisory Committee on Occupational Safety and Health (NACOSH) for a two year term, March 2010 to March 2012.

Bonnie Rogers, DrPH, COHN-S, LNCC, FAAN, Associate Professor and Director, Occupational Health Nursing, Room 343, 1700 Airport Road

Dr. Rogers is an Associate Professor of Nursing and Public Health, and is Director of the North Carolina Occupational Safety and Health Education and Research Center, and the Occupational Health Nursing Program. She has joint appointments with the School of Nursing, the Department of Epidemiology, and the Department of Health Policy and Management. Dr. Rogers received her baccalaureate in nursing from George Mason University, School of Nursing, Fairfax, VA, and doctorate in public health, with a major in environmental health sciences and occupational health nursing from the Johns Hopkins School of Hygiene and Public Health, Baltimore, MD. She has a master's degree in public health with a major in nursing administration and an emphasis in epidemiology. She holds a post-graduate certificate as an adult health clinical nurse specialist and is a certified occupational health nurse, certified case manager, and certified legal nurse consultant. She is also a fellow in the American Academy of Nursing and the American Association of Occupational Health Nurses. Dr. Rogers is very active in research which focuses on occupational hazards to health care workers, ergonomics, and ethical issues in occupational health nursing. Dr. Rogers is a nurse ethicist having studied as a visiting scholar at the Hastings Center in New York. She has published more than 175 articles and book chapters and three books, *Occupational Health Nursing Concepts and Practice*, *Occupational Health Nursing Guidelines for Primary Clinical Conditions*, and *Legal Nurse Consulting Principles and Practices*. Dr. Rogers is Vice-President of the International Commission on Occupational Health. She is past president of the American Association of Occupational Health Nurses, the Association of Occupational and Environmental Clinics, and served several terms on the National Advisory Committee on Occupational Safety and Health, and is chair of the National Occupational Research Agenda Liaison Committee. She is on the National Environmental Education Foundation Advisory Board.

Russ Harris, MD, *Director, Health Care and Prevention Program and Professor, Department of Medicine, Sheps Center*

Dr. Harris is Professor of Medicine (School of Medicine) and Adjunct Professor of Epidemiology (School of Public Health). He received both his undergraduate degree and medical degree from John Hopkins University and his MPH in Epidemiology from the School of Public Health, UNC-Chapel Hill. He is certified by both the American Board of Internal Medicine and the American Board of Preventive Medicine. He is the Director of the Medicine Program on Prevention and a member of the US Preventive Services Task Force. His research interests are in developing guidelines for and implementation of preventive services in primary care practice, especially cancer and diabetes prevention and screening.

Adam Searing, JD, MPH, *Adjunct Assistant Professor*

Adam Searing joined the Justice Center as Director of the North Carolina Health Access Coalition in 1997. The Health Access Coalition is North Carolina's leading voice for progressive health care reforms that address the needs of the uninsured and underinsured. The project advocates both for more comprehensive and effective public health care programs and on behalf of average consumers in the private market. During his tenure, Dr. Searing has led the fight to defeat a proposed conversion of Blue Cross/Blue Shield NC to a for-profit, won and helped implement expansions of the state Medicaid program, helped win passage of the state's Children's Health Insurance Program (Health Choice), and fought for consumer rights for North Carolinians in HMOs.

Dr. Searing has received awards and recognition for his work from the NC Public Health Association, the NC Primary Health Care Association, regional and state newspapers, and the honorary societies Delta Omega (public health) and Pi Sigma Alpha (political science). He grew up in Chapel Hill, NC and received his graduate degrees in law and public health from the University of North Carolina at Chapel Hill in 1994.

William Sollecito, DrPH, *Clinical Professor*

Dr. Sollecito is a Clinical Professor in the Public Health Leadership Program; he also has a joint appointment as a Research Professor in the Department of Health Policy and Management in the School of Public Health at UNC. Dr. Sollecito received a Bachelor of Business Administration from the Baruch College of the City University of New York in 1969 and a Master's of Science (Hyg.) from the University of Pittsburgh School of Public Health in 1970. He earned his Doctor of Public Health degree in Biostatistics in 1982 from the School of Public Health at the University of North Carolina at Chapel Hill.

Dr. Sollecito's first experience in public health was as a Biostatistician at the New York City Department of Health in 1969. After working for ten years in public health and health services research, Dr. Sollecito worked in the contract research industry at Quintiles Transnational Corporation from 1982-1996. His role at Quintiles spanned a broad range of experience, first as a Biostatistician and later as a Project Manager on large multi-center clinical trials. In 1993 he was appointed as President of Quintiles Americas with responsibility for all clinical operations in Canada and South America, as well as the United States. He also served as a member of the Quintiles Transnational Board of Directors during 1995 and 1996. He was appointed to the faculty of the UNC School of Public Health in 1997 in the newly-founded Public Health Leadership Program (PHLP), and he served as director from 2000-2009.

Dr. Sollecito's primary areas of academic interest include applications of continuous quality improvement, project management and leadership practices to the fields of public health, clinical research and medical care. His teaching interests center on the application of distance education and other e-learning technology. His recent publications span these interest areas with emphasis on continuous quality improvement.

David P. Steffen, DrPH, *Clinical Assistant Professor, Public Health Leadership Program*

David Steffen is the Director of the Leadership MPH concentration, including both the distance and residential components, with oversight responsibilities for the public health nursing track. He received an MSN in Community Health Nursing and an MPH in Health Administration from Yale University. In 2000 he earned a Doctor of Public Health from the UNC Department of Health Policy and Administration, through the Public Health Leadership Program. He received his bachelor's degree in English, journalism and secondary education from Valparaiso University.

Dr. Steffen has extensive experience as a leader in public health, having served as a District Health Director for the southwest quarter of the state of New Mexico from 1988 to 2001. During that time he also held an adjunct assistant professor appointment in the Health Science Department at New Mexico State University. From 2001 to 2004 he served as the Director of the National Public Health Leadership Institute (PHLI), a CDC-sponsored national leadership development program for senior public health leaders that is run by the North Carolina Institute of Public Health in partnership with the Kenan-Flagler Business School and the Center for Creative Leadership.

He served three years in the Peace Corps in Morocco, where he was an English teacher, teacher trainer, and director of cross-cultural training for new volunteers. His experiences in Morocco stimulated his initial interest in the fields of public health and health care. He has worked as a family nurse practitioner in hospital outpatient clinic, community health center, and public health department settings. Dr. Steffen's areas of interest and expertise in public health include community health improvement processes, social marketing, public perception of public health, border health, policy, public health values and ethics, and leadership development.

Hugh H. Tilson, MD, DrPH, *Adjunct Professor, Public Health Leadership Program*

Hugh Tilson received his MD from Washington University in St. Louis, MO in 1964 and his DrPH from the Harvard School of Public Health in 1972. He is a practicing epidemiologist and outcomes researcher, whose career in public health and preventive medicine spans more than 40 years. Fifteen years of public service included duties as a U.S. Army Preventive Medicine Officer in Europe; Consultant to several Federal agencies; Local Public Health Officer and Human Services Director for Multnomah County (Portland), OR (NACHO President, 1976); and State Public Health Director for North Carolina. During fifteen years in the multinational pharmaceutical industry for the world-wide Wellcome Foundation (now GlaxoSmithKline), he is credited with introducing many epidemiologic principles and innovations—public health in the private sector.

Upon his retirement from industry in 1996, he joined the full-time faculty of UNC School of Public Health in Chapel Hill. He is an advisor to government and industry in health outcomes, drug safety and improved therapeutics, and evidence-based health policy, including most recently public health preparedness. As a half-time resident of Maine, he serves as a “Senior Fellow” for Maine’s Center for Public Health and is volunteer Public Health Officer for Sagadahoc County, including Bath, Maine.

Dr. Tilson’s primary focus for teaching, research, and public health service is the application of leadership principles to practice. He has served on the National Advisory Committee for the National Public Health Leadership Institute (PHLI) since its inception, and has co-chaired the NAC for the past five years for UNC. His favorite role in PHLI is as the facilitator for the “museum walk,” a unique educational enterprise to engage very senior leaders in PHLI. As a researcher, his national leadership in advancing the Public Health Systems Performance Standards as a tool for understanding and building the public health infrastructure has received national recognition, including the 2005 Balderson Award.

Sue Tolleson-Rinehart, PhD, *Research Assistant Professor, Public Health Leadership Program; Adjunct Professor of Political Science, Research Assistant Professor of Pediatrics*

Dr. Tolleson-Rinehart is earned her Bachelor of Science degree in Applied Biology at the Georgia Institute of Technology in 1973; her Master's of Arts in Political Science at Georgia State University in 1978; and her PhD in Political Science at Rutgers University in 1983. Dr. Tolleson-Rinehart began a second career in health policy and health services at UNC-CH after reaching the rank of Professor with tenure in political science at Texas Tech University and becoming a nationally known scholar in gender politics. Shortly after coming to UNC, she developed and administered the UNC Program on Health Outcomes. In 1998, she helped write UNC's proposal to establish a Center for Education and Research on Therapeutics (CERTs); UNC's successful application resulted in the creation of the nation's only CERT devoted to pediatrics. Besides serving as Center Administrator, she is the PI of PEDS: Pediatric Education for Drug Safety, a UNC CERTs Safety Curriculum.

She understands the practical needs of providers for better research and education in safe and effective therapeutics use, which helps her to teach young physicians and medical students about the politics of the health care system with emphasis on policies to improve quality, safety, effectiveness, and outcomes. She continues to publish in gender politics, completing a 2nd edition of an edited volume in 2004, and publishing an essay on gender in the Centennial Issue (100:4) of *The American Political Science Review*.

Affiliated Faculty Who Participate in OHN & OHN Cognate Courses

Ruth Barlow, MS, RN, COHN-S, CCM, President, Optimal Outcomes, Cary, NC

Kathleen Buckheit, MPH, RN, COHN-S/CM, FAAOHN, CE Director, NC OSHERC, UNC-Chapel Hill

Kay Campbell, EdD, RN-C, COHN-S, FAAOHN, Director, Global Health and Productivity, GlaxoSmithKline, Research Triangle Park, NC

Nelson Couch, PhD, CIH, CSP, Triangle Safety and Health, Inc., Research Triangle Park, NC

Judith Holder Cooper, PhD, Director, Occupational Mental Health Program, Duke University, Durham, NC

Gary Greenberg, MD, MPH, President, G. Greenberg Occ-Health Consulting, UNC-Chapel Hill, NC

Elise Handelman, MEd, RN, COHN-S, FAAOHN, Director, Office of Occupational Health Nursing, Occupational Safety and Health Administration, Washington, DC

Sheila Higgins, MPH, RN, COHN-S, OHN Consultant, NC Department of Health and Human Services, Raleigh, NC

Kathy Kirkland, MPH, PhD Candidate, Executive Director, Association of Occupational and Environmental Clinics, Washington, DC

Elizabeth Lawhorn, MSN, RN, COHN-S, CCM, FAAOHN, Manager, Occupational Health Services, EXXon Mobil, Houston, TX

Karen Mastroianni, MPH, RN, COHN-S, FAAOHN, President, Dimensions in Occupational Safety and Health, Raleigh, NC

Leyla McCurdy, MPhil, Senior Director of Health & Environment for the National Environmental Education & Training Foundation in Washington, DC.

Woodhall ‘Sandy’ Stopford, MD, MSPH, Director, OEM Toxicology Program, Duke University, Durham, NC

Jon Wallace, MBA, CSP, President, Workplace Safety, Chapel Hill, NC

Affiliated Faculty Who Participate in PHLP Courses

Christopher Cooke - North Carolina Public Health Awareness Program

Pamela Dickens – UNC Frank Porter Graham Child Development Institute

Diane Kelley – HealthInsight, Utah

Adam Searing – Director, NC Justice Center’s Health Access Coalition

Vaughn Upshaw – UNC School of Government

Staff

Kathy Cheek
Business Manager

Gail Bryant, Accounting Tech
NCIPH, Carrboro

Chantal Donaghy, PHLP Program Assistant and HC&P Program Coordinator

Paul Frellick, PHLP Distance Learning Program Coordinator

Damian Gallina, PHLP Program Coordinator, Public Health Leadership Certificate

Julie Maness, Program Specialist, OHN Program, Room 342, 1700 Airport Road

Sue Robeson, PHLP Registrar