Public Health Leadership Program

MPH Student Handbook

2015-2016

The University of North Carolina at Chapel Hill
Gillings School of Global Public Health
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Dear Entering Public Health Leadership Program (PHLP) Master’s 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 enriching as possible.

This Student Handbook is designed to serve as a guide for you as you navigate your way toward your MPH. In this handbook, we outline both opportunities and obligations of students in order to contribute to your successful education here at UNC. In the spirit of continuous quality improvement (CQI), we welcome your feedback on this document.

PHLP has four distinct tracks: Health Care & Prevention, Leadership, Global Online (GO MPH™), and Occupational Health Nursing. Each student’s situation is slightly different, depending on the track of study, prior educational experiences, and whether participation is residential or online. Our goal is to facilitate the best growth and learning experience for you within the existing structure. Working with and through your adviser will help you reach that goal. This document is by no means exhaustive, so please ask your adviser 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
Section I. Overview of Public Health Leadership Program

The Public Health Leadership Program (PHLP) is dedicated to preparing leaders in public health practice and building linkages between professionals in academic and community based organizations. A major feature of the PHLP academic program is the interdisciplinary focus, building on the research, teaching and service functions of the seven departments within the Gillings School of Global Public Health (SPH). The principles and concepts provided in your PHLP course of study will prepare you for a career in a wide variety of practice settings, including governmental public health agencies, hospitals, health care systems, environmental advocacy and policy groups, migrant, rural and community health centers, business and industry.

Students pursuing an MPH in PHLP select from one of four track options: Leadership, Health Care and Prevention (HC&P), Global Online (GO MPH™), or Occupational Health Nursing (OHN). A traditional, residential learning format is available for students in the HC&P, Leadership and OHN tracks. An online learning option (with required on-campus visits) is available to students in the Leadership and Occupational Health Nursing tracks. The GO MPH option is a 100% online track that is completed by taking two courses per semester for a total of 7 consecutive semesters. Although students are admitted into a specific track and learning format (residential or distance), they may take courses offered in any format if it is available, meets their learning objectives and they have the necessary prerequisites. For residential students, the curriculum is designed to allow flexible, customized programs of study to meet students’ needs through the use of elective courses. The online format offers some flexibility, but less choice in number of electives available.

The MPH course of study requires a minimum of 42 credit hours. To earn the MPH degree, students are required to meet the School’s MPH core course requirements, and to develop basic competency in leadership and the three public health core function areas of assessment, policy development, and assurance. All students are required to pass a Comprehensive Exam, and to complete a Field Practicum, and a Master’s Paper. The mandatory Comprehensive Exam provides you the opportunity to bring your cumulative knowledge to bear on contemporary public health issues. The Field Practicum provides a culminating experience designed to apply learning as well as develop new competencies. The Master’s Paper is an opportunity to study and discuss a public health topic in-depth. The specifics of each of these requirements vary by tracks. Please refer to the section detailing the operations of your particular track or check with your adviser.

The Public Health Nursing Concentration area within the Leadership track and the Occupational Health Nursing track is accredited by the National League for Nursing Accrediting Commission (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).

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. Other publications can be accessed at: http://gradschool.unc.edu/guidebooks.html
The following guidelines for the PHLP MPH degree were developed to conform to Gillings School of Global Public Health and University requirements.

**Student Responsibilities**

**Public Health Leadership Program (PHLP)**

**Student Agreement/Charter**

You will have the flexibility to choose from a range of courses. With these choices comes a set of student responsibilities that must be met to ensure the timely completion of all degree requirements. The requirements for receiving an MPH are outlined in this handbook. **Your first obligation is to read and understand this handbook.**

Your other specific requirements are to:

1. Meet with your adviser to develop a degree plan, including documentation in support of course transfer credits and requests for course waivers or core course substitutions, early in your first semester or at orientation.
2. Arrange periodic (at least once per semester) check-ins with your adviser to review progress and discuss options for electives, practicum opportunities and master’s paper topics. These check-ins can be conducted via email, telephone, or in person. In addition to check-ins, your adviser should be informed as soon as possible of any problems, personal or otherwise that may interfere with program or course completion.
3. Pay your cashiers bill so you do not have a hold on your account that will prevent or cancel your registration.
4. Register for courses at the appropriate time for each semester with approval from your adviser for any deviations from your degree plan, so that you:
   a. Meet the school-wide MPH core competencies – completion of the five core courses, or approved substitutes, in a timely manner;
   b. Meet the PHLP competency requirements by enrolling in required courses and elective courses that are consistent with your degree plan, and consistent with your concentration area;
   c. Comply with rules regarding drop and add of courses. These rules need to be carefully followed to avoid financial penalties. It is the student’s responsibility to understand and adhere to those rules. Your adviser and student services manager will help with the filing of necessary forms, including obtaining permission from the graduate studies director or program director for all appropriate drop/add requests.

Make sure you know the opening dates for your registration in order to have the greatest chance of obtaining the classes you want.
5. Sign up for and pass the PHLP MPH comprehensive examinations during the regularly scheduled examination period per your degree plan.
   a. Please note that the comprehensive exams are based on the required and elective PHLP courses; so deviation from courses in your degree plan and those recommended in this handbook may jeopardize your ability to pass the comprehensive examinations.

6. Note for Residential Students: Completion of this program requires enrolling in all PHLP and school-wide MPH required core courses, some of which are only offered in a distance or hybrid format (e.g., HPM 600 or PUBH 791). **No exceptions will be made.**

7. Practicum
   a. Meet with your adviser to gain approval to register for this course and obtain an email of this approval to register for a specific semester. Forward this email to the Student Services Manager to be registered for the practicum **in your adviser’s section** (each adviser has a separate section number, see **Appendix 2**)
   b. Complete all required work and associated forms in a timely manner, including the required online school-wide practicum form (at the start and conclusion of your practicum). You are directly responsible for:
      - Choosing and negotiating a practicum agreement with an outside agency;
      - Securing your practicum preceptor;
      - Obtaining documented approval of your practicum from your adviser prior to initiating your practicum;
      - Submitting all required practicum documentation and forms in the format and manner as described in this handbook and on the PHLP CENTRAL Sakai site.

8. Master’s Paper
   a. Meet with your adviser to gain approval to register for your master’s paper course and obtain an email of this approval to register for a specific semester. Forward this email to the Student Services Manager to be registered for your master’s paper **in your adviser’s section** (each adviser has a separate section number, see **Appendix 2**)
   b. Discuss and develop with your adviser (first reader) and second reader a mutually agreeable plan for the timing, scope, and review process of your master’s paper.
      - Your responsibility also includes identifying an appropriate second (content expert) reader.
      - Please be advised that some faculty have part time appointments and are not available to read/approve masters papers during off-semester times.
      - You must complete and obtain final approval of your master’s paper per the **UNC Graduate School deadline** to remain eligible for graduation during the respective semester. If you are unable to complete your paper by the conclusion of the semester, you are required to register and pay for the master’s paper course in the subsequent semester to complete your paper.
In special circumstances independent studies can be arranged; contact your adviser for further information on independent study opportunities.

Students are encouraged to regularly frequent the school-wide website at http://sph.unc.edu/student_pages/osa-current-and-admitted-students/

Additional campus-wide graduate student policies and guidance are provided on the UNC Graduate School website at http://gradschool.unc.edu/

Accessibility Services

Students with a disability should register before classes begin with the Office of Accessibility Resources and Service (http://accessibility.unc.edu/students) and should consult with the office on the steps to request services and reasonable accommodations. In addition, if you have a documented learning disability that allows you extended time for tests, you should notify the Office of Accessibility Resources and your Track Director, along with the PHLP Student Services Manager, to arrange any necessary accommodations.

Credit Hours

The MPH in Public Health Leadership requires a minimum of 42 credit hours of passing coursework. Additional credits may be required in certain circumstances, such as for OHN students who enter the program without experience in the field, or when a residential student elects to complete a residential certificate, such as the global health certificate.

Time Expectations

The MPH can be completed in one calendar year by full-time HC&P residential students, one-and-a-half to two years by full-time residential Leadership MPH students, seven semesters (including summers) for the GO MPH™, and in three years through a distance education strategy that involves taking two courses per term. The program must be completed within five years from the date of matriculation.

The time required for the degree may be shortened when course credit (up to 8 credit hours upon review and approval by PHLP) is transferred from another university graduate program. An exception to the 8 credit transfer maximum is made for students who have completed courses in the PHLP’s online graduate certificate programs. With approval, those students may transfer up to 15 credit hours (up to 40% of total required for the master’s degree) as long as the students have earned at least a “P” in the graduate certificate courses within 5 years of matriculation into the MPH; therefore, they may be able to complete the additional course work for the MPH degree in two years.
Part-time students will need more time to meet the same requirements. Regardless of format or full/part-time status, all requirements for the MPH degree must be completed within five years of matriculation. Only in special circumstances will this deadline be extended.

If no course is taken during either Fall or Spring term, the student is considered inactive and will have to apply for readmission. Students who lapse enrollment lose official student status and recognized University affiliation. Relinquishing formal student status can disadvantage students by eliminating their eligibility for financial aid and student campus services and benefits. Further registration is contingent on a final readmission decision by the Graduate School. The student must initiate the reapplication process well in advance of the upcoming registration period. Additional details and forms are provided in The Graduate School Handbook (see http://handbook.unc.edu/).

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

1. **Requests to transfer in UNC Graduate Certificate Program Course Credits**
   Students are eligible to request the transfer of more than the usual 20% of a degree program’s required credit hours only if these credits were earned in a relevant UNC Graduate Certificate Program during the last 5 years from matriculation into the MPH.
   - 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 Leadership 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 Leadership MPH degree program.
   - Students enrolled in the Global Health Certificate may transfer any number of the credit hours earned in that program, up to all 9 or 12 credit hours (as appropriate), into the Leadership MPH degree program.
   - Students enrolled in the Leadership or OHN Certificate programs may transfer the credit hours earned in that program, up to 12 credit hours, into the Leadership MPH degree program.
   - You must have earned a grade of “B” or “P” or higher in any class you propose to submit for credit, and the course must be a graduate-level course that was taken in the last 5 years.

   Note: Only students from the above noted specific UNC Online Graduate Certificate programs may transfer in more than 8 credit hours.

2. **Requests for Graduate Courses from other Universities to substitute for UNC SPH Core Courses**
   Students applying for transfer credit from other universities for UNC SPH required core classes must follow this procedure:
   - Contact your adviser and inform him or her of your desire to petition for transfer credit for a specific SPH core class(es).
• You must have earned a grade of “B” or “P” or higher in any class you propose to submit for credit, and the course must be a graduate-level course that was taken in the last 5 years in relation to matriculation into the MPH.
• From the graduate level class for which you are petitioning to receive credit, submit to your adviser 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 with at least a grade of “B” or above for the class, is required.
• Your adviser 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 PHLP Student Services Manager.

3. Requests for Graduate Courses from other Universities to substitute for UNC SPH Non-Core Courses
Students applying for transfer credit for non-core SPH classes must follow this procedure:
• Contact your adviser and inform them of your desire to petition for transfer credit for a specific class(es).
• You must have earned a grade of “B” or “P” or higher in any class you propose to submit for credit, and the course must be a graduate-level course that was taken in the last 5 years in relation to matriculation into the MPH.
• From the graduate level class (taken within the last 5 years) for which you are petitioning to receive credit, submit to your adviser a copy of the class syllabus. Additionally, an official transcript showing that you have earned credit with at least a grade of “P” or above for the class is required.

Note: Some instructors may require additional information from students, which may require an interview or additional documentation.
• Your adviser 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 PHLP Student Services Manager.

4. Requests to Transfer Graduate Courses taken from another Department at UNC into PHLP.
It is best to inquire into the transferability of a course before you register for it, as there is no guarantee it will be approved after the fact. PHLP students requesting to transfer coursework completed elsewhere within UNC must follow this procedure:
• Contact your adviser and inform him or her of your desire to petition for transfer credit for a specific class(es). Your adviser 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 adviser a copy of the class syllabus. Additionally, an official transcript showing that you have earned credit with at least a grade of “P” or above for the class is required.

• The course must be a graduate-level course that was taken in the last 5 years in relation to matriculation into the MPH.

Note: Some instructors may require additional information from students, which may require an interview or additional documentation.
5. Finally, a few general rules governing transfer credits in the PHLP MPH program:

- You can receive credit only for a class that is deemed an equivalent to a regularly offered Graduate class at SPH.
- You cannot receive credit for a class taken in a professional school such as Law, Medicine, or Dentistry.
- You must have earned a grade of B or P or higher in any class you propose to submit for credit, and the course must be a graduate level course that was taken in the last 5 years.
- Requests for course credit to fulfill elective hours requirements can be approved by the adviser and track director rather than a specific course instructor.
- No more than 8 credits (i.e., 20% of 42 credit program) may be transferred into the UNC MPH unless one is transferring approved UNC Graduate Certificate Program credits (see Item 1 above), in which case up to 40% (16 credits) may be submitted for consideration of transfer, given the course was taken in the last 5 years relative to matriculation in the PHLP MPH.
- You cannot receive credit for a graduate level course taken as an undergraduate at UNC if it counted toward your undergraduate degree requirements.
- All transfer credits must be approved by the end of the student’s first semester. The form to be submitted with other supportive documentation is at www.gradschool.unc.edu/academics/resources/forms.html
- Your adviser 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 PHLP Student Services Manager.

Waiver of Class Requirement

If a class requirement is waived rather than credit given for an alternative, equivalent graduate course, then the student does not have to take the required course, however, the student receives no course credit and therefore must fulfill the credit hours by taking a different course. For example, some students may have taken a graduate course in Biostatistics or Epidemiology and currently work in that field but cannot transfer in their course because they have already transferred in the maximum number of credits allowed. When a waiver of their required MPH course is approved, students do not receive the hours of credit, but may take an elective course(s) to fulfill the credit hour requirement.
**Master’s of Public Health School-wide Core Course Requirements**

**SPH Core Courses:** All students are required to meet SPH requirements for core content in the basic areas of public health and to maintain Council on Education in Public Health accreditation. These requirements may be satisfied in a few ways, as shown below. Approved alternative courses are listed in the chart below.

<table>
<thead>
<tr>
<th>CORE AREA</th>
<th>BASIC COURSE(S)</th>
<th>APPROVED ALTERNATIVE(S)</th>
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<tbody>
<tr>
<td>Biostatistics</td>
<td>BIOS 600</td>
<td>BIOS</td>
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<td></td>
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<td>Any 3 or 4 credit BIOS course above 540</td>
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<td></td>
<td>BIOS</td>
<td>HPM 470 (HPM majors only)</td>
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<td>PUBH 741 (PHLP majors only)</td>
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<td>BIOS</td>
<td>SOWO 510 and 911 (dual degree students only)</td>
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<td>ST 511 (EPID Veterinary students only)</td>
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<tr>
<td>Environmental health</td>
<td>ENVR 600</td>
<td>ENVR 430</td>
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<tr>
<td></td>
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<td>TOX 715 (EPID Veterinary students only)</td>
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<tr>
<td>Epidemiology</td>
<td>EPI 600</td>
<td>EPI 710, 711</td>
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<td>PUBH 760</td>
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<tr>
<td>Health administration</td>
<td>HPM 600</td>
<td>HPM 660, 564 or 754 (HPM majors only)</td>
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<td>MHCH 701 &amp; 702</td>
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<td></td>
<td></td>
<td>PUBH 600 (PHLP majors only)</td>
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<tr>
<td>Social and behavioral science</td>
<td>HBEH 600</td>
<td>HBEH 700, 730 &amp; 772 (HBEH only)</td>
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<td>MHCH 700</td>
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<td></td>
<td></td>
<td>701, 702 &amp; 723 (MCH students only)</td>
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<td></td>
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<td>859/860 (MCH DrPH students only)</td>
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<td>SOWO 500, 505, 510, 517, 530, 570 (dual degree students only)</td>
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<td>PHYT 824 (MCH DPT/MSPH students only)</td>
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<td>PUBH 750 (PHLP majors only)</td>
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</tbody>
</table>

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

Courses and their descriptions available throughout UNC can be accessed via the Office of the University Registrar at: [http://registrar.unc.edu/Courses/ScheduleofClasses/index.htm#descrip](http://registrar.unc.edu/Courses/ScheduleofClasses/index.htm#descrip)

Courses are also available through the Inter-institutional Agreement with Duke, NCSU, NCCU, and UNC-G. Check with the UNC Registrar for details.

Core courses and elective courses, in conjunction with Council on Education in Public Health (CEPH)-required culminating experiences, assure that students gain necessary public health competency in their discipline and/or field.
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. Elective graduate courses 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 adviser during their first semester in the program. It should be noted that some students will have fewer elective credits available depending on their course of study.

Practicum Experience

*Practicum requirements differ for the individual Tracks in the PHLP. Please consult the track-specific instructions later in this handbook.*

The field practicum experience is intended to provide the student with an opportunity to integrate course work into settings not previously experienced. The course is flexible in focus, location and format. Placement decisions are tailored to student needs and interests, the availability of sites, and according to the following principles:

- The placement should reflect an interdisciplinary experience;
- There should be maximum flexibility in type of placement and timing;
- The master's paper and the practicum can be coordinated if appropriate; and
- Students may have very different time demands and schedules, and this should be recognized in coordinating requirements.

As a public health practicum, it should involve experience that includes a population/community focus and an emphasis on public health principles of primary prevention and the community as client. The preferred format is a concentrated experience that meets the 140 hour requirement, as it provides an opportunity for focused effort. However, individual circumstances and/or previous work experience may favor an experience one or more days a week over a longer time period. Only in exceptional situations can additional credits may be assigned for a longer practicum. Products and outcomes of the experience will vary according to each student's objectives.

*Students must enroll in PUBH 886, in the section for their adviser (see Appendix 2). OHN students should refer to Section V of this Handbook.*
Comprehensive Exam

The following is a summary of procedures for carrying out comprehensive examinations for PHLP. These are intended to be general procedures for all tracks in PHLP; please also consult the track-specific instructions later in this handbook.

1. Comprehensive exams will be scheduled at least two times a year; the specific date may vary by tracks. Typically Leadership students will take the exam on the first Saturday in October and March; OHN students typically take the exam on the first Friday in October and March, requiring students to take that day off from work; HC&P students generally take the exam on the first Friday of March or first Friday of the Summer I term or might wish to take the exam on the Saturday before Thanksgiving in November if they are undertaking their MPH course work during 18 months or more.

2. Students must be registered in the semester in which they take comprehensive examinations. The students must notify the PHLP Student Services Manager in advance as to when they will sit for the exam; students should choose a date for examinations that will allow them sufficient time to have completed course content required for the exams, as well as allow sufficient time for repeat of examination questions in case they fail one or more questions. The optimal time for students to take the Comprehensive Examinations is the final semester (or the last time they are offered) before graduation. Advisers should pay close attention to dates of comprehensive exams and advise students appropriately, including putting the Exam in the student’s degree plan. The PHLP Student Services Manager will verify students who are enrolled and thereby eligible to take the exam. Verification of those students who will have access to the online system will be undertaken by the PHLP Student Services Manager and confirmed by the staff member setting up the site. If a student needs to complete the examination on a date other than the pre-specified date he or she should make a formal request to the PHLP Student Services Manager at least two weeks prior to the exam date; exceptions will be made only for special circumstances, such as a documented illness.

3. On the day of the exam students log on to the Comprehensive Exam section of the PHLP CENTRAL Sakai site to take the exam online. All exam responses must be posted to Sakai site. The Track Director, PHLP Student Services Manager and PHLP Director will also have access to the site in addition to a faculty or staff member who may be responsible for setting up the site.

4. The student is free to use any materials to develop answers for the exam. (Documents and readings from courses need to be downloaded during the time the student is taking the course—Sakai shuts down courses after finals and links become inactive.) All exams must be completed individually—the student may not consult another person—and must include the honor pledge, indicating that the work is your own and you did not receive or provide help. Please see UNC Honor Code.

5. Students may review written comments in the PHLP Student Services Manager’s presence only – graded comprehensive exams may not be copied or removed, or distributed electronically to the students.

6. For students who have passed all questions, the PHLP Student Services Manager, the Track Director or the student’s adviser may informally notify (telephone, email) the student that they have passed the exam. A formal letter will also be prepared by the PHLP Student
Services Manager for signature by the Director of PHLP to be sent to the student. A copy of the letter will be filed in the student’s permanent record. The PHLP Student Services Manager is also responsible for notifying and recording the student’s status with the Graduate School.

7. For students who have failed any part, but not all, of the comprehensive examination, the Track Director or designee will notify the student.

8. Formal notification to students who have failed the entire examination is limited to the Track Director or the Director of PHLP and must be carried out in writing using a formal letter, with a delivery receipt requested. In addition, an email with the letter attached may also be used. After written notification has been received, every effort should be made to discuss the student’s options in person or by telephone as soon as possible.

Please note: Students with a documented disability with the Office of Accessibility Resources and Service should consult with this office (http://accessibility.unc.edu/students) on the steps to request services and reasonable accommodations. In addition, if you have a documented learning disability that allows you extended time for tests, you should notify the Office of Accessibility Resources and your Track Director, along with the PHLP Student Services Manager, to arrange any necessary accommodations.

Master’s Paper

The following is important information regarding the Master’s Paper requirement for PHLP. Please also consult the track-specific instructions later in this handbook.

Course Credit for PUBH 992

To receive course credit for a Master's Paper, students must enroll in PUBH 992, in the section for their adviser (see Appendix 2), for 3 credits. The Master’s Paper is a requirement by the Graduate School for graduation, and students must be registered for it during the term WHEN THE PAPER WILL BE COMPLETED. Students are expected to discuss proposals for the Master’s Paper with advisers well in advance of commencing writing. Requirements are outlined in the Master’s Paper Responsibilities document included at the end of this section. Students are expected to comply with the UNC Honor Code in particular as it relates to plagiarism, and falsification, fabrication, or misrepresentation of data. The Health Science Library has an excellent tutorial on plagiarism and citing sources: http://guides.lib.unc.edu/plagiarism-citing

Examples of previous papers of graduates are available for review online from the past several years in the PHLP master’s paper database on the Carolina Digital Repository at https://cdr.lib.unc.edu/search/uuid:2f5733dc-e5d6-4822-ab7f-8832ef66ceec8 (you will need to login with your ONYEN and password).

All students who register for a Master’s Paper (PUBH 992) are expected to complete the paper in the semester in which they are registered. Completion requires:

1. Paper is reviewed by first and second reader; feedback from both can be documented and all edits are completed and incorporated in a final version.
2. Documentation of the above includes turning in a hard copy of the coversheet signed by both first and second reader by the due date specified by the Graduate School each semester (See the Graduate School for the Graduation Deadlines at http://gradschool.unc.edu/academics/resources/graddeadlines.html)

3. Paper is filed electronically with UNC Libraries’ Carolina Digital Repository by the last day of semester.

4. A final permanent grade is assigned by the last day of the semester. (Note: Both a final grade and each of the above (1-3) is required for a student to be considered as having met the Master’s Paper requirement.)

**Non-Completion of Master’s Paper**

Any student who has not completed his or her paper by the due date posted by the UNC Graduate School will be assigned a permanent grade and is required to register for the paper for subsequent continuing semesters (Summer, Fall and/or Spring) for 3 credit hours to complete. Advisers are to grade the student’s work on his or her paper as follows:

- The grade assigned (H, P, L or F) should be determined by the degree of progress made, e.g., based on number of drafts and amount of feedback provided and acted on and/or whether review/feedback has included a second reader, despite the fact that the course must be repeated.
- A temporary grade (IN) is ONLY used in exceptional circumstances that are documented to explain why the paper has not been completed and submitted to the Director of Graduate Studies.

See further details on grading in graduate handbook: http://handbook.unc.edu/grading.html

Also note that the Graduate School requires that a student be registered in their final semester; therefore, if a student has not completed their paper in their final semester they will not be permitted to graduate and will have to delay graduation until the requirements above have been satisfied.

If a student is expected to take more than one semester to complete their paper it is recommended that prior to registering for PUBH 992, the student may register for an independent study with their first or second reader with a documented learning contract and syllabus, for 1-3 credits, subject to contact hour requirements and current SPH policies on independent studies. This independent study should then be followed by registration for PUBH 992 when the student is sure to be able to complete their Master’s Paper.

**IMPORTANT NOTES:**

- If you do not finish in the semester in which you register to complete your Master’s Paper, you will have to register for your Master’s Paper in subsequent semesters to complete, as a three-credit class again and PAY again.
- Students completing the paper during second summer session should keep in mind that the final, approved version is due around the middle of July – not at the end of August. There is an April deadline for spring and November deadline for the fall – check these UNC deadlines at http://gradschool.unc.edu/academics/resources/graddeadlines.html
Applying for Graduation

Students must also formally apply to graduate. Complete the Graduation check-out page in ConnectCarolina’s Self Service area: Log into ConnectCarolina: in your Student Center, under the “Academic” tab, choose “Apply for Graduation” in the dropdown box, and then click the double arrows. There is no penalty for applying and then not graduating for any reason, but you will not be able to graduate without submitting this graduation application form by the deadline for the relevant semester. You can check the deadlines as part of the application process. Please note that if you do not graduate in the semester for which you applied, you must submit a new application for the semester in which you actually graduate.

Grades

Students are expected to be familiar with the Graduate School policies on grades and academic ineligibility as stated in The Graduate School Handbook (http://handbook.unc.edu/grading.html).

Students will receive one of the following grades for the completion of their coursework:

**Permanent Grades**
- H: High pass
- P: Pass
- L: Low pass*
- F: Fail*

*NOTE: A student with nine hours of L (usually three 3-hour courses) or an F in any course becomes academically ineligible to continue in the Graduate School (see Eligibility section below). Students who receive two Ls must meet with the program director for a conference about their work.

**Temporary Grades**
Temporary grades of IN or AB may be assigned at the end of a semester under special circumstances, such as when a student has not completed all requirements for a course. These grades are assigned at the discretion of the course instructor. Further details on the use of temporary grades can be found in the Graduate Handbook. It is the student’s responsibility to resolve situations that lead to a temporary grade (e.g., completing any work that is missing). It should be especially noted that temporary grades have a time limit in which they must be changed. For example, IN is a temporary grade that converts to F* unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later.

**NOTE:** It is the sole responsibility of the student to complete the course and initiate the grade change before the last day of class (prior to the one-year deadline). Receiving a grade of F results in the student becoming academically ineligible to continue in the Graduate School (see Eligibility section below).
Pregnancy, Maternity/Paternity Leaves, and Other Expected Absences

Students anticipating an absence or break in the continuity of the semester (e.g., for childbirth, STEP 2 exams, attendance at academic conferences) must inform the program directors and their instructors as early as possible and make arrangements for completing any work missed.

Students expecting the birth of a child during the semester should meet with the program director as well as their instructors before the semester begins to make plans for completing their academic work while they are on parental leave.

Emergencies

Students with personal or family emergencies during the semester or at exam time should notify their instructors as soon as possible and, if necessary, request a delay in writing/by email for submitting required papers or taking an exam. If the instructor is not notified in advance, an IN or F grade may be submitted. We strongly suggest that students who find themselves coping with such emergencies also contact one of the program directors, who stand ready to do as much as possible to help students maintain their standing in the program while they resolve personal or family problems.

Grade Appeals

The following summary details the sequential 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.

The University’s Policy on Prohibited Harassment and Discrimination [http://policies.unc.edu/](http://policies.unc.edu/) prohibits discrimination or harassment on the basis of an individual’s race, color, gender, national origin, age, religion, creed, disability, veteran’s status, sexual orientation, gender identity or gender expression.

Appendix B [http://policies.unc.edu/files/2013/04/PPDHRM.pdf](http://policies.unc.edu/files/2013/04/PPDHRM.pdf) of this Policy provides specific information for students who believe that they have been discriminated against or harassed on the basis of one or more of these protected classifications. Students who want additional information regarding the University’s process for investigating allegations of discrimination or harassment should contact the Equal Opportunity/ADA Office for assistance:

Equal Opportunity/ADA Office  
The University of North Carolina at Chapel Hill  
100 E. Franklin Street, Unit 110  
Campus Box 9160  
Chapel Hill, North Carolina 27599  
Telephone: (919) 966-3576  
Fax: (919) 962-2562  
Email: equalopportunity@unc.edu
Any administrator or supervisor, including a department chair, associate dean or other administrator, who receives a student’s complaint about prohibited harassment or discrimination, must notify the Equal Opportunity/ADA Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student’s claim must be performed under the direction of the Equal Opportunity/ADA Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student’s academic appeal.

2. If your concern is not resolved, appeal the instructor’s documented decision (in writing) to:
   - Track Director of the PHLP in the track for which you are registered to receive your graduate degree, with a copy of the appeal sent to the instructor.

<table>
<thead>
<tr>
<th>PHLP Track</th>
<th>Track Director</th>
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</thead>
<tbody>
<tr>
<td>GO MPH™</td>
<td>Dr. Rohit Ramaswamy</td>
</tr>
<tr>
<td>Health Care &amp; Prevention</td>
<td>Dr. Anthony Viera</td>
</tr>
<tr>
<td>Leadership</td>
<td>Dr. David Steffen</td>
</tr>
<tr>
<td>Occupational Health Nursing</td>
<td>Dr. Bonnie Rogers</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair/Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Leadership Program</td>
<td>Dr. Anna Schenck</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>Dr. Michael Kosorok</td>
</tr>
<tr>
<td>Environmental Sciences &amp; Engineering</td>
<td>Dr. Mike Aitken</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>Dr. Andy Olshan</td>
</tr>
<tr>
<td>Health Behavior</td>
<td>Dr. Leslie Lytle</td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
<td>Dr. Sandra B. Greene</td>
</tr>
<tr>
<td>Maternal and Child Health</td>
<td>Dr. Carolyn Halpern</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Dr. Beth Mayer-Davis</td>
</tr>
</tbody>
</table>
4. If the outcome of this appeal is not satisfactory, you may appeal the chair’s/program director’s decision (in writing), with a copy of the appeal sent to the instructor, with:
   - the chair’s/program 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

   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/program director’s dean, subsequent to appealing to the instructor’s chair/program director (Step 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/program director’s and/or the 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.


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**Academic Eligibility**

A student may become ineligible to continue studies at UNC-Chapel Hill and the Graduate School for academic reasons (a grade of an F or 9 or more hours of credit with an L grade) and/or Honor Code violations.

**Consequences of Becoming Academically Ineligible**

When a student becomes academically ineligible, a university-wide stop is placed on the student’s account. While a stop is in place,

   1) the student may not register in any UNC school (including the School of Medicine)
   2) no transcripts will be issued from any school (including the School of Medicine), and
   3) no diplomas will be issued from any school (including the School of Medicine).
Reinstatement
When special circumstances warrant, a student made academically ineligible may be reinstated upon petition initiated through the student’s academic program. Students must first fill out the Request for Reinstatement to Graduate School form, submit a statement from the student’s adviser and/or track director endorsing or declining to endorse the student’s request.

The PHLP director of graduate studies must submit the petition together with a statement endorsing or declining to endorse the student’s request to the Graduate School. Final approval rests with the Graduate School. Additional information and forms are located on the Graduate School Handbook at http://handbook.unc.edu/.

IMPORTANT: After academic eligibility reinstatement, any subsequent grade below P will result in the student becoming academically ineligible again.

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.

UNC has developed an online tutorial that each graduate student is encouraged to complete http://studentconduct.unc.edu/students/honor-system-module (this is a required tutorial for undergraduate students).

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.

### Honor Code Violations

Students may become ineligible to continue studies at UNC-Chapel Hill for Honor Code violations. Instances of suspected plagiarism, cheating on examinations, or other violations of the Honor Code will be reported to the Office of the Graduate Student Attorney General or the Office of the Dean of Students.

**NOTE:** In order to avoid delays in resolving cases brought before the Honor Court, it is in the best interest of students to familiarize themselves with Honor Court procedures and to cooperate fully with the attorneys and members of the Honor Court.

### Human Subjects Review

All research involving collection or analysis of data from human subjects must be reviewed by the University'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](http://ohre.unc.edu). UNC IRB training **must** be completed in advance of requesting approval and advisers should be involved in preparation of the IRB application and provide their signature on the form. Students and advisers 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 [http://research.unc.edu/offices/human-research-ethics/researchers/training/](http://research.unc.edu/offices/human-research-ethics/researchers/training/). No research should be conducted and no data should be collected until full IRB approval has been received. For further guidance, go to [http://our.unc.edu/students/conducting-research/irb/navigating-the-irb-process/](http://our.unc.edu/students/conducting-research/irb/navigating-the-irb-process/).

**NOTE:** Failure to comply with IRB regulations may prevent or delay graduation.
Conflict of Interest Training

The Chancellor has determined the COI training should be completed by all individuals who are involved in research. The on-line conflict of interest (COI) training is now available at the website: https://apps.research.unc.edu/coi-training

FERPA Training

FERPA is a federal law and is the touchstone of student information privacy practices at the University of North Carolina at Chapel Hill and other institutions of higher education.

The online tutorial is designed to prepare authorized members of the campus community to fully understand the responsibilities of handling student record information under FERPA and the University’s student records policy.

Students who might serve as a teaching assistant (and sometimes as a research assistant) are required to complete this training.

After reading the educational portion of the tutorial, you will be asked to take a short quiz. A score of 100% is required to demonstrate mastery of this important privacy act. Additional information about the online training is at: http://registrar.unc.edu/academic-services/uncferpa/ferpa-instructions/

Questions about any of the information in the PHLP Handbook or in the UNC Graduate School Handbook can be addressed by PHLP’s Director of Graduate Studies (Lori Evarts, 4109 McGavran-Greenberg Hall, 919-966-9043 or lori_evarts@unc.edu).
Section II. MPH in Leadership

Part 1 – Leadership Track Overview

The major educational focus of the Leadership track is solving complex public health problems through application of the public health sciences at a population level. This course of study is intended to familiarize students with the many facets of public health practice and science, with special emphasis on the integration of the sciences with the administrative and leadership functions often assumed by health professionals in public health. The Leadership track is based on the three core functions of public health: assessment, policy development, and assurance of conditions in which people can be healthy. Students may choose from a variety of opportunities to explore these concepts and related practices from numerous perspectives, including the experiential Practicum.

Courses are offered in both distance and residential formats, although not all courses are offered in both formats. In addition, emphasis is given to development of the communication and political skills that are essential to leadership of public health agencies.

The guidelines for the MPH degree on the pages following were developed to conform to Gillings School of Global Public Health and University requirements.

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 they emphasized that the public health system was in “disarray” and in dire need of greater leadership to get back on track toward fulfilling its mission of “assuring those conditions in which people can be healthy.” 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 and reiterated the now well-accepted "core functions" of public health described 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) [http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/ten-essential-public-health-services/main](http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/ten-essential-public-health-services/main) In order to identify the workforce skills necessary to perform the essential public health services, the Council on Linkages between Academia and Public Health (COL) has identified, through collaborative processes, eight domains of competencies for public health workers. COL finalized its first revision of its competencies in 2008 and revised them again in 2014. In 2006, the Association of Schools and Programs of Public Health (ASPPH) developed a similar yet somewhat different set of competencies for Master’s degree graduates. ASPPH is currently re-framing its approach to be more population health focused as part of its process, “Framing the Future: the Second 100 Years of Education for Public Health.”
In the decades since the 2003 IOM reports, a number of exciting developments in public health have occurred, launching what’s been termed “A New Public Health;” this is characterized by an emphasis on the socio-ecological model of health, thinking of the integrated, greater health system rather than silos, and emphasizing competencies of communication and partnering and the ethics and values supporting greater equity locally and globally. The Ebola virus outbreak drove home the necessity of the whole world working together for better health. The Patient Protection and Affordable Care Act (ACA) produced a new view of healthcare, integrating it more with the goals of public health in its stated “triple aim of quality care, cost, and population health—the first time there’s been a real significant and specific emphasis on the health of the population in healthcare spending.” PHLP’s mission includes supporting the greater development of the New Public Health in which “soft skills” competencies such as communication, leadership, global and cross-cultural understanding, collaboration and sharing the vision of “healthy people together in healthy communities in a healthy world.” In keeping with this mission, 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 as well as global health.

The three core functions and leadership are based on a broad scope of knowledge and multiple skills. Students in PHLP should confer with their adviser to identify the specific knowledge and skill areas in which they would like to develop competence. It is highly recommended that each student develop an “electronic portfolio” with work they have accomplished, both before and during their MPH studies, that relates to each of the core competencies. The portfolio can be checked periodically by student and adviser to ensure all competency areas have received suitable attention.

The COL competencies in assessment, policy development, and assurance, categorized by the essential public health services that they help fulfill, should be reviewed at: http://www.phf.org/resources/tools/Pages/Core_Public_Health_Competencies.aspx and the ASPPH competencies can be viewed at http://www.asph.org/educate/models/mph-competency-model/

The ASPH competencies are now framed within a greater context formed by the “Framing the Future” work which was completed in 2015 and represents the application of competencies to the New Public Health. They contain sections on “the Blue-Ribbon Employers Advisory Board,” Framing the Future Expert Panels on the MPH, the DrPH, Undergraduate Education, Community Colleges and Public Health, and most future-looking, Population Health Across All Professions. http://www.asph.org/educate/framing-the-future/

The COL and ASPPH competencies in leadership are listed on the following page.
Council on Linkages Public Health Leadership Competencies

Leadership and Systems Thinking Skills

1. Incorporates ethical standards of Practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations, and communities
2. Interacts with the larger inter-related system of organizations that influence the health of populations at local, national, and global levels
3. Creates opportunities for organizations to work together or individually to improve the health of a community
4. Collaborates with individuals and organizations in developing a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation)
5. Takes measures to minimize internal and external barriers that may affect the delivery of the 10 Essential Public Health Services (e.g., using root cause Analysis and other quality Improvement methods and tools, problem solving)
6. Ensures availability (e.g., assessing competencies, workforce development planning, advocating) of professional development opportunities for the organization (e.g., training, mentoring, peer advising, coaching)
7. Ensures use of professional development opportunities throughout the organization
8. Ensures the management of organizational change (e.g., refocusing a program or an entire organization, minimizing disruption, maximizing effectiveness of change, engaging individuals affected by change)
9. Ensures continuous improvement of individual, program, and organizational performance (e.g., mentoring, monitoring progress, adjusting programs to achieve better results
10. Advocates for the role of public health in providing population health services

ASPPH Public Health Leadership Competencies

1. Describe the attributes of leadership in public health.
2. Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
3. Articulate an achievable mission, set of core values, and vision.
4. Engage in dialogue and learning from others to advance public health goals.
5. Demonstrate team building, negotiation, and conflict management skills.
6. Demonstrate transparency, integrity, and honesty in all actions,
7. Use collaborative methods for achieving organizational and community health goals.
8. Apply social justice and human rights principles when addressing community needs.
9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

Careful consideration of these leadership and core function related competencies should guide student-adviser discussions and planning of coursework, practicum, master’s paper, and comprehensive exam preparation.
Leadership Track Program Requirements at-a-Glance

| Credit hours | at least 42 |
| Courses | 5 SPH core courses (15 credits) |
| | Biostatistics 600 |
| | Health Policy & Management 600 |
| | Environmental Science 600 |
| | Health Behavior 600 |
| | Epidemiology 600 |
| Required Leadership Courses (5 credits) | |
| | PUBH 790 Leadership Workshop -2 credits (residential) |
| | PUBH 791 Principles of PH Leadership- 3 credits |
| Other courses, including one in each of the PHLP core competencies: leadership, assessment, policy development, and assurance (16 credits) | |
| Master's paper | 3 credits |
| Field practicum | 3 credits |
| Comprehensive Exam | 0 credits (must be a registered student to take exam) |

Required Courses in Leadership, Assessment, Policy Development, and Assurance

In addition to taking the mandatory SPH core courses, all PHLP MPH students are required to complete two required Leadership courses, PUBH 790 and 791 (Distance Students also must take PUBH 680), and at least one course each in assessment, policy development, and assurance. PUBH 790 is a residential course offered in the Wednesday-Friday of Spring Break, with an alternative slot in early May; it is a pre-requisite to PUBH 791, which is offered in the fall. It is recommended that these two leadership classes be taken in close conjunction to one another.
Courses with Content that meets PHLP Core Competencies

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>PUBH 420</td>
<td>AIDS: Principles and Policy</td>
</tr>
<tr>
<td>PUBH 423</td>
<td>AIDS Service</td>
</tr>
<tr>
<td>PUBH 714</td>
<td>Monitoring &amp; Evaluation of Global Public Programs</td>
</tr>
<tr>
<td>PUBH 730</td>
<td>Quality Improvement Leadership</td>
</tr>
<tr>
<td>PUBH 731</td>
<td>Public Health Marketing</td>
</tr>
<tr>
<td>PUBH 745</td>
<td>Community Health Improvement and Role of Assessment</td>
</tr>
<tr>
<td>PUBH 746</td>
<td>Public Health Program Planning and Evaluation</td>
</tr>
<tr>
<td>PUBH 754</td>
<td>Public Health Research for Practice</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Data Skills Online</td>
</tr>
<tr>
<td>EPID 750</td>
<td>Fundamentals of Public Health Surveillance</td>
</tr>
<tr>
<td>EPID 758</td>
<td>Methods &amp; Principles of Applied Infectious Disease</td>
</tr>
</tbody>
</table>

**POLICY DEVELOPMENT**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td>PUBH 420</td>
<td>AIDS: Principles and Policy</td>
</tr>
<tr>
<td>PUBH 680</td>
<td>Public Health Practice</td>
</tr>
<tr>
<td>PUBH 711</td>
<td>Critical Issues in Global Public Health</td>
</tr>
<tr>
<td>PUBH 712</td>
<td>Global Health Ethics</td>
</tr>
<tr>
<td>PUBH 731</td>
<td>Public Health Marketing</td>
</tr>
<tr>
<td>PUBH 735</td>
<td>Policy Development</td>
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<tr>
<td>PUBH/PHNU 748</td>
<td>Policy Development</td>
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**ASSURANCE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>PUBH 730</td>
<td>Quality Improvement Leadership</td>
</tr>
<tr>
<td>PUBH 746</td>
<td>Public Health Program Planning and Evaluation</td>
</tr>
<tr>
<td>PUBH 747</td>
<td>Project Management Principles and Practices</td>
</tr>
<tr>
<td>PUBH 767</td>
<td>Team Leadership in Research Navigation</td>
</tr>
<tr>
<td>PUBH 784</td>
<td>Project Management Strategy &amp; Application</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Data Skills Online</td>
</tr>
<tr>
<td>PHNU 744</td>
<td>Roles and Functions in Public Health Nursing</td>
</tr>
</tbody>
</table>

Please note that some courses have content in two core function areas, however a single course can only be used to fulfill one requirement, i.e., assessment, or policy development, or assurance. Other courses than those listed may be used to fulfill core requirements, upon approval of the track director.

**Before selecting and registering for a course, students must receive permission from their adviser.**
Practicum Experience – Leadership Track

The MPH degree in the leadership track has a 3-credit public health field practicum requirement, PUBH 886. This field experience is intended to provide the student with an opportunity to integrate course work into settings not previously experienced. The course is flexible in focus, location and format. Placement decisions are tailored to student needs and interests, the availability of sites, and according to the following principles:

- The placement should reflect an interdisciplinary experience;
- There should be maximum flexibility in type of placement and timing;
- The master's paper and the practicum can be coordinated if appropriate; and
- Students may have very different time demands and schedules, and this should be recognized in coordinating requirements.

As a public health practicum, it should involve experience that includes a population/community focus and an emphasis on public health principles of primary prevention and the community as client. As a leadership practicum, it should include recommendations for leadership action (e.g. policies to be implemented) and leadership lessons learned. Practicum experiences may involve any of the following combinations of setting, population focus, and disciplinary involvement, although the first option, which has an interdisciplinary focus, most closely approximates the intentions of the interdisciplinary MPH:

- Interdisciplinary focus: a team working on a public health problem at the population level;
- Interdisciplinary setting: an individual working on a public health problem at the population level;
- Disciplinary setting: an individual in a disciplinary setting, but focusing on a public health problem.

The preferred format is a concentrated experience that meets the 3-credit, 140 hour requirement as it provides an opportunity for focused effort. However, individual circumstances and/or previous work experience may favor an experience one or more days a week over a longer time period. Only in exceptional situations can additional credits may be assigned for a longer practicum. These decisions are negotiated among the faculty adviser, the student, and the preceptor prior to registration for the practicum. Products and outcomes of the experience will vary according to each student's objectives. (Distance students in the Field Epidemiology Concentration area and the Public Health Nursing Concentration area should ensure that they include consideration of the unique perspective of their concentration area in completing this culminating experience requirement.)

Descriptions of forms to fill out, procedures to follow and other resources are available on the Practicum section of the PHLP CENTRAL Sakai site.
Approval

A practicum approval form (preceptor contract) is required with signatures by adviser and preceptor and must be submitted prior to registration for credit. The practicum is a requirement for all MPH students in the UNC Gillings School of Global Public health; there is no provision for waiver of the practicum. Obtaining IRB review may also be required for your effort and is the responsibility of the student to initiate this review, as described earlier.

Comprehensive Examination – Leadership Track

The comprehensive exam will be available electronically on the PHLP CENTRAL Sakai site. Students who have registered for an exam date will have access to the exam questions for that date only. You have nine (9) hours to complete the exam, beginning from the time you first access the questions. You only need to answer a question from three (3) of the seven (7) content areas: Assessment; Assurance; Field Epidemiology; Global Health; Policy Development; Leadership; Public Health Nursing. Students are to submit the answer to each question as an individual document. Thus, you will submit 3 documents. Students have commented in the past that the comprehensive exam requires the entire day to complete.

What Is the Minimum Required to Pass the Comprehensive Examination?

Along with your Master’s Paper, the comprehensive exam is your final chance to demonstrate to the Gillings School of Global Public Health that you have acquired the knowledge, skills, and level of expertise required of a public health professional and is bound by the UNC Honor Code. Therefore, in order to receive a passing grade, your written answers to the questions you choose must demonstrate a sophisticated understanding of the particular subject area of public health and reflect mastery-level thinking. Your answers should reflect strong comprehension of many of the concepts applicable to the particular public health subject area. A passing answer must include a minimum of 70% of the relevant concepts and/or analysis necessary to address the question but, of course, we often find that students exceed the minimum!

Master's Paper – Leadership Track

UNC Honor Code

The development, content and writing of the master’s paper is to be completed in accordance with the UNC Honor Code.

Content

Each student is required to complete a Master's Paper which demonstrates synthesis of knowledge and advances or contributes to the field of public health. Completion of the Master’s Paper is to reflect the student’s work and is bound by the UNC Honor Code. Here are six ways to satisfy this requirement:

- A systematic review of literature and research related to a specific topic. This must be a critical review and summary for the purpose of making recommendations for development of a program, change in policy, establishment of standards, program evaluation, etc.
• A program plan which addresses a significant health problem in a community (community may be defined by geography, ethnicity, worksite, medical practice or insurance plan, etc.).
• A research design complete to the data collection phase, including construction of data collection instruments, plans to pilot test the instrument, and methods of analysis of data.
• A research paper involving data analysis to address a specific problem. These data may be acquired by the student's participation in a faculty investigator's research project, using pre-existing data sources, or by primary data collection.
• A program evaluation or other research project involving primary data collection and analysis.
• A policy analysis in which a current or pending health policy is analyzed from two or more perspectives using data from a variety of sources, including original data.

A Master's Paper can be developed in conjunction with a field practicum. This approach is often the most efficient way to meet program requirements in a limited time frame.

Readers/Approval
The Master's Paper proposal must be approved in advance by the student’s adviser and the final paper must be approved by the adviser and a second reader. The student's academic adviser is usually the primary reader unless a formal shift in responsibilities is made. The adviser must be a faculty member in PHLP and will assign the grade for PUBH 992. The second reader may be another faculty member with relevant expertise or an outside expert—the student proposes the second reader and the adviser must approve the choice. The two readers work very closely with the student throughout the entire process of developing and completing a Master's Paper.

Preparation of the Paper
To meet the requirements of the course, students work with their adviser as first reader and a second reader with content knowledge of the topic area to write the paper. This may stretch over a month or a semester. Students are expected to write at least three drafts. The final paper is expected to be considered for publication by the adviser and the student or, if a proposal, considered for submission for funding. These discussions should take place in planning the Master’s Paper.

The Master's Paper should represent the independent effort of the individual student (it is bound by the UNC Honor Code), however, its development should involve discussions of format and content with other students and faculty. Papers should use a consistent standard reference style, such as APA (American Psychological Association Publication Manual, Latest Edition, Washington, DC) or the Journal of American Medical Association (JAMA).

Master's Paper requirements differ from a thesis in the following ways:
• No formal proposal defense is required and the paper is not registered with the Graduate School.
• The final, approved version is to be uploaded to the Carolina Digital Repository by the student.
• The paper should be double-spaced, with 1-inch margins on top, bottom, left and right.
• Space should be reserved on the right side of the title page for signatures of the "Adviser" who is the first reader, and the second reader or “Content Reader." Typed names of both the
Adviser and the Reader should be included below their signature lines. (See sample in Appendix)

- Use of the Graduate School’s Thesis and Dissertation Guide is recommended
- The abstract should not exceed two pages, although one page is preferred

Students should talk with their advisers early in the academic year about any requirements that are specific to their field of concentration. For example, Distance students in the Field Epidemiology, Global Health and Public Health Nursing Concentration areas should ensure that they include consideration of the unique perspective of their concentration area in completing this culminating experience requirement.

The student is responsible for the identification of the topic for their paper and development of a schedule for the completion of their Master’s Paper to include sufficient time for review by the adviser and second reader, a sample schedule is as follows.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who</th>
<th>2015 Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register for PUBH 992 in adviser’s section</td>
<td>Student</td>
<td>By Fri July 10th</td>
</tr>
<tr>
<td>Provide research plan for paper and outline or literature search strategy and findings or a literature review</td>
<td>Student</td>
<td>By Tue Aug 18th</td>
</tr>
<tr>
<td>Complete CITI Training</td>
<td>Student</td>
<td>By Tue Aug 18th</td>
</tr>
<tr>
<td>If applicable, Submit UNC IRB application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin regular email/phone updates to adviser (&amp; second reader, per agreement with adviser)</td>
<td>Student</td>
<td>Begin week of Aug 17th and conclude week of Nov 9th</td>
</tr>
<tr>
<td>Paper outline submitted to first reader (&amp; second reader, per agreement with adviser)</td>
<td>Student</td>
<td>By Fri Aug 21st</td>
</tr>
<tr>
<td>Feedback re: paper outline provided to student</td>
<td>1st reader</td>
<td></td>
</tr>
<tr>
<td>Complete literature search and review</td>
<td>Student</td>
<td>By Fri Aug 31st</td>
</tr>
<tr>
<td>Initial draft submitted to first reader</td>
<td>Student</td>
<td>By Fri Sep 18th</td>
</tr>
<tr>
<td>Feedback re: initial draft provided to student</td>
<td>1st reader</td>
<td></td>
</tr>
<tr>
<td>2nd draft submitted to 1st (&amp; 2nd Reader, per agreement with adviser)</td>
<td>Student</td>
<td>By Fri Oct 16th</td>
</tr>
<tr>
<td>Feedback to produce final draft provided to student</td>
<td>1st &amp; 2nd readers</td>
<td></td>
</tr>
<tr>
<td>Final edits applied and final paper provided to for final review and approval signature by both 1st &amp; 2nd Reader</td>
<td>Student</td>
<td>By Mon Nov 9th</td>
</tr>
<tr>
<td>Obtain approval and signatures from both 1st &amp; 2nd Reader</td>
<td>Student</td>
<td>By Fri Nov 13th</td>
</tr>
<tr>
<td>Final master’s paper document, signed title page, and upload to the Carolina Digital Repository completed</td>
<td>Student</td>
<td>By Fri Nov 13th</td>
</tr>
</tbody>
</table>
**Deadlines**

The final, signed Master's Paper title page (or a scanned copy of the signed title page) must be submitted to the Program Student Services Manager by the deadline for the Master's Paper as established each semester/term by the Graduate School. The readers’ signatures indicate their acceptance of the student’s final work product and approval for posting to the UNC Carolina Digital Repository.

*General deadlines are:* mid-April (May graduation), mid-July (August graduation), and mid-November (December graduation). The exact dates are provided at [http://gradschool.unc.edu/academics/resources/graddeadlines.html](http://gradschool.unc.edu/academics/resources/graddeadlines.html)
Part 2 – Distance Learning MPH – Leadership Track

Distance Learning Leadership MPH students are required to attend the on-campus three-day Leadership Symposium in August. The Leadership Symposium serves as a program launch and orientation. During the Symposium, the first required class for Distance Students--PUBH 680, Public Health Practice--is begun; work groups for the course are formed and have their first formal meetings.

In consultation with his or her adviser, each Distance Student selects a concentration area that reflects his or her individual interests. Concentration areas include Public Health Practice, Public Health Nursing, Field Epidemiology, and Global Health.

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<table>
<thead>
<tr>
<th>Requirements at-a-Glance for Leadership Distance Track by Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Health Core Courses</strong></td>
</tr>
<tr>
<td>3 BIOS 600 Biostatistics</td>
</tr>
<tr>
<td>3 HPM 600 Health Administration</td>
</tr>
<tr>
<td>3 ENVR 600 Environmental Health</td>
</tr>
<tr>
<td>3 HBEH 600 Social &amp; Behavioral Sciences</td>
</tr>
<tr>
<td>+ 3 EPID 600 Epidemiology</td>
</tr>
<tr>
<td>15 credits</td>
</tr>
<tr>
<td><strong>PH Leadership Core Courses</strong></td>
</tr>
<tr>
<td>3 PUBH 680 PH Practice</td>
</tr>
<tr>
<td>2 PUBH 790 Leadership Workshop</td>
</tr>
<tr>
<td>3 PUBH 791 Principles of PH Leadership</td>
</tr>
<tr>
<td>3 PUBH 886 Practicum</td>
</tr>
<tr>
<td>+ 3 PUBH 992 Master’s Paper</td>
</tr>
<tr>
<td>14 credits</td>
</tr>
<tr>
<td><strong>Concentration Area Courses</strong></td>
</tr>
<tr>
<td>And courses appropriate to one of the four concentration areas as described on the page following. Before selecting and registering for a course, students must receive permission from their adviser.</td>
</tr>
</tbody>
</table>

1: Public Health Practice Concentration area

*Core Public Health and Leadership courses (above) and any 4 of the following PUBH courses:*

+ 12 PUBH 711, 714, 730, 731, 735, 745, 746, 747, 754, 767, 784
12 *for a total of 41 credits*
+ 1 *Independent study, directed readings, or other elective*
## Requirements at-a-Glance for Leadership Distance Track by Concentration

### 2: Public Health Nursing Concentration area

*Core Public Health and Leadership courses (above) and:*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHNU 744 Roles &amp; Functions in PH Nursing</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 745 Community Health Improvement &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 746 Program Planning and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

*and one of the following:*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 711, 714, Global Health courses</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 731 Social Marketing</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 747 Project Management</td>
<td>3</td>
</tr>
<tr>
<td>PUBH/PHNU 748 Policy Development</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 785 Interdisciplinary Approaches to Occupational Health</td>
<td>3</td>
</tr>
</tbody>
</table>

12 for a total of 41 credits

+1 Independent study, directed readings, or other elective

### 3: Field Epidemiology Concentration area

*Core Public Health and Leadership courses (above) and:*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPID 759 Methods in Field Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EPID 758 Principles &amp; Methods of Applied Infectious Disease Epid</td>
<td>3</td>
</tr>
<tr>
<td>EPID 750 Fundamentals of PH Surveillance</td>
<td>3</td>
</tr>
</tbody>
</table>

9 credits

+PUBH Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 735 or other course</td>
<td>3</td>
</tr>
</tbody>
</table>

for a total of 41 credits

+ 1 Independent study, directed readings, or other elective

### 4: Global Health Concentration area

*Core Public Health and Leadership courses (above) and*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 711 Critical Issues in Global Health (pre-req for 714)</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 714 Introduction to Monitoring and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

6 credits

+PUBH Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>two other PUBH courses</td>
<td>6</td>
</tr>
</tbody>
</table>

for a total of 41 credits

+ 1 Independent study, directed readings, or other elective
Part 3 – Residential MPH – Leadership Track

Residential students may choose from the list of Public Health Leadership Program courses (including distance courses) to fulfill their assessment, policy development, and assurance course requirements. There are a number of other Gillings School of Global Public Health graduate courses that will also fulfill these requirements, most of which are only available residentially. Decisions about courses should be made in collaboration with faculty advisers. Other courses may also be approved by your adviser or the program director.

Students attempting to complete their degree in less than 15 months must make special, advance plans in order to fulfill the leadership course requirements. These residential students must arrange to take the pre-requisite PUBH 790 in March during their first spring session or in their first summer session in May.

<table>
<thead>
<tr>
<th>Requirements at-a-Glance – Residential Leadership Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours</td>
</tr>
<tr>
<td>Courses</td>
</tr>
<tr>
<td>Required Leadership Courses:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>*Courses in each of the PHLP core competencies:</td>
</tr>
<tr>
<td>Assessment, Policy Development, and Assurance (6-9 credits)</td>
</tr>
<tr>
<td>*Electives (at least 10 credits)</td>
</tr>
<tr>
<td>Master's paper</td>
</tr>
<tr>
<td>Field practicum</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
</tr>
</tbody>
</table>

Many of the PHLP core courses are only offered online, and are open to residential students.
Section III. Global Online (GO) MPH

Part 1 – Overview

The Global Online MPH track is intended to provide working professionals from around the world with the public health skills to analyze and develop solutions to address issues in global health through an interdisciplinary perspective; the leadership skills to apply contemporary leadership models in individual, organizational and community settings to address global health problems; and the practice skills to integrate, apply and synthesize knowledge to develop best implementation practices for promoting healthy communities.

Potential students will have a bachelor’s degree in a related field (e.g. in nursing, pharmacy, science, social science, engineering or public health), or a professional degree (e.g. in medicine, dentistry, and law), and preferably 3 years or more of work experience.

The curriculum for the track will consist of:
- an introductory course to global public health (3 credit hours)
- a course on principles of global public health leadership (3 credit hours)
- an integrated core curriculum covering part of the core competency requirements for the MPH degree (4 credit hours)
- two core courses in Epidemiology and Biostatistics (6 credit hours)
- four courses within a concentration area (12 credit hours)
- two electives (6 credit hours)
- practicum (3 credit hours)
- master’s paper (3 credit hours + 2 credit planning seminar)
- passing a comprehensive exam

A total of 42 credit hours are required for the degree, which can be completed in 7 semesters (2 years including summers). Students will be required to take two courses (6 credit hours) per semester.

The two concentration areas offered in 2015 are Applied Implementation Science and Water and Population Health.

This track differs from the other online MPH track offerings in PHLP in the following ways:
(a) is more deeply and directly engaged with Global Health issues
(b) is presented completely online
(c) requires students to take 6 credit hours (2 courses per semester) for 7 semesters (including summers)
(d) features the new integrated approach to the core Public Health curriculum
(e) offers interdisciplinary concentration areas on applied implementation science and on water and population health
The overarching competencies of the GO MPH™ are:

**Leadership** – Apply contemporary leadership models, tools and approaches in individual and organizational settings to address global health problems.

**Global** – Analyze and develop solutions to address contemporary issues, problems and controversies in global health through an interdisciplinary perspective.

**Practice**- Integrate, apply and synthesize knowledge through cumulative and experiential activities in domestic and global settings to develop a joint vision and best implementation practices for promoting healthy communities.

As based on the ASPPH 2014 Core Competencies for Public Health Professionals, to GO MPH includes these core competencies.

**MPH Core Public Health Competencies**

1. Identify sentinel events in the history of public health; apply evidence based principles and scientific knowledge to decision making in public health; embrace a definition of public health that capture the unique characteristics of the field (population focused, community oriented, prevention motivated and rooted in social justice); appreciate the importance of working collaboratively with diverse communities and constituencies; have an appreciation of the role of public health as a convener.

2. Understand and apply the concepts, methods, and tools of public health data collection, analysis and interpretation, and the evidence-based reasoning and informatics approaches that are essential to public health practice.

3. Understand the factors that affect the health of groups of people, describe disparities in health attributable to these factors especially for vulnerable groups, explain and develop methods and approaches to develop evidence based interventions to address population health and explain how these differ from providing health care to individuals.

4. Identify, design and implement intervention strategies that address biological, environmental, socio-economic, behavioral, cultural, and other factors that impact human health, influence the global and societal burden of disease, and contribute to health disparities.

5. Understand life course approach, critical periods of development and public health problems in each lifecycle stage; implement surveillance and monitoring with the appropriate community organizations and agencies to anticipate emerging public health issues, and to prepare for and respond to natural and man-made disasters.

6. Understand and apply concepts of implementation science, project management and CQI of public health programs and policies, including planning, budgeting, human resources, assessment, and evaluation.
7. Understand the structure and organization of the US Health System. Describe different approaches to compare the performance of various health systems and use these approaches to analyze the health systems of developed and developing countries in terms of their ability to deliver cost, quality and access.

8. Value the legal, ethical, economic, and regulatory dimensions of health care and public health policy; understand the roles, influences, and responsibilities of the different agencies and branches of government, and approaches to developing, evaluating, and advocating for public health policies.

9. Demonstrate the application of public health-specific communication and social marketing, including technical and professional writing and the use of mass media and electronic technology.

10. Understand how public health issues, causes and solutions are viewed differently by people in different cultures, and develop approaches to designing, implementing and communicating public health interventions that are sensitive and respectful of local traditions.

11. Demonstrate leadership skills within and across organizations and as members of interdisciplinary and inter-professional teams to solve real world public health problems.

12. Understand the major threats and opportunities presented by the processes of globalization and learn to develop transnational public health approaches to take advantage of the positive aspects of global change and to minimize the negative ones.

**Implementation Science Concentration Area - Competencies**

In addition to meeting the core public health competencies listed above, within the concentration area of Implementation Science, students who complete this track will be able to:

1. Critically review implementation practice and implementation research frameworks and describe when each is appropriate.

2. Design implementation system (package of activities that include processes, organizations, equipment, facilities, technology etc.) to achieve required outcomes for evidence based interventions.

3. Develop or customize approaches and activities (e.g. training staff, creating implementation teams, piloting and improving, stabilizing) to successfully implement interventions.

4. Apply mixed-method evaluation techniques in research designs to evaluate the effectiveness of implemented interventions.

5. Use CQI (continuous quality improvement) methods to optimize performance

6. Describe and use approaches to disseminate, replicate, expand, enhance and sustain implemented interventions.
Water and Population Health Concentration Area - Competencies

In addition to the core competencies, students who elect the concentration area of Water and Population Health will be able to:

1. Understand the inter-relationships between water and sanitation health (WASH), nutrition and health of mothers and children in a global context.
2. Apply assessment methodology to the understanding of the role of WASH and nutrition in the health of mothers and children.
3. Identify, design, implement and evaluate evidence-based interventions related to the intersection of water, sanitation and nutrition to improve the health of mothers and children in a global context.

Part 2 - Program Requirements

Scheduling

With the exception of the Concentration Area courses, and the two elective opportunities, students will take each of the courses together as a cohort. Students will do a Practicum and write a Master’s Paper in their final semester, so plans for these need to be made in advance of that semester. The Comprehensive Exam will be scheduled during the student’s final two semesters.
**GO (Global Online) MPH™ Track Program Requirements at-a-Glance**

| Credit hours | 42 |
| Courses | 3 SPH core courses (10 credits) |
| | Biostatistics 600 |
| | Epidemiology 600 |
| | Public Health Foundations |
| Required Leadership Courses (3 credits) | PUBH 793 Principles of PH Leadership- 3 credits |
| Concentration Area Courses (9 credits) | Implementation Science |
| | PUBH 716 Global Implementation |
| | PUBH 717 Designing Implementation Systems |
| | PUBH 718 Applied Implementation Science |
| or | Water and Population Health |
| | ESE 7xx WaSH, Nutrition and MCH |
| | PUBH 716 Global Implementation |
| | NUTR 7xx Issues in Global Nutrition |
| Other courses (12 credits) | SPHG 700 Intro to Global Public Health |
| | PUBH 746 Program Planning & Evaluation |
| | PUBH 714 Monitoring & Evaluation of Global Health Programs, or PUBH 754 Research Methods |
| Elective | Master's paper 3 credits (+2 credits for Master’s Paper seminar) |
| | Field practicum 3 credits |
| | Comprehensive Exam 0 credits (must be a registered student to take exam) |
Practicum Experience – GO MPH™ Track

The MPH degree in the leadership track has a 3-credit public health field practicum requirement, PUBH 886. This field experience is intended to provide the student with an opportunity to integrate course work into settings not previously experienced. The course is flexible in focus, location and format. Placement decisions are tailored to student needs and interests, the availability of sites, and according to the following principles:

- The placement should reflect an interdisciplinary experience;
- There should be maximum flexibility in type of placement and timing;
- The master's paper and the practicum can be coordinated if appropriate; and
- Students may have very different time demands and schedules, and this should be recognized in coordinating requirements.

As a public health practicum, it should involve experience that includes a population/community focus and an emphasis on public health principles of primary prevention and the community as client. As a leadership practicum, it should include recommendations for leadership action (e.g. policies to be implemented) and leadership lessons learned. Practicum experiences may involve any of the following combinations of setting, population focus, and disciplinary involvement, although the first option, which has an interdisciplinary focus, most closely approximates the intentions of the interdisciplinary MPH:

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- Interdisciplinary setting: an individual working on a public health problem at the population level;
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The preferred format is a concentrated experience that meets the 3-credit, 140 hour requirement as it provides an opportunity for focused effort. However, individual circumstances and/or previous work experience may favor an experience one or more days a week over a longer time period. Only in exceptional situations can additional credits be assigned for a longer practicum. These decisions are negotiated among the faculty adviser, the student, and the preceptor prior to registration for the practicum. Products and outcomes of the experience will vary according to each student's objectives. (Distance students in the Field Epidemiology Concentration area and the Public Health Nursing Concentration area should ensure that they include consideration of the unique perspective of their concentration area in completing this culminating experience requirement.)

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Master's Paper – GO MPH Track

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- A program plan which addresses a significant health problem in a community (community may be defined by geography, ethnicity, worksite, medical practice or insurance plan, etc.).
- A research design complete to the data collection phase, including construction of data collection instruments, plans to pilot test the instrument, and methods of analysis of data.
A research paper involving data analysis to address a specific problem. These data may be acquired by the student's participation in a faculty investigator's research project, using pre-existing data sources, or by primary data collection.

- A program evaluation or other research project involving primary data collection and analysis.
- A policy analysis in which a current or pending health policy is analyzed from two or more perspectives using data from a variety of sources, including original data.

A Master's Paper can be developed in conjunction with a field practicum. This approach is often the most efficient way to meet program requirements in a limited time frame.

**Readers/Approval**

The Master's Paper proposal must be approved in advance by the student’s adviser and the final paper must be approved by the adviser and a second reader. The student's academic adviser is usually the primary reader unless a formal shift in responsibilities is made. The adviser must be a faculty member in PHLP and will assign the grade for PUBH 992. The second reader may be another faculty member with relevant expertise or an outside expert—the student proposes the second reader and the adviser must approve the choice. The two readers work very closely with the student throughout the entire process of developing and completing a Master's Paper.

**Preparation of the Paper**

To meet the requirements of the course, students work with their adviser as first reader and a second reader with content knowledge of the topic area to write the paper. This may stretch over a month or a semester. Students are expected to write at least three drafts. The final paper is expected to be considered for publication by the adviser and the student or, if a proposal, considered for submission for funding. These discussions should take place in planning the Master’s Paper.

The Master's Paper should represent the independent effort of the individual student (it is bound by the UNC Honor Code), however, its development should involve discussions of format and content with other students and faculty. Papers should use a consistent standard reference style, such as APA (American Psychological Association Publication Manual, Latest Edition, Washington, DC) or the Journal of American Medical Association (JAMA).

Master's Paper requirements differ from a thesis in the following ways:

- No formal proposal defense is required and the paper is not registered with the Graduate School.
- The final, approved version is to be uploaded to the Carolina Digital Repository by the student.
- The paper should be double-spaced, with 1-inch margins on top, bottom, left and right.
- Space should be reserved on the right side of the title page for signatures of the "Adviser" who is the first reader, and the second reader or “Content Reader." Typed names of both the Adviser and the Reader should be included below their signature lines. (See sample in Appendix)
- Use of the [Graduate School’s Thesis and Dissertation Guide](#) is recommended
- The abstract should not exceed two pages, although one page is preferred
Students should talk with their advisers early in the academic year about any requirements that are specific to their field of concentration.

The student is responsible for the identification of the topic for their paper and development of a schedule for the completion of their Master’s Paper to include sufficient time for review by the adviser and second reader, a sample schedule is as follows.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who</th>
<th>2015 Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register for PUBH 992 in adviser’s section</td>
<td>Student</td>
<td>By Fri July 10th</td>
</tr>
<tr>
<td>Provide research plan for paper and outline or literature search strategy and findings or a literature review</td>
<td>Student</td>
<td>By Tue Aug 18th</td>
</tr>
<tr>
<td>Complete CITI Training</td>
<td>Student</td>
<td>By Tue Aug 18th</td>
</tr>
<tr>
<td>If applicable, Submit UNC IRB application</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Begin regular email/phone updates to adviser (&amp; second reader, per agreement with adviser)</td>
<td>Student</td>
<td>Begin week of Aug 17th and conclude week of Nov 9th</td>
</tr>
<tr>
<td>Paper outline submitted to first reader (&amp; second reader, per agreement with adviser)</td>
<td>Student</td>
<td>By Fri Aug 21st</td>
</tr>
<tr>
<td>Feedback re: paper outline provided to student</td>
<td>1st reader</td>
<td></td>
</tr>
<tr>
<td>Complete literature search and review</td>
<td>Student</td>
<td>By Fri Aug 31st</td>
</tr>
<tr>
<td>Initial draft submitted to first reader</td>
<td>Student</td>
<td>By Fri Sep 18th</td>
</tr>
<tr>
<td>Feedback re: initial draft provided to student</td>
<td>1st reader</td>
<td></td>
</tr>
<tr>
<td>2nd draft submitted to 1st (&amp; 2nd Reader, per agreement with adviser)</td>
<td>Student</td>
<td>By Fri Oct 16th</td>
</tr>
<tr>
<td>Feedback to produce final draft provided to student</td>
<td>1st &amp; 2nd readers</td>
<td></td>
</tr>
<tr>
<td>Final edits applied and final paper provided to for final review and approval signature by both 1st &amp; 2nd Reader</td>
<td>Student</td>
<td>By Mon Nov 9th</td>
</tr>
<tr>
<td>Obtain approval and signatures from both 1st &amp; 2nd Reader</td>
<td>Student</td>
<td>By Fri Nov 13th</td>
</tr>
<tr>
<td>Final master’s paper document, signed title page, and upload to the Carolina Digital Repository completed</td>
<td>Student</td>
<td>By Fri Nov 13th</td>
</tr>
</tbody>
</table>

**Deadlines**

The final, signed Master's Paper title page (or a scanned copy of the signed title page) must be submitted to the Program Student Services Manager by the deadline for the Master's Paper as established each semester/term by the Graduate School. The readers’ signatures indicate their acceptance of the student’s final work product and approval for posting to the UNC Carolina Digital Repository.

**General deadlines are:** mid-April (May graduation), mid-July (August graduation), and mid-November (December graduation). The exact dates are provided at [http://gradschool.unc.edu/academics/resources/graddeadlines.html](http://gradschool.unc.edu/academics/resources/graddeadlines.html)
Section IV. Health Care and Prevention

Part 1 - Overview

The Health Care and Prevention (HC&P) track is designed to provide medical students, physicians, and surgeons with a population perspective, and with the skills and knowledge to combine their clinical and public health training to improve the health of populations. Graduates of this program often take positions in academia (usually in a medical school), in a policy agency, or with a health care delivery system (as medical directors, or in other leadership positions). Regardless of where graduates find themselves, they become clinicians who practice with the ability to think and act in population as well as individual terms.

Clinicians have traditionally cared for, and thought of, patients one at a time. But clinicians can also focus on populations in at least three general ways:

- by using data from studies of populations to provide better care for individuals;
- by organizing health care to maximize the contribution of the clinical care of individuals to the health of the public, using data from health services research; and
- by taking part in initiatives to benefit the health of the public beyond individual clinical care alone.

This curriculum differs both from traditional medical curricula and from other public health curricula. The HC&P curriculum seeks to train people who can bridge the health gap between individual and population approaches. Because such people will vary widely in their interests and career goals in the health care system, the curriculum is maximally flexible, with a number of different options for satisfying core requirements.

Course work includes core courses in clinical epidemiology; biostatistics for health care professionals; critical appraisal of the health care literature; strategies of prevention; organization and financing of the health care system; and environmental health. Beyond this, the curriculum is individualized, including elective courses and the opportunity for independent study. A practicum experience, a Master’s Paper, a comprehensive examination, and an oral presentation are also required. The program can be completed in 12 months, or can be spread out over a longer period of time. We discourage students from trying to complete the degree in less than 12 months. Faculty in the program are from both the Gillings School of Global Public Health and the School of Medicine.

Following is the HC&P Program Mission Statement and Statement of Core Competencies:

Mission:

1. To provide an educational program of the highest quality that has a focus on population and social sciences for medical students, residents, fellows, and others who have clinical science backgrounds.

2. To help students in the HC&P program to integrate population and clinical sciences into a life course that will prepare them to contribute to improving the health of the public in a broader manner with a focus on the needs of populations as well as individual patients.
Statement of Core Competencies
Upon graduation, students who earn an MPH in the HC&P track of the Public Health Leadership Program should be able to

1. Apply the basic principles of the core public health disciplines: clinical epidemiology; biostatistics; prevention science; public policy; and environmental health;
2. Critically appraise medical and public health literature;
3. Understand the importance of rigorous analysis of health evidence of many types, such as health system, economic, effectiveness, and patient-reported outcomes data;
4. Demonstrate and utilize knowledge of the critical issues facing our health care system today in assuring access, improving quality of care, and assessing cost of care;
5. Discuss in depth the implications of their rigorous analysis of at least one area of population health;
6. Utilize enhanced communication skills, with a particular emphasis on clear writing and speaking to a variety of stakeholders;
7. Demonstrate leadership skills, including an appreciation of one’s own strengths and weaknesses in interacting with others.

Also see the PHLP Breadth Requirements section.

A Vision of Leadership
When its founding faculty created the HC&P MPH track, their intention was to help you become a "different kind of doctor": one who will not only deliver the highest quality of care to the patient in front of you, but who will comprehend the health of entire populations as well. One of the facets of your difference will be your leadership. Whether as a physician leader in your practice, your health system, or the health system of the state, the nation, or the world, you will have the potential to influence the delivery of health care by seeing clearly both the threats to and the opportunities for better system performance, by forging paths away from the former and toward the latter, and by helping others to follow the paths with you. Leadership recognizes every chance to make the system better, wisely knowing when not to meddle with things that are already flourishing. Leadership sees and nurtures the future leader in every follower. Leadership embraces the complexity of systems as it cherishes within them the elegant simplicity and power of our shared enterprise: to improve the human condition. The coursework you complete and the skills you attain during your HC&P MPH training will help you develop yourselves as leaders in health care and public health.

Part 2 - 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 other guidebooks that can be found at this website: http://handbook.unc.edu. The following guidelines for the MPH degree were developed to conform to Gillings School of Global Public Health and University requirements.
Requirements at-a-Glance Health Care & Prevention Track

Credit hours  minimum of 42 required

5 SPH core courses (required):

PUBH 760 (3) Epidemiology (Clinical Measurement/Evaluation) (fall)
PUBH 741 (4) Biostatistics (Quantitative Methods for Health Care Professionals) (fall)
PUBH 600 (3) Policy (Introduction to the U.S. Health System) (summer or fall)
PUBH 750 (3) Prevention (Strategies of Prevention for Clinicians) (fall)
ENVR 600 (3) Environmental Health (online course) (fall or spring)

Encouraged:

PUBH 751 (2) Critical Appraisal of the Health Literature (fall)
PUBH 752 (1) Critical Appraisal of the Health Literature II (spring)

MPH Year and Career Seminar Series (required): A series of 10 evening seminars that occur throughout the MPH year (fall and spring, 5 sessions each semester). Register for the series in the spring (1 credit earned for attending both semesters).

General areas: Breadth of coursework in the population sciences, usually including such areas as health assessment, policy development, and health care assurance (many courses satisfy these requirements)

Electives: May be from a variety of departments, depending on interests of student

Master's Paper: 3 credits (PUBH 992) (register for credit in final semester)

Practicum Experience: 3-6 credits (PUBH 886) (spring or summer) (register for credit in the semester in which you complete the practicum work)

Comprehensive Exam: 0 credits (spring or summer) (students must be registered in the semester in which they take the exam)

Oral Presentation: 0 credits (spring or summer)
Sample Health Care & Prevention MPH Course of Study – Summer Admission

A sample schedule for students who begin the HC&P program in the summer. Minimum of 42 credit hours required.

**Summer Session** (Note: PUBH 600 does not follow the university’s Summer Session II academic calendar. It starts in early July and usually runs through the first full week of August.)

PUBH 600* Introduction to the U.S. Health System 3

<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
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<tbody>
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<td>3</td>
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**Fall Semester** (maximum of 19.5 credit hours)

PUBH 741* Quantitative Methods for Health Care Professionals 4
PUBH 760* Clinical Measurement/Evaluation 3
PUBH 750* Strategies of Prevention for Clinicians 3
ENVR 600* Environmental Health (online course – may also be taken in the spring in order to take a fall elective) 3
PUBH 751*** Critical Appraisal of the Health Literature 2
ELECTIVE 3

ALSO REQUIRED: **MPH Year and Career Seminar Series (total of 10 evening sessions over fall and spring semesters; register for 1 credit in spring semester)
(the five fall sessions meet Mon 5:00-6:30 pm)

<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>18</td>
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</table>

**Spring Semester** (maximum of 19.5 credit hours)

PUBH 749** MPH Year and Career Seminar Series 1
(five spring meeting times TBA)

PUBH 752*** Critical Appraisal of the Health Literature II 1
ELECTIVE 3
ELECTIVE 3
ELECTIVE 3
ELECTIVE 3
ELECTIVE 3

<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>17</td>
</tr>
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</table>

**Summer Session**

PUBH 886 Field Practicum in Public Health (3-6 hours)
(may be spring or summer; register for credit in the semester in which you complete the practicum) 3
PUBH 992 Master’s Paper (register for credit in your final semester) 3

<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
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<tr>
<td>6</td>
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</table>

TOTAL CREDIT HOURS 44

* Gillings School of Global Public Health required core course (all but ENVR 600 are especially designed for HC&P students)
** Health Care & Prevention required course
*** Strongly encouraged
## Sample Health Care and Prevention MPH Course of Study – Fall Admission

A sample schedule for students who begin the HC&P program in the fall. Minimum of 42 credit hours required.

### Fall Semester (maximum of 19.5 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 741*</td>
<td>Quantitative Methods for Health Care Professionals</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 760*</td>
<td>Clinical Measurement/Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 750*</td>
<td>Strategies of Prevention for Clinicians</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 600*</td>
<td>Introduction to the U.S. Health System</td>
<td>3</td>
</tr>
<tr>
<td>ENVR 600*</td>
<td>Environmental Health (online course – may also be taken in the spring in order to take a fall elective)</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 751***</td>
<td>Critical Appraisal of the Health Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

**ALSO REQUIRED:** **MPH Year and Career Seminar Series (total of 10 evening sessions over fall and spring semesters; register for 1 credit in spring semester)**

| Semester Credit Hours | 18 |

### Spring Semester (maximum of 19.5 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 749**</td>
<td>MPH Year and Career Seminar Series (five spring meeting times TBA)</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 752***</td>
<td>Critical Appraisal of the Health Literature II</td>
<td>1</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td></td>
<td>3</td>
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<tr>
<td>ELECTIVE</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

| Semester Credit Hours | 17 |

### Summer Session

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 886</td>
<td>Field Practicum in Public Health (3-6 credits) (may be spring or summer; register for credit in the semester in which you complete the practicum)</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 992</td>
<td>Master’s Paper (register for credit in your final semester)</td>
<td>3</td>
</tr>
</tbody>
</table>

| Semester Credit Hours | 6 |

**TOTAL CREDIT HOURS** 41

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*Gillings School of Global Public Health required core course (all but ENVR 600 are especially designed for HC&P students)

**Health Care & Prevention required course

***Strongly encouraged
Registration – HC&P Track

Classes
Most HC&P students will be taking the core courses in the fall. Details on how to register for courses are provided at [https://registrar.unc.edu/registration/registration-video-series/](https://registrar.unc.edu/registration/registration-video-series/) Students who encounter registration issues should contact the PHLP Student Services Manager. Please note that the only required course that is available in the spring is the online Environmental Health course. If there is a non-required fall course that you would especially like to take, or if you are not sure about this, please talk with one of the program directors (Anthony Viera or Sue Tolleson-Rinehart) as soon as possible to consider whether this would be a reasonable option for you. We discourage taking more than 19 credits in one semester.

For spring courses, there is one registration period in early November. We encourage students to register for classes as early as possible, as many classes fill quickly. In October, we will have a group session for HC&P students to discuss various options for spring courses.

Practicum and Master’s Paper
When students register for their Practicum (PUBH 886) or Master’s Paper (PUBH 992), they should register as for a usual course, with a specific faculty member. Each faculty member has an assigned section number for these “courses” (see Appendix 2), which should be used along with the course number. Please check with the Student Services Manager for section numbers for other faculty members.

Sometimes, the student will work independently of the faculty member for much of the semester for the course. When this occurs, it is the student’s responsibility to check in periodically with the faculty member, and to make a report to the faculty member prior to the time when grades are due. If the faculty member has not heard from a student, an incomplete or failing grade may be turned in.

Independent Study
In special circumstances independent studies can be arranged, contact your adviser for further information on independent study opportunities.

Time Expectations
Students enrolled full-time (i.e., nine or more credit hours and up to 19.5 credit hours per semester) ordinarily take at least 12 months to complete all degree requirements. Part-time students need more time to meet the same requirements. The time required for the degree may be modified when course credit (up to 8 credit hours upon review and approval by PHLP – see Transfer Credits section below) is transferred from another university or another program at UNC. All requirements for the MPH degree must be completed within five years of matriculation.
Attendance and Preparation for Class

This is graduate school; we adhere to the principles of adult education. Basically, you get out of a class what you put into it. Most classes have been structured to build on the preparatory readings/assignments rather than to repeat those assignments during class. **Thus, preparatory assignments usually do not compensate for what is lost in not coming to class.** Good attendance, good preparation for class, and class participation are often taken into account in grades. These factors may also affect the faculty’s willingness to write future letters of recommendation.

Even in classes where attendance is not taken, faculty know when students miss more than an occasional class. It is often embarrassing for lead faculty when guest lecturers come and few students show up.

We suggest that you make every effort to attend all classes. Think of it as your “job.” Certainly you wouldn’t be late for morning rounds in the hospital. If circumstances outside your control prevent attendance, we suggest that you communicate that to the course faculty at the earliest possible time. We believe that faculty will be sympathetic and helpful where possible.

Structure

Students generally find that the Gillings School of Global Public Health is much less structured than the School of Medicine. With a few exceptions, we will not tell you what to do or be on your back when you have missed a deadline. This may require some adjustment. Success in this program involves becoming self-directed in a new kind of way – developing an internal drive that keeps you moving, different from the external drive of other programs. Usually, things will not be done for you – we will expect you to do them for yourself. **It is a time to take charge of your own education rather than leaving it to others.** We encourage you to be pro-active. Do not wait for us to remind you about something. Understand the program and make it work for you. We are always happy to meet/talk with you about anything at all – academics, problems, life, career, etc. Just let us know.

**NOTE: It is your responsibility to be sure you meet all MPH requirements as well as the minimum number of credit hours (42) required for graduation.** You can access this information through ConnectCarolina ([http://connectcarolina.unc.edu](http://connectcarolina.unc.edu)).
PHLP Breadth Requirements

Each HC&P MPH student is encouraged to develop his/her own academic program with program leaders and with the student’s advisor, based on what he/she would like to get out of the program. In doing this, we encourage students to develop a broad program that helps meet the competencies of the program. As can be seen from the competencies enumerated above, these can be considered in 3 broad areas: assessment of health, policy development, and assurance of health. Students in HC&P should confer with their advisors and program leaders (Anthony Viera and Sue Tolleson-Rinehart) to identify the specific ways that they would like to tailor their academic program to meet these competencies. The 3 areas are described more fully below. As there is some overlap in these basic areas, some courses can meet more than one requirement.

Assessment of Population Health

1. Assess the health of populations: understand the need for and difficulties in collecting, analyzing, and interpreting information on the health status, health needs, and health resources of a defined population. This objective implies knowledge of methods to access data on issues such as mortality, disability, health services, socioeconomic resources, environmental health, other public health and health services concerns, and local governmental and non-governmental agencies influencing the public health and health care status of the population.

2. Critically appraise the health literature: understand the process of critical appraisal of existing medical research literature as the foundation of understanding and adopting evidence-based practice. This objective implies an understanding of the methods and techniques used to conduct medical research, and an ability to apply that understanding to the literature, with a goal of separating better from less good evidence.

3. Communicate health information: Objectives #2 and #3 require skills in culling important information from research reports and publications and presenting it so that it is readily understood by health care providers, policy makers, administrators, legislators, and interested members of the general public. After this information is assessed, it must be communicated to the public, policy-makers, and other stakeholders to improve health decisions.

Policy Development

1. Develop and evaluate policy options: examine public health and health services issues from an interdisciplinary perspective; understand the process of formulating and evaluating policy strategies for addressing these issues. This goal requires an understanding of the politics of
the health care system, since what can and cannot be done to create health policy is often as much or more a matter of what will be politically feasible than of any other consideration.

2. **Set priorities and implement policy:** understand approaches to setting priorities for health needs based on the magnitude and seriousness of the problems and the political feasibility and acceptability, economic feasibility, and effectiveness of interventions. Consider strategies to implement policy, addressing issues of organizational design and management, leadership, communication, economic issues, community participation, ethics, and values.

3. **Develop strategies:** understand approaches to gather and organize information on health care system, governmental, media, and public actions that may affect the public’s health. This objective implies an understanding of the importance of relationships among people and between organizations in the policy process, including between providers and the public, health care systems and providers, the dance of legislation and regulation, and the different perspectives of different constituencies. It also involves an understanding of the importance and role of networking with public and private agencies to achieve goals.

**Assurance of Population Health**

1. **Formulate program objectives:** an understanding of approaches to developing measurable program objectives designed to improve the health of the public.

2. **Program administration:** an understanding of approaches to developing management plans for providing essential public health or other health care services.

3. **Program evaluation:** an understanding of approaches to monitoring and evaluating public health or other health services programs for their effectiveness and quality. This objective implies awareness of scientifically proven strategies to analyze interventions and awareness of methods to evaluate organizational performance.

4. **Targeting resource use:** an understanding of approaches to targeting scarce resources to best implement programs designed to assure priority health services for needy populations.

5. **Implementation of high quality health services:** understanding the most feasible approaches to implementing high quality, effective health services to improve the health of the public. Developing an understanding of approaches to communicating the need for such services to decision-makers at all levels.
All MPH students in the Gillings School of Global Public Health are required to submit a written report at the conclusion of their program. Candidates for the MPH degree in Health Care & Prevention are required to write a Master’s Paper. The Public Health Leadership Program has specified the following guidelines:

The Master’s Paper should synthesize your knowledge, and make a contribution to the field of health care and/or prevention. Note that this means the paper is more in-depth and extensive than any paper in a single course. Most papers have at least 50 references and are usually 40-70 pages long, double-spaced, with the margins given below (see Guidelines for the Preparation of Your Paper below). Papers should follow the Uniform Requirements for Manuscripts (URM) of the International Committee of Medical Journal Editors (ICMJE) whenever possible. (See the complete reference and citation policy below, under Guidelines for the Preparation of Your Paper.)

It is important to develop a focused topic first; this should be done in association with your Master’s Paper adviser. It is also important to note that the criteria below include demonstrating excellent communication skills. Even a paper on a good idea will not be approved unless it is well written.

The Master’s Paper has been the most troublesome requirement for many past HC&P students. It may also be the most rewarding. We encourage you to begin thinking about your topic as soon as possible, starting to write a proposal and outline, and starting to talk with your adviser as soon as possible. The MPH Year and Career Seminar Series, which meets through the fall and spring semesters, will help you begin this process in the fall and move ahead with it in the spring.

Although the first general way of satisfying the requirement noted below is a systematic review, we expect all five ways to include a critical review of some part of the medical/health literature. We also expect that all students will choose a topic that deals with an important issue in the health of the public or in the health care system. All papers should discuss the implications of their conclusions for public health.

Note that this is NOT a “thesis” – it is a “Master’s Paper.” The UNC Graduate School has a specific definition for a thesis; there will be confusion if the word “thesis” appears on the paper.

THE MASTER’S PAPER REQUIREMENT CAN BE SATISFIED IN FIVE GENERAL WAYS [Note: We are flexible, so if you have a sixth approach, check with us.]

1. A full and extensive systematic review of the research literature related to a specific health-related topic. This must be a critical review and summary for the purpose of making recommendations for development of a program, change in policy, establishment of standards, program evaluation, etc.
2. An evaluation of a public health or clinical program (including curriculum, intervention, project, etc.). This may involve developing an evaluation plan without actually collecting the data to perform the evaluation, or it may involve collecting or examining existing data that bear on an existing evaluation plan.

3. A research design complete to the data collection phase including construction of data collection instruments, plans to pilot test measurement instruments, and methods of analysis of data.

4. An analysis of original data collected by the student or collected by others (e.g., a faculty member), or a secondary data analysis of data collected for other reasons. This may be written in either of two ways: (1) as a typical Master’s Paper; or (2) as a research paper potentially suitable for submission to a journal for publication. If the student chooses option #2, the Master’s Paper must also include appendices that provide more in-depth information about the research question (including a systematic review of what is known on the topic), more discussion of research methods and why the research design and measurement/analysis approach was chosen, and a more in-depth discussion section that considers strengths and weaknesses of the research and implications for future practice or research. This paper may be either quantitative or qualitative research.

5. A policy analysis in which an important issue in health policy is analyzed objectively, concluding with recommendations for practice, research, or further policy change. This policy analysis will, typically, triangulate methods, including reviewing relevant literature and gathering original qualitative and/or quantitative data.

Please note: Duke medical students must satisfy both UNC criteria and also the criteria outlined by Duke.

TO BE ACCEPTED, THIS PAPER SHOULD SATISFY THE FOLLOWING FIVE REQUIREMENTS:

1. The paper includes a critical review of some part of the health or health-care literature.
2. The paper demonstrates thinking from a population perspective.
3. The paper demonstrates in-depth thinking, beyond the superficial level.
4. The paper includes a consideration of the implications of the paper for
   • health care policy;
   • future research; and
   • the health of a population of people.
5. The paper demonstrates the ability to communicate clearly and precisely in writing.

The topic you choose could come from a variety of sources. Regardless of the origin of your question, the closer your subject is to a real issue or problem you have encountered, the greater the benefits are likely to be. The Master’s Paper should represent the independent effort of the individual student.
Although there is no absolute length requirement for the paper, we have found that it is difficult to satisfy the above requirements (including critical thinking and thinking in-depth) in a short paper (see above for usual lengths). If you choose to write a paper that may be submitted for publication, this is usually done with the addition of several Addenda, as noted above.

It is important to realize that the Master’s Paper will take months of work to complete. It is far more rigorous than a term paper for a course. You are expected to write at least three drafts. Prior to the first draft, you should discuss the topic with your adviser and then submit a detailed outline for discussion and approval.

**UNC Honor Code**
The development, content and writing of the master’s paper is to be completed in accordance with the UNC Honor Code.

**Human Subjects Review**
All research that involves collection of data from human subjects must be reviewed by the School’s Institutional Review Board (IRB) for Research Involving Human Subjects. The purpose of this review is to determine whether adequate procedures for informed consent have been followed and adequate protection is provided for subjects at risk. Instructions and forms may be obtained from the IRB website: http://ohre.unc.edu. Advisors should be involved in preparation of the IRB application and must sign the IRB application form online https://apps.research.unc.edu/irb/. Note that Duke students must satisfy the requirements of both UNC and Duke IRBs.

**Advisers & Readers**
Your Master’s Paper must be approved by two readers; it is the responsibility of the student to find two readers. Normally, your first reader will be your adviser. In some circumstances, and only with the permission of the Director or Associate Director, a student may choose a first reader who is not one of the advisers, but that first reader must be an HC&P faculty member, that is, a faculty member with an established connection to the HC&P track. Your second reader will most often be a substantive and/or methodological expert. (For Duke medical students, the second reader must be an appointed Duke faculty member.) The adviser must approve the choice of the second reader. The two readers will work very closely with you throughout the entire process of developing and completing the Master’s Paper.

It is important to recruit these two readers early in the process of planning and writing the Master’s Paper. Ideally, the student should have a Master’s Paper topic and two readers by early January at the latest. The student should understand that readers may need 2-3 weeks or more to give feedback on a draft of the Master’s Paper. Thus, the student cannot wait until a short time before the deadline and expect to complete the paper on time. When a student needs a quick turn-around on a paper draft, he/she should have discussed this with the readers beforehand. For example, readers may be traveling at a time when the student needs approval of the final draft of the paper. This type of problem can be avoided by the student discussing appropriate timelines with the readers.
**Master’s Paper Proposal Form**

Early in the process, you must submit a Master’s Paper Proposal form to your adviser for his or her signature, listing the type of paper and proposed topic, and including a brief description of the content. Once you and your two readers have agreed on the content of the paper, you should then submit a detailed outline of the paper to your readers for approval.

For your convenience, sample papers of various types are available for your review on the Master’s Paper section of the PHLP CENTRAL Sakai Site. You may also review online papers from past students via the Carolina Digital Repository at https://cdr.lib.unc.edu.

**Guidelines for the Preparation of Your Paper**

**Margins**

Double-spaced pages, with page numbers

Use either Arial - 11 point or Times New Roman - 12 point type.

Margins should be one inch all around.

**References**

Papers should follow the Uniform Requirements for Manuscripts (URM) of the International Committee of Medical Journal Editors (ICMJE), found at http://www.icmje.org, whenever possible, while using necessary modifications, as you and your advisor think appropriate, for the purpose of assuring the most complete and proper citation style for your particular research, such as APSA style for policy papers, or for the journal to which you plan to submit it. We expect all students to gain thorough familiarity with the URM on the ICMJE website, however, and to demonstrate their understanding of the ethics and professionalism associated with correct and complete citation regardless of the particular style required.

References should be numbered consecutively throughout the paper, and a list of references should follow the main text of the paper, unless you are using another citation style appropriate for your paper type, in which case you should follow that reference style’s guidance for citations and reference lists.

**Title Page**

See Appendix 3 for format. Please follow this format exactly, especially noting the following:

- The title page should be in the same type font and size as the body of the paper, but the margins will be different.
- Readers’ signatures should be on the right side, with a date line for each reader. This section should have a one-inch right margin.
- The title should be centered with a top margin of 2 inches and side margins of 2 ½ inches.
- Your name should be centered.
- The statement “A Master’s Paper submitted to the faculty of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Master of Public Health in the Public Health Leadership Program” should have side margins of 2 ½ inches.
- “Chapel Hill” and the year should be centered, on separate lines.
- The back of the title page should be left blank.
• A title page in the correct format should be included in the electronic copy submitted to the PHLP Student Services Manager.

NOTE: Also submit a hard (paper) copy of the title page with original signatures of both readers to the PHLP Student Services Manager (or a scanned copy with the original signatures).

Abstract
An abstract is required. It should be located at the beginning of the paper, following the title page, and should be double-spaced like the body of the paper. It should not exceed 2 pages; one page is preferred.

Submission Requirements and Deadlines
The deadline for submission of master’s papers is established by the Graduate School. This date varies by semester or term but is approximately four weeks prior to the graduation date. (See http://gradschool.unc.edu/academics/resources/graddeadlines.html for semester deadlines.) Your paper must be submitted in three ways prior to this deadline:

1. Students must upload the final, approved version of their paper to the Carolina Digital Repository and UNC’s digital collection of master’s https://cdr.lib.unc.edu/ (login using your ONYEN and password)
2. A paper title page with original signatures of your adviser and second reader (or a scanned copy with the original signatures) must also be submitted to the PHLP Student Services Manager. (Note that this is the only paper page students are required to submit. Please do not submit a paper copy of your entire paper.)

In addition, you should ask your readers if they wish to have a copy of your paper.

Practicum Experience

Purpose
All students in the Gillings School of Global Public Health must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students’ areas of specialization. The practicum experience in the Health Care and Prevention curriculum is designed to provide the student an opportunity to learn and apply generalizable approaches, skills, and information relevant to his/her interest area outside of the classroom. Each student works with a faculty adviser to plan the practicum and then carries out the practicum work under the general supervision of the practicum preceptor. The practicum site and the preceptor should be outside the Public Health Leadership Program and the School of Public Health whenever feasible. A 3-6 credit practicum experience (one credit = 40 hours of work on the practicum) is required of all HC&P MPH students. To be acceptable, a practicum must be planned, supervised, and evaluated.
Structure and Registration

A written practicum plan must be approved by the student’s adviser and practicum preceptor before the practicum work begins. In addition, an online School of Public Health Student Practicum Form should be completed after the student has discussed the practicum plan with his or her adviser, but before the practicum work begins. This form documents the student’s practicum in the school-wide database (locations, activities, and competencies to be addressed); more detailed instructions for completing it are available on the HC&P cohort Sakai site.

The practicum plan starts with learning objectives. What is it that the student wants to learn? These learning objectives go beyond those in many courses, as they must consider not only learning from readings and discussions, but also learning from observing and/or doing. The learning objectives should be developed in discussions with your adviser and your practicum preceptor, and approved by both. The practicum plan should also document the credentials of the practicum preceptor.

The practicum plan should indicate how the learning objectives will be achieved. This usually begins with an explicit set of readings plus meetings and discussions with the practicum preceptor or others, but the practicum plan should also include explicit observations or experiences involving population-based research or health-promoting activities in the real world.

The practicum must be evaluated. The student must complete a 1-2 page report on the practicum at the end of the experience, reflecting on the success in meeting the learning objectives. The student must also complete the practicum evaluation form, and the practicum preceptor must complete the student evaluation form. The student also completes a post-practicum version of the School of Public Health online form (http://www.sph.unc.edu/forms/practicum) to document any changes in dates, hours, activities, or competencies achieved (compared to those the student planned to achieve).

Students often undertake their HC&P MPH practicum experiences during the summer months (i.e., beginning in May) following the first nine months of academic study; some students prefer to start their practicum experience earlier and work on it concurrently with their coursework. Either of these approaches is acceptable. Students should register for PUBH 886 in the semester (or summer session) in which they plan to complete the practicum. At a minimum, students are required to complete the equivalent of three 40-hour weeks of practicum work for 3 credit hours. For each additional 40 hours worked, one credit hour may be earned for a maximum of 6 credit hours applied toward the 42 credits required for the MPH degree. Students must obtain practicum approval from their adviser prior to registering for PUBH 886 for a given number of credit hours.
HC&P Practicum Process

The planning, implementation, and evaluation of the practicum experience require a joint effort among the student, the faculty adviser, and the preceptor.

A. Working with the Faculty Adviser and Practicum Preceptor (see also Advising below)

1. Learning Objectives: The learning objectives for the practicum are critical to the experience. Students should begin to define general learning objectives (what they would like to gain from the practicum experience) early so that they can begin to explore potential opportunities. The faculty adviser plays a key role in this process and should be consulted for ideas and suggestions. The student should then develop specific learning objectives within the context of overall goals for the MPH program. The adviser must review and approve the learning objectives.

In addition to specific learning objectives, the student should recruit and work with a practicum preceptor to develop a list of activities to allow the student to achieve the learning objectives. Usually the practicum involves some additional readings relevant to the topic that the student discusses with the preceptor, along with meetings and discussions with the practicum supervisor and observations and/or experiences involving population-based research or health-promoting activities in the real world. The student is expected to take a critical attitude toward the learning objectives. The student, the faculty adviser, and the practicum preceptor must agree on the learning objectives and on how the student will document successful completion of the objectives. The student then writes the learning objectives and the practicum plan on the Practicum Approval Form and submits the form to the adviser and the practicum preceptor for signatures. A copy of the signed form should be given to the adviser, practicum preceptor, and Student Services Manager. The student must also complete the online School of Public Health Practicum Form (http://www.sph.unc.edu/forms/practicum) to document the practicum in the school-wide database; instructions for completing this form are on the HC&P cohort Sakai site.

2. Developing Practicum Experiences: It is the student’s responsibility to identify the practicum experience and practicum preceptor, and develop the learning objectives and activities with the adviser. The student may meet regularly with the adviser to discuss options and to elicit suggestions for possibilities.

3. Approval of Practicum: The faculty adviser approves the practicum plan, including learning objectives and activities to achieve the objectives. The adviser must also approve the practicum supervisor and the number of credits requested.

4. Monitoring of Practicum: The practicum preceptor will monitor the student’s practicum experience. The student should take responsibility for keeping his/her faculty adviser informed and updated on any issues/questions/problems that may arise during the practicum experience. The faculty adviser, in consultation with the practicum preceptor, assigns the final grade for the practicum.
B. Finding Practicum Experiences

There are many ways in which students select their practicum experiences. The primary criterion for selecting a specific practicum experience is that both the faculty adviser and the student believe that the experience proposed is appropriate for the achievement of the student’s learning objectives. While some students may choose practicum experiences that are closely related to their Master’s Paper topic, others may choose experiences unrelated to the Master’s Paper; either is acceptable.

Practicum experiences often have an interdisciplinary focus. The following are examples of successful practicum experiences:

1. Disciplinary or Interdisciplinary Focus: The student works with an individual or team on a public health problem at the population level using perspectives and tools that the student wants to learn. Readings and discussions support the student’s observations and experiences.

2. Research team: The student works with a research team investigating a health problem, usually on a project using perspectives and tools that the student wants to learn. Readings and discussions support the student’s observations and experiences.

3. International Health Experience: The student works with individuals or teams working on one or more international health problems, often involving visiting the country, gaining specific perspectives or tools.

Previous HC&P students have done practicum experiences of many types, including experiences at nonprofit organizations and agencies, local and state health departments, universities, research institutions, community health centers, hospitals, international settings, etc.

Note that the Public Health Leadership Program does not provide resources for practicum experiences. “Scholarship” resources, however, may defray the student’s expenses and allow the student to participate in a practicum experience. Students are not prohibited from participating in a practicum that pays a small stipend.

C. Working with the Practicum Preceptor

The practicum preceptor is a vital part of the practicum experience. His/her responsibilities are as follows:

1. Assist student with his/her learning objectives to determine scope of practicum;
2. Orient the student to the experience, its structure, and the key people with whom the student will be relating;
3. Serve as the student’s key liaison at the practicum experience;
4. Meet regularly with the student to provide guidance and direction;
5. Provide adequate workspace for the student;
6. Communicate with the faculty adviser to monitor the practicum experience as needed; and
7. Complete an evaluation form at the end of the practicum.
D. At the Conclusion of the Practicum

1. Students complete an evaluation form about their practicum experience; the practicum supervisor completes an evaluation form on the student.

2. Students write a 1-2 page report on the practicum experience, describing what they intended to do, to what extent they were able to achieve their learning objectives (if not achieved, why not), and a general assessment of how their experience went. These reports are good feedback to the preceptor and are also very useful for the program coordinator in developing and maintaining a list of high-quality practicum sites. The report should be submitted to the faculty adviser, the practicum preceptor, and the Student Services Manager.

3. Students must also complete a post-practicum version of the online School of Public Health Practicum Form to document any changes in dates, hours, activities, or competencies achieved (compared to those the student planned to achieve).

Oral Presentation

**Topic:** Students must give an oral presentation on an important topic in health care during the MPH year. Many people choose to focus on either their practicum or Master’s Paper, but this is not required. A work-in-progress may also be appropriate.

**Purpose:** The presentations will be no more than 10 minutes long, with 5 minutes for questions and feedback. The purpose of the oral presentation exercise is to help people practice and improve their skills at communicating orally. Thus, the point of the question and answer period is to learn how to improve your communication skills. The actual topic/content is of secondary importance.

**Outline:** Many (but not all) topics will lend themselves to the following outline:

1. organization of the talk – what you plan to talk about;
2. background of the problem you're addressing;
3. the goals/objectives for the experience/paper (i.e., what you wanted to learn from doing this);
4. methods used/to be used (i.e., how you did/will accomplish your goals/objectives);
5. results (i.e., what you learned or anticipate learning);
6. conclusion (i.e., what it means, how it fits with work others have done, what is to be done from here to continue work on this problem)

**Technology:** We encourage a one-page handout at the end of the talk; you may use overheads, slides, or a PowerPoint presentation. Other topics may require a different outline. It is important, however, to have an organized approach to your talk.
Keep in mind these points:

1. do not put too much on one slide
2. do not try to say more than you have time for
3. speak slowly and distinctly
4. leave time for questions and comments

The oral presentation is a requirement for receiving the HC&P MPH degree. Opportunities to present your work will be offered in May and June. Students are required to attend the entire session of oral presentations for which they are signed up, not just their own presentation, to support one another, learn about their student colleagues’ work, and learn to give feedback.

NOTE: In-class presentations or any presentation made to fulfill course requirements do not satisfy the HC&P oral presentation requirement, nor do presentations made at another venue. All students must present at the scheduled HC&P oral presentation days in May or June.

Comprehensive Examination

The comprehensive examination is scheduled two times each year, usually one date in April and one date in May. Dates are announced at the beginning of each semester on the HC&P cohort and PHLP CENTRAL Sakai sites and in email reminders to students. We encourage students to take the comprehensive exam close to the time they have completed most of their coursework.

NOTE: Students must be registered for the semester in which they take the exam. It is full-day, written examination, open-book (students may use any and all resources, and should provide citations to any references they use). Students must notify the PHLP Student Services Manager of their intention to take the exam at least 3 weeks prior to the scheduled date.

The HC&P comprehensive exam will be available electronically on Comprehensive Exam section of the PHLP CENTRAL Sakai site. Students who have registered for the exam date will have access to the exam questions for that date only, and you will select a 9-hour block to take the exam. Students have commented in the past that the comprehensive exam requires the entire day to complete.

Please note: If you have a documented learning disability that allows you extended time for tests, you must notify the Office of Accessibility Services https://accessibility.unc.edu/students and you are to notify one of the directors, along with the PHLP Student Services Manager, well before the time of the exam, to assure we can make any necessary accommodations.

The exam is designed to assess the student’s basic understanding of the core concepts in the HC&P track of PHLP’s MPH degree and provide an opportunity for the student to demonstrate mastery of the program’s core competencies (see above). Students must answer 3 of 5 questions addressing these competencies. Passing answers will demonstrate a thorough grasp of the concepts, background, and tools necessary to answer the questions. The exam is graded (pass or fail) by the Director and Associate Director of the HC&P track acting as a committee. The student must pass each of the 3 questions. If the student fails a question, he/she must have an oral
examination by the directors of the HC&P program. The student who fails the oral examination must wait for at least one month and retake a written examination in the failed areas. Each student must pass the comprehensive examination to receive the MPH degree.

**What Is the Minimum Required to Pass the Comprehensive Examination?**

You must take the comprehensive examination seriously (as you would one of your medical school Board Exams). Along with your Master’s Paper, the comprehensive exam is your final chance to demonstrate to the Gillings School of Global Public Health that you have acquired the knowledge, skills, and level of expertise required of a public health professional. Therefore, in order to receive a passing grade, your written answers to the questions you choose must demonstrate a sophisticated understanding of the particular subject area of public health and reflect mastery-level thinking. Your answers should reflect strong comprehension of many of the concepts applicable to the particular public health subject area. A passing answer must include a minimum of 70% (in our judgment) of the relevant concepts and/or analysis necessary to address the question but, of course, we often find that HC&P students exceed the minimum!

**Working with your Adviser**

Your principal adviser, and the person who will be the first reader of your master’s paper, should be one of the principal HC&P faculty members. Your adviser will work closely with you to identify and develop a master’s paper topic, practicum, and any other ancillary experience you may pursue. You may have additional advisers for your practicum experience or for other, additional experiences. Your practicum adviser may also act as your practicum preceptor in some cases. Please inform us of any other project advisers with whom you are working; such an adviser may become the second reader of your master’s paper, if the project is amenable to becoming your master’s paper work.

Sometimes the first adviser the student chooses does not work out, for some reason. It is okay for the student to change advisers at any time during the year. We do expect that the student will let the HC&P directors know about any change in adviser.

The “backup” adviser for all students is the HC&P Director (Anthony Viera) and Associate Director (Sue Tolleson-Rinehart). We are always available to discuss any issues that come up with students. Should any student encounter a problem or any unexpected circumstance that could affect the student’s academic performance, we ask that one of these program leaders be contacted in addition to the adviser.

**Course Advising – HC&P Track**

Advisers may or may not know much about which School of Public Health courses would be most useful for the student. It is fine to discuss this issue with advisers, but we suggest you also discuss this with the program leaders. For all students, decisions about spring courses are best made by late October, so you will be prepared when the registration period opens in early November. In October, we will have a group session for students to discuss spring courses.
Meetings with Advisers – HC&P Track

It is the responsibility of the student to contact and set up meetings with the adviser. The adviser may not pro-actively contact the student at all. Although everyone is busy, advisers are interested in talking with you regularly. We suggest that you meet with your adviser at least twice each semester, and more often if the adviser is also involved with your Master’s Paper or practicum.

Applying for Graduation

Students must also formally apply to graduate. Complete the Graduation check-out page in ConnectCarolina’s Self Service area: Log into ConnectCarolina: in your Student Center, under the “Academic” tab, choose “Apply for Graduation” in the dropdown box, and then click the double arrows. There is no penalty for applying and then not graduating for any reason, but you will not be able to graduate without submitting this graduation application form by the deadline for the relevant semester. You can check the deadlines as part of the application process. Please note that if you do not graduate in the semester for which you applied, you must submit a new application for the semester in which you actually graduate.

School of Medicine Credit for MPH Work

The UNC School of Medicine will allow the transfer of 1 month of elective credit (up to 6 credit hours) from the School of Public Health for medical students who complete their MPH degree requirements and graduate from the Gillings School of Global Public Health in August of the term in which they return from Leave to the medical school curriculum.

Returning to the School of Medicine

The HC&P track of the Public Health Leadership’s MPH Program and the UNC School of Medicine encourage medical students to complete their MPH requirements before returning to the School of Medicine. To allow adequate time to complete the practicum and master’s paper requirements, we strongly recommend that students plan to return to the School of Medicine in July. (Note that for August graduation, the completed master’s paper must be submitted by early to mid-July.)

Students will not be approved to register for the School of Medicine’s block 0 rotation in June unless they have completed all MPH requirements.
Section V. Occupational Health Nursing

Part 1 - Overview

The Occupational Health Nursing (OHN) Track 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.

OHN Track Objectives

1. Provide MPH training both on-campus and via distance 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.

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 PHLP Student Services Manager.
OHN Track Competencies

In 2004, the Occupational Health Nursing Faculty developed 12 competency statements, revised in 2009, 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 health and safety 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.
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.
Part 2 – Program Requirements

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 Track, 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 Track and the Public Health Nursing Concentration 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

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.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>ENVR 432/PHNU 786</td>
<td>Occupational Safety and Ergonomics</td>
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<td></td>
<td>PHNU 781</td>
<td>Occupational Health Nursing I</td>
</tr>
<tr>
<td></td>
<td>PHNU 782</td>
<td>Occupational Health Nursing II</td>
</tr>
<tr>
<td></td>
<td>PHNU 787</td>
<td>Fundamentals of Industrial Hygiene</td>
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<td></td>
<td>PUBH/PHNU 785</td>
<td>Interdisciplinary Approaches to Occupational Health</td>
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<tr>
<td>Policy Development</td>
<td>PUBH/PHNU 748</td>
<td>Policy Development</td>
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Assurance

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>ENVR/PHNU 423</td>
<td>Industrial Toxicology</td>
</tr>
<tr>
<td>PHNU 744</td>
<td>Roles and Functions in Public Health Nursing</td>
</tr>
<tr>
<td>PHNU 781</td>
<td>Occupational Health Nursing I</td>
</tr>
<tr>
<td>PHNU 782</td>
<td>Occupational Health Nursing II</td>
</tr>
<tr>
<td>PUBH/PHNU 746</td>
<td>Program Planning and Evaluation</td>
</tr>
</tbody>
</table>
### Sample Course of Study – OHN Track

Students should always consult with their adviser before registering for any courses. **Minimum credits required for graduation = 42**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td></td>
<td>PHNU 781 (3)&lt;sup&gt;2&lt;/sup&gt;</td>
<td>ENVR/PHNU 423 (3)&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>PUBH/PHNU 785 (3)&lt;sup&gt;1&lt;/sup&gt;</td>
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<tr>
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<td>PHNU 783 (2)*</td>
<td>PHNU 784 (2)*</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>PHNU 782 (3)&lt;sup&gt;2&lt;/sup&gt;</td>
<td>BIOS 600 (3)&lt;sup&gt;1&lt;/sup&gt;</td>
<td>HBEH 600 (3)&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>PHNU 787 (2)&lt;sup&gt;1&lt;/sup&gt;</td>
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<tr>
<td>Year 3</td>
<td>PUBH/PHNU 746 (3)&lt;sup&gt;1&lt;/sup&gt;</td>
<td>HPM 600 (3)&lt;sup&gt;1&lt;/sup&gt;</td>
<td>CITI online</td>
</tr>
<tr>
<td></td>
<td>PUBH/PHNU 748 (2)&lt;sup&gt;1&lt;/sup&gt;</td>
<td>ENVR 600 (3)&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>PHNU 886 (3)</td>
<td>PUBH 992 (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive exam</td>
<td>Register to graduate</td>
<td></td>
</tr>
</tbody>
</table>

<sup>1</sup> = Online  
<sup>2</sup> = On-Campus course (8 days; however course completion extends throughout)

**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 1½ to 2 years; most complete program in 3½ to 4 years. 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
- CPR, AED, & First Aid (anytime)
- Spirometry (anytime)
- Hearing Conservation (anytime)

### Course Listing

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 600</td>
<td>3</td>
<td>Fundamentals of Biostatistics/Principles of Statistical Inference</td>
</tr>
<tr>
<td>ENVR 600</td>
<td>3</td>
<td>Environmental Health</td>
</tr>
<tr>
<td>ENVR/PHNU 423</td>
<td>3</td>
<td>Industrial Toxicology</td>
</tr>
<tr>
<td>ENVR 432/PHNU 786</td>
<td>3</td>
<td>Occupational Safety and Ergonomics</td>
</tr>
<tr>
<td>EPID 600</td>
<td>3</td>
<td>Principles of Epidemiology</td>
</tr>
<tr>
<td>HBEH 600</td>
<td>3</td>
<td>Social and Behavioral Sciences in Public Health</td>
</tr>
<tr>
<td>HPM 600</td>
<td>3</td>
<td>Introduction to Health Policy and Management</td>
</tr>
<tr>
<td>PHNU 781</td>
<td>3</td>
<td>Occupational Health Nursing I</td>
</tr>
<tr>
<td>PHNU 782</td>
<td>2</td>
<td>Occupational Health Nursing II</td>
</tr>
<tr>
<td>PHNU 783*</td>
<td>2</td>
<td>Occupational Health Nursing Field Practicum I</td>
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<tr>
<td>PHNU 784*</td>
<td>3</td>
<td>Occupational Health Nursing Field Practicum II</td>
</tr>
<tr>
<td>PHNU 787</td>
<td>2</td>
<td>Fundamentals of Industrial Hygiene</td>
</tr>
<tr>
<td>PHNU 886</td>
<td>3</td>
<td>Field Practice in Public Health</td>
</tr>
<tr>
<td>PUBH/PHNU 746</td>
<td>3</td>
<td>Program Planning and Evaluation</td>
</tr>
<tr>
<td>PUBH/PHNU 748</td>
<td>2</td>
<td>Policy Development</td>
</tr>
<tr>
<td>PUBH/PHNU 785</td>
<td>3</td>
<td>Interdisciplinary Approaches to Occupational Health</td>
</tr>
<tr>
<td>PUBH 992</td>
<td>3</td>
<td>Master’s Paper</td>
</tr>
</tbody>
</table>

* PHNU 783/784 required for students without occupational health nursing experience
Practica Experience – OHN Track

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 adviser. 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 one semester. 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 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.

**Comprehensive Examination – OHN Track**

The comprehensive examination is scheduled two times each year, the first Friday in March and the first Friday in October; should a student require the exam during the summer, special consideration for this request will be made. Dates are announced at the beginning of each semester on the PHLP CENTRAL Sakai site and in email reminders to students. We encourage students to take the comprehensive exam close to the time they have completed most of their coursework. NOTE: Students must be registered for the semester in which they take the exam. It is full-day, written examination, open-book (students may use any and all resources, and should provide citations to any references they use). Students must notify the PHLP Student Services Manager of their intention to take the exam at least 3 weeks prior to the scheduled date.

Students will find the questions on the Comprehensive Exam section of the PHLP CENTRAL Sakai site, and will have 8 hours to complete the exam and post answers to the site.

**Please note:** If you have a documented learning disability that allows you extended time for tests, you should notify one of the directors, along with the PHLP Student Services Manager, to arrange any necessary accommodations.

**What Is the Minimum Required to Pass the Comprehensive Examination?**

Along with your Master’s Paper, the comprehensive exam is your final chance to demonstrate to the Gillings School of Global Public Health that you have acquired the knowledge, skills, and level of expertise required of a public health professional. Therefore, in order to receive a passing grade, your written answers to the questions you choose must demonstrate a sophisticated understanding of the particular subject area of public health and reflect mastery-level thinking. Your answers should reflect strong comprehension of many of the concepts applicable to the particular public health subject area. A passing answer must include a minimum of 80% of the relevant concepts and/or analysis necessary to address the question but, of course, we often find that students exceed the minimum!
Master's Paper – OHN Track

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.

UNC Honor Code
The development, content and writing of the master’s paper is to be completed in accordance with the UNC Honor Code.

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 Student Services Manager.

Readers
The student is required to have two readers for the master’s paper. The student’s academic adviser is usually the primary reader; however, the student may negotiate a different primary reader with approval of the adviser. 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 adviser and reader of their paper, all who would be co-authors.
**Deadlines for Submission**

The final, signed Master’s Paper must be completed approximately three to four weeks before the end of the semester in which the student expects to graduate. The signed title page must be submitted to the Public Health Leadership Program Student Services Manager by the specified deadline. 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 on the UNC Graduate School website at [http://gradschool.unc.edu/adameics/resources/graddeadlines.html](http://gradschool.unc.edu/adameics/resources/graddeadlines.html).

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

- 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 adviser 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.
Section VI. Faculty and Organization of Public Health Leadership

Faculty and Organization of the Public Health Leadership Program

The faculty of the Public Health Leadership Program (PHLP) is a small but diverse group of educators, with experience in both professional and academic environments. The core faculty collaborates with professors from the Schools of Medicine and the Gillings School to produce a curriculum built around principles of leadership and public health best practices.

The PHLP staff coordinates and supports the Program, providing crucial resources to the faculty and information to students whose connection to the University is often a virtual one. The staff is practiced at meeting the different needs of distance and residential students as well as alumni and prospective applicants. For structure, see chart, p. 112.

Academic Advising (Note: Health Care and Prevention advising operates differently—see p. 63)

Within the Public Health Leadership Program, each student is assigned a faculty adviser prior to the first semester of his or her program. Initial student-adviser meetings are ordinarily scheduled during the orientation/registration period. Advisers must meet or communicate with students at least once per semester before registration. Advisers 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 adviser is responsible for:
   • collaborating with the student on overall program planning and selection of specific courses;
   • primary guidance on the Master's Paper, including active participation in establishment of a primary goal and approval of an additional reader with expertise relevant to the topic and complementary to that of the adviser; and
   • primary responsibility for approving and facilitating field experiences.

2. In some circumstances, students may request to change advisers. A student contemplating such a change should:
   • discuss the proposal with his/her current adviser;
   • discuss the proposal with the potential new adviser; and
   • meet with the Director of Graduate Studies or the director of his/her track program.

3. Any exceptions to the Policy on Academic Advising must be approved by the Director of PHLP.
Public Health Leadership Program - MPH Degree

- Health Care and Prevention (HC&P) Track (residential)
- Leadership Track (residential and distance)
- Occupational Health Nursing Track
- Global Online Track (100% online)

Certificate Programs (distance):
- Core Public Health Concepts Certificate
- Field Epidemiology Certificate
- Online Global Health Certificate
- Occupational Health Nursing Certificate
- Public Health Leadership Certificate
Faculty Biographies

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

Jim Bowles, MPH

Current Roles:
Adjunct Assistant Professor
Environmental Health Coordinator with the Virginia Department of Health

Teaches:
PUBH 804, Issues in Public Health Leadership.

Education:
MPH in Public Health Leadership from UNC-Chapel Hill

Lori Carter-Edwards, PhD, MPH

Current Roles:
Evaluator, Public Health Leadership Program
Research Associate Professor, Health Behavior
Adjunct Assistant Professor, Epidemiology
Co-Director, Community and Academic Resources for Engaged Scholarship (CARES),
North Carolina Translational and Clinical Sciences Institute (NC TraCS)

Teaches:
PUBH 735 – Policy Development
PUBH 746 – Public Health Program Planning and Evaluation

Past Roles:
Deputy Director for Research and Operations, University of North Carolina Center for Health
Promotion and Disease Prevention
Research Assistant Professor, Community and Family Medicine, Duke University Medical
Center

Education:
PhD in Epidemiology, School of Public Health, University of North Carolina at Chapel Hill
MPH in Behavioral Sciences and Health Education, University of California, Los Angeles
BA in Psychology, University of Notre Dame
“My interests are in community engaged research and application of interventions, programs, and policies designed to address obesity- and hypertension-related health disparities in vulnerable populations, with an emphasis in faith communities.”

Lori A. Evarts, MPH, PMP, CPH

Current Roles:
Clinical Assistant Professor and Director of Graduate Studies

Teaches:
PUBH 747 – Project Management Principles and Practice
PUBH 767 – Team Leadership in Research Navigation
PUBH 784 – Project Management: Strategy & Application.

Past Roles:
Project Manager for UNC Gillings School of Global Public Health’s Research and Innovation Solutions
Director of Operations, Center for Healthcare Quality, Cincinnati Children’s Hospital Medical Center and at UNC’s Department of Pediatrics center for healthcare quality improvement
Director, Quintiles, Inc.

Education:
MPH in Biostatistics, School of Public Health, University of North Carolina at Chapel Hill
BA in Economics, University of North Carolina at Chapel Hill
Certified Public Health Professional (CPH), National Board of Public Health Examiners
Certified in Public Health
Project Management Professional (PMP), Project Management Institute

“My interests are in the effective application of principles from a variety of disciplines that include project management, team effectiveness, leadership, quality improvement, clinical research, and distance education, to address various public health and healthcare system challenges.”

Cynthia Feltner, MD MPH

Current Roles:
Assistant Professor, Department of Medicine, School of Medicine
Adjunct Assistant Professor, Public Health Leadership Program
Associate Director of the RTI-UNC Evidence-based Practice Center

Teaches:
PUBH 701- Cost-effectiveness in Context
**Education:**
MPH in Public Health Leadership (Health Care and Prevention Program), Gillings’s School of Global Public Health
MD from West Virginia University
BS from the University of Richmond

“I’m interested in systematic reviews and comparative effectiveness research focused on wide-range of topics, particularly prevention and mental health care. I am also interested in cost-effectiveness studies and topics related to promoting high value healthcare.”

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**Russell Harris, MD, MPH**

**Current Roles:**
Professor, Department of Medicine, School of Medicine
Adjunct Professor of Epidemiology, Gillings School of Global Public Health
Director of the School of Medicine Program on Prevention
Fellow of the Academy of Educators of the UNC School of Medicine, and a nationally recognized authority on evidence for prevention
Member, American College of Physicians Clinical Guidelines Committee
Director, Research Center for Excellence in Clinical Preventive Services, Sheps Center, UNC

**Teaches:**
PUBH 702 - Systematic Review
PUBH 750 - Strategies of Prevention for Clinicians
PUBH 751 & 752 – Critical Appraisal of Medical Literature

**Past Roles:**
Founder, Health Care and Prevention Program
Member of the U.S. Preventive Services Task Force

**Education:**
MPH in Epidemiology from the School of Public Health, University of North Carolina at Chapel Hill
BS and MD from the Johns Hopkins University

“I am a student of the development of prevention recommendations and of screening.”
Edward M. Haugh Jr, MPH, MIA

Current Roles:
Adjunct Assistant Professor
Client Relations Manager at the Executive Service Corps of the Greater Triangle
Independent Consultant

Teaches:
PUBH 711 – Critical Issues in Global Health

Past Roles:
Senior Advisor, Afghanistan Operations, Asian Development Bank (ADB) Manila, Philippines
Director, South Asia Social Sectors Division, ADB
Manager, Education, Health, and Population Division (West), ADB
Program Officer, Catholic Relief Services, Semarang, Indonesia
Peace Corps Volunteer, Republic of Korea

Education:
MPH, UNC Gillings School of Global Public Health
Master of International Administration, School for International Training, Brattleboro, VT
Certificate in Core Public Health Concepts, UNC

“I am interested in global health issues, project design and management, project evaluation, online education, human resource development, and nonprofit capacity building.”

Daniel E. Jonas, MD, MPH

Current Roles
Associate Professor, Department of Medicine, School of Medicine
Adjunct Associate Professor, Public Health Leadership Program
Co-Director of the RTI-UNC Evidence-based Practice Center
Section Chief for Research, Division of General Medicine and Clinical Epidemiology, Department of Medicine
Director, Program on Medical Practice and Prevention, Cecil G. Sheps Center for Health Services Research
Clinical Operations in Pharmacogenomics Lead, Center for Pharmacogenomics and Individualized Therapy

Teaches:
PUBH 702 Systematic Reviews
PUBH 751 Critical Appraisal of the Health Literature I
PUBH 752 Critical Appraisal of the Health Literature II
Education:
MPH in Health Policy and Administration from the University of North Carolina
MD from the Ohio State University
BA from Davidson College with Honors in Medical Economics

“I’m interested in health services research, prevention, synthesizing evidence to inform clinical and policy decision-making, systematic reviews, comparative effectiveness research, pharmacogenomics, unhealthy alcohol use, mental health, patient time costs, and health economics.”

Arnold S. Kaluzny, PhD

Current Roles:
Director Emeritus, Public Health Leadership Program
Professor Emeritus of Health Policy and Management
Senior Research Fellow in the Cecil G. Sheps Center for Health Services Research
Member of the Lineberger Comprehensive Cancer, University of North Carolina at Chapel Hill.

Past Roles:
Member of the Board of Scientific Counselors for the Division of Prevention and Control at the National Cancer Institute, served as Chairman from 1993 to 1995.
Member of the Advisory Panel for Public Health, Pew Health Professions Commission, and chaired the Commission’s Advisory Panel for Health Care Management
Chairman of the Accrediting Commission for Graduate Education in Health Services Administration

Education:
PhD. in Medical Care Organization-Social Psychology from the University of Michigan
Master’s degree in Hospital Administration from the University of Michigan School of Business
Undergraduate degree from the University of Wisconsin at River Falls

“I’m interested in 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, my focus has been to strengthen the science base of policy and practice.”

Cheryll D. Lesneski, DrPH, MA

Current Roles
Clinical Assistant Professor
Grantee and co-project director, Pfizer funded Systematic Design of Patient and Staff Smoking Cessation Processes at State Operated Substance Abuse Facilities in North Carolina
Teaches:
PUBH 680 – Public Health Practice
PUBH 745 – Community Health Improvement and the Role of Assessment

Past Roles:
Public health quality and finance consultant with the US DHHS, Office of the Assistant Secretary for Health
Public Health Preparedness and Workforce Development Consultant with the NCIPH
Local Public Health Agency Director for ten years in the Florida Department of Health
Improvement Advisor and Evaluator with the North Carolina Center for Children's Healthcare Improvement and the National Initiative for Children's Healthcare Quality

Education:
DrPH in the Department of Health Policy and Administration and Public Health Leadership, Gillings School of Global Public Health

“I’m very involved in promoting sound financial management of public health organizations, quality public health services, and improved performance of public health agencies, emphasizing evidence-based practice and continuous quality improvement methods. I continue to work with local public health systems, most recently in FL and NC, on improving the quality of public health services.”

William C. Miller, MD, PhD, MPH

Current Roles:
Associate Professor, Division of Infectious Diseases, UNC School of Medicine
Associate Professor of Epidemiology, Gillings School of Global Public Health

Teaches:
PUBH 760 – Clinical Measurement and Evaluation

Education:
MPH in Epidemiology from the University of North Carolina
PhD (Neuroscience) and MD and from The Johns Hopkins University.

“My research focuses primarily on sexually transmitted diseases and HIV infection. I’m also interested in international health, women’s health, and clinical epidemiology.”
Michael Newton-Ward, MPH, MSW

Current Roles:
Adjunct Assistant Professor
Independent Social Marketing Consultant
Social Media Manager, NC Department of Health and Human Services
Member of the Editorial Board of Social Marketing Quarterly

Teaches:
PUBH 731 – Social Marketing

Past Roles:
Social Marketing Consultant, North Carolina Division of Public Health
Member, Robert Wood Johnson Foundation Social Marketing National Excellence Collaborative

Education:
MPH, Maternal and Child Health, UNC-Chapel Hill
MSW, Direct Services to Individuals, Families, and Groups, UNC-Chapel Hill
BA, Religion/Psychology, UNC-Chapel Hill

"I believe that social marketing is the best tool we have to create the conditions for lasting social and behavior change. We can use it downstream with communities, "sidestream" with partners and upstream with organizational systems to gain insight into the barriers and facilitators of change and to make that change 'fun, easy and popular.'" If you would rather have something on the focus of my practice, I would offer: "My current practice interest focuses on building the capacity of public health and social change organizations to use both social marketing and e-Health technologies as best practices. I am very interested in mentoring the next generation of social marketing practitioners."

Sean Philpott-Jones, PhD, MSBioethics

Current Roles:
Adjunct Assistant Professor

Teaches:
PUBH 712 - Global Health Ethics

Other/Past Roles:
Director, Center for Bioethics and Clinical Leadership, Union Graduate College
Associate Professor of Bioethics, Union Graduate College
Program Director, Advanced Certificate Program in Research Ethics in Central and Eastern Europe
Program Director, Caribbean Research Ethics Education Initiative
Chair, US Environmental Protection Agency Human Studies Review Board
Science and Ethics Officer, Global Campaign for Microbicides, PATH
**Education:**
PhD in Public Health Microbiology, School of Public Health, University of California at Berkeley
MS in Bioethics, Union Graduate College
BS in Microbiology, University of California at San Diego
BA in Biological Anthropology, University of California at San Diego

"My primary research interest is the design, conduct and oversight of clinical trials in low- and middle-income countries, particularly those testing new low cost interventions for global health needs like HIV and malaria. Additional areas of research include ethics committee structure and function, and LGBT health."

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**Rohit Ramaswamy, PhD, MPH, MS, BTech**

**Current Roles:**
Clinical Associate Professor at the Public Health Leadership Program
Director of the Center for Global Learning (www.sph.unc.edu/glp)
Faculty director for the online global health certificate
Member of editorial board of Knowledge Management for Development and BMC Public Health

**Teaches:**
PUBH 711 – Critical Issues in Global Health, and PUBH 714 – Monitoring and Evaluation of Global Health Programs

**Past Roles:**
Author: *Design and Management of Service Processes*, and *Improving Testing: Applying Process Tools and Techniques to Assure Quality*.

**Education:**
MPH degree from the University of North Carolina at Chapel Hill
MS and PhD degrees in Civil Engineering, Massachusetts Institute of Technology
B.Tech degree in Mechanical Engineering, Indian Institute of Technology
Graduate Diploma in Biostatistics, University of Sydney

“I am interested in improving the operational quality of health systems worldwide. My work involves the use of tools and methods of process management, Lean Six Sigma, continuous quality improvement, change management and knowledge sharing to improve health system processes and outputs.”
Susan A. Randolph, MSN, RN, COHN-S, FAAOHN

Current Roles:
Clinical Assistant Professor, Occupational Health Nursing Program
Deputy Director, NC Occupational Safety and Health Education and Research Center
Fellow of the American Association of Occupational Health Nurses
Certified Occupational Health Nurse Specialist
Chair of the Scientific Committee on Occupational Health Nursing for the International Commission on Occupational Health (ICOH)

Teaches:
PHNU 423 – Industrial Toxicology, (co teach)
PHNU 744 – Public Health Nursing Roles and Functions,
PUBH 748 – Policy Development,
PHNU 785 Interdisciplinary Approaches to Occupational Health, and
PHNU 787 – Fundamentals of Industrial Hygiene (co teach)

Past Roles:
President, American Association of Occupational Health Nurses
State Occupational Health Nursing Consultant at the state public health agency in Raleigh, NC
Taught Occupational Health Nursing at the State University of New York at Buffalo
Adjunct Instructor in the UNC Occupational Health Nursing Program
Appointed by U.S. Department of Labor Secretary as a health member of the National Advisory Committee on Occupational Safety and Health (NACOSH)

Education:
MSN, Indiana University with major in Community Health Nursing, minor in Nursing Administration
BSN, The Ohio State University
Post-master’s study in Occupational Health Nursing, University of Cincinnati

“I am interested in agricultural health and safety, competencies in occupational health nursing, and medications in the workplace.”
Bonnie Rogers, DrPH, COHN-S, LNCC, FAAN

Current Roles:
Associate Professor of Nursing and Public Health
Director, Occupational Health Nursing Program
Director, NC Occupational Safety and Health Education and Research Center
Certified occupational health nurse, certified case manager, and certified legal nurse consultant
Fellow in the American Academy of Nursing and the American Association of Occupational Health Nurses
Vice-President of the International Commission on Occupational Health
Chairperson of the NIOSH Board of Scientific Counselors
Chairperson of the National Occupational Research Agenda Liaison Committee

Teaches:
PHNU 781 – Occupational Health Assessment
PHNU 782 – Occupational Health Programming

Past Roles:
President of the American Association of Occupational Health Nurses
President of the Association of Occupational and Environmental Clinics
Several terms on the National Advisory Committee on Occupational Safety and Health

Education:
DrPH, with a major in environmental health sciences and occupational health nursing from the Johns Hopkins School of Hygiene and Public Health
MS, Public Health with a major in nursing administration and an emphasis in epidemiology
BS, Nursing from George Mason University, School of Nursing, Fairfax, VA
Post-graduate certificate as an adult health clinical nurse specialist

“I’m active in research which focuses on occupational hazards to health care workers, ergonomics, and ethical issues in occupational health nursing.”

Anna P. Schenck, PhD, MSPH

Current Roles:
Professor of the Practice
Director, Public Health Leadership Program
Director, North Carolina Institute for Public Health
Associate dean for practice
Chair, Scientific Advisory Committee for America’s Health Rankings
Teaches:
PUBH 754 – Research Methods for Practice

Past Roles:
Director of Research, the Carolinas Center for Medical Excellence (a Quality Improvement Organization for NC and SC)
County epidemiologist for the Guilford County (NC) Department of Public Health
Health educator for Guilford County (NC) Department of Public Health
Cancer educator with UNC Lineberger

Education:
MSPH from the Department of Health Education in the UNC School of Public Health
PhD, Department of Epidemiology in the UNC School of Public Health
Cancer prevention, education, and control fellow with the Lineberger Comprehensive Cancer Center

“I’m involved in research on quality of care across the continuum of care, from primary prevention to palliative care. I combine my analytic and intervention interests to use data and research to improve care and public health outcomes.”

Richard Scoville, PhD

Current Role:
Adjunct Assistant Professor
Improvement Advisor, Scoville Associates

Teaches:
PUBH 703 – Quality Improvement in Public Health and Health Care

Education:
PhD in Psychology, UNC Chapel Hill

“I specialize in the design and execution of collaborative improvement initiatives and improvement measurement systems.”

Stacey Sheridan, MD, MPH

Current Roles:
Associate Professor of Medicine, School of Medicine
Adjunct Associate Professor, Public Health Leadership Program
Fellow of the Cecil Sheps Center for Health Services Research and the Center for Health Promotion and Disease Prevention
Member of the International Panel on Decision Aid Standards
Teaches:
PUBH 751, 752 – Critical Appraisal of the Health Literature
PUBH/HBEH 715—Communication for Health Related Decision Making

Education:
Fellowship, Primary Care Research, University of North Carolina
Residency, Prevention, University of North Carolina at Chapel Hill
Residency, Internal Medicine, Dartmouth Hitchcock Memorial Hospital
MPH, University of North Carolina, Health Care and Prevention program
MD, Pennsylvania State University

“I am interested in effective, safe, efficient, patient-centered, and equitable healthcare. Toward these ends, I have been working in the areas of chronic disease prevention, evidence development and translation, patient-physician decision-making, health literacy and healthcare overuse.”

William Sollecito, DrPH, MS, BBA

Current Roles:
Certificate Administrator and Clinical Professor, Public Health Leadership Program

Teaches:
PUBH 730 – Quality Improvement Leadership
PUBH 747 – Project Management Principles and Practices Education:
PUBH 767 – Team Leadership in Research Navigation

Past roles:
Director, Public Health Leadership Program
President of Quintiles Americas
Member of the Quintiles Transnational Board of Directors
Lead editor and co-editor respectively on two recently published CQI textbooks: Continuous Quality Improvement in Health Care, 4th edition, and Implementing Continuous Quality Improvement in Health Care: A Global Casebook

Education:
DrPH in Biostatistics, School of Public Health at the University of North Carolina at Chapel Hill
Master of Science (Hyg.), Graduate School of Public Health at the University of Pittsburgh
Bachelor of Business Administration, Baruch College of the City University of New York

“My primary areas of interest include global health, continuous quality improvement (CQI), project management, and leadership in public health and clinical research. My teaching interests center on the application of distance education and e-learning technology and have included developing and teaching online and hybrid courses in management and leadership.”
David P. Steffen, DrPH

Current Roles:
Clinical Assistant Professor, Public Health Leadership Program
Director of the Leadership MPH track

Teaches:
PUBH 790 – Leadership Assessment
PUBH 791 – Core Principles of Public Health Leadership

Past Roles:
District Health Director for the southwest quarter of the state of New Mexico
Director of the National Public Health Leadership Institute (PHLI)
Adjunct Assistant Professor, Health Science Department at New Mexico State University
Family nurse practitioner in hospital outpatient clinic, community health center, and public health department settings
English teacher, teacher trainer, and director of cross-cultural training, Peace Corps, Morocco

Education:
DrPH, UNC Department of Health Policy and Administration, through the Public Health Leadership Program
MSN in Community Health Nursing and MPH in Health Administration, Yale University
BA in English, journalism, and secondary education from Valparaiso University

“I’m interested in/passionate about: Community health improvement processes, social marketing, public perception of public health, border health, policy, public health values and ethics, and leadership.”

Julea Steiner, MPH, CHES

Current Role:
Clinical Assistant Professor
Director of Professional Development

Past Roles:
Director of Health Programming, UNC School of Medicine, Department of Family Medicine
Director of Technical Assistance & Training, UNC Environmental Tobacco Smoke Training, Education and Research Program (EnTER) and NC Tobacco-Free Colleges Program
Health Communications Consultant, Impact Health Communications
Communications Specialist/Project Manager for Educational Outreach & Quality Improvement, UNC Pediatrics, NC Center for Children’s Healthcare Improvement
Education:
MPH, Public Health Leadership, School of Public Health, University of North Carolina at Chapel Hill
Graduate Certificate in Technology and Communication, School of Journalism & Mass Communication, University of North Carolina at Chapel Hill
BA, Communications & Anthropology, New York University, Gallatin School of Individualized Study
Certified Health Education Specialist (CHES), National Commission for Health Education Credentialing
Training in LEAN, Six Sigma, UNC Health Care

“My interests include integrating public health & primary care, health behavior & health promotion interventions for chronic disease, project design & management, quality improvement, social marketing, media & policy advocacy, health journalism/storytelling, narrative medicine, care of the aging population, mental health, worksite wellness, and sleep disorders/sleep deprivation as an under-recognized public health issue.”

Michael J. Steiner, MD, MPH

Current Roles
Associate Professor of Pediatrics, Adjunct Associate Professor of Public Health
Division Chief, General Pediatrics and Adolescent Medicine
Medical Director, Children’s Clinics
Associate Program Director, Pediatrics Residency

Teaches:
PUBH 703 – Quality Improvement in Public Health and Health Care

Education:
MPH, UNC Public Health Leadership Program, 2012
Residency Training, UNC Hospitals combined Internal Medicine and Pediatrics, 1998-2002
MD, Temple University School of Medicine, 1998
Other training in LEAN, Six Sigma, and Model for Improvement in addition to leadership

“I’m interested in healthcare delivery, quality improvement and research in numerous areas of pediatric care and education.”

Sue Tolleson-Rinehart, PhD

Current Roles:
Associate Director, Health Care and Prevention Program
Assistant Chair for Faculty Development, Department of Pediatrics, School of Medicine
President-elect, Academy of Educators, UNC School of Medicine
Adjunct member of the Political Science Department
Member of Editorial Board of the Journal of Health Politics, Policy, and Law.
Teaches:
PUBH 600, both Summer II and Fall sections
PUBH 763, Health Reform, Outcomes, and Quality of Care

Past Roles:
Founder and a past President of the Organized Section for Health Politics and Policy Research in the American Political Science Association
Developed and administered the UNC Program on Health Outcomes
Co-Principal Investigator, Center for Education and Research on Therapeutics (CERTs) at UNC
Co-editor (with Mark Peterson) of the four-volume Health Politics and Policy

Education:
PhD in Political Science at Rutgers University
MA in Political Science at Georgia State University
BS in Applied Biology at the Georgia Institute of Technology

“Most of my current research is on biomedical and health policy questions, especially on patient-reported outcomes measurement and health reform. Before I embarked on this agenda, however, I published books and articles in gender politics,”

Anthony Viera, MD, MPH

Current Roles:
Director, Health Care and Prevention Program
Distinguished Associate Professor of Family Medicine, School of Medicine
Adjunct Associate Professor, Public Health Leadership Program
Adjunct Associate Professor of Epidemiology, Gillings School of Global Public Health
Director, Population Health Thread, UNC School of Medicine

Teaches:
PUBH 749 – Master’s Year and Career Seminar
PUBH 750 – Strategies of Prevention for Clinicians

Past Roles:
Co-Associate Director, Health Care and Prevention Program
Associate Course Director of the School of Medicine Clinical Epidemiology Course

Education:
MPH from UNC Gillings School of Global Public Health, Health Care & Prevention Program
Robert Wood Johnson Clinical Scholars Program, UNC Chapel Hill
MD from the Medical University of South Carolina
Residency training in family medicine at the United States Naval Hospital, Jacksonville, FL
Affiliated Faculty Who Participate in PHLP Courses

Ruth Barlow, MS, RN, COHN-S, CCM, Occupational Health Manager, EI Group, Morrisville, NC

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

Kay Campbell, EdD, RN-C, COHN-S, FAAOHN, Consultant, Cary, NC; Executive Director, American Association of Occupational Health Nurses, Pensacola, FL.

Claudia Fernandez – Maternal and Child Health

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

Jennifer Griffin, PhD, Epidemiology

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

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

Kathy Kirkland, DrPH, Executive Director, Association of Occupational and Environmental Clinics, Washington, DC

Elizabeth Lawhorn, MSN, RN, COHN-S, CCM, FAAOHN, Houston, TX

Karen Mastroianni, EdD, 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.

Vaughn Upshaw, DrPH – UNC School of Government

Louise Winstanly, MS, LLB
Affiliate, UNC Center for Bioethics, UNC at Chapel Hill
Policy Director, UNC Hospital Ethics Committee, UNC at Chapel Hill,
Staff

Kathy Cheek, Business Manager
NCIPH, 213 Rosenau Hall

Chantal Donaghy, PHLP Program Assistant
4104 McGavran-Greenberg Hall

Paul Frellick, Program Coordinator, MPH in Leadership
4113 McGavran-Greenberg Hall

Michele Fulton, Student Services Specialist, Certificate Programs
4113 McGavran-Greenberg Hall

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

Deborah McGee, Accounting Technician
NCIPH, 221 Rosenau Hall

Cindy Reilly, PHLP Student Services Manager
4113 McGavran-Greenberg Hall

See PHLP website for a complete listing: http://sph.unc.edu/phlp/our-faculty-and-staff-8/
# UNC Public Health Leadership Program Course Availability

**PHLP MPH Courses Summary_20150721**

## Course Availability

<table>
<thead>
<tr>
<th>COURSE NUMBER Title (credit hours)</th>
<th>PH Core Function</th>
<th>Health Care &amp; Prevention Track</th>
<th>Global Online MPH Track</th>
<th>Leadership Track by focus areas</th>
<th>Occupational Health Nursing Track</th>
<th>SUM I: May-June 2015</th>
<th>SUM II: June-July 2015</th>
<th>FALL: Aug-Dec 2015</th>
<th>SPRING: Jan-May 2016</th>
<th>SUM I: May-June 2016</th>
<th>SUM II: June-July 2016</th>
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</thead>
<tbody>
<tr>
<td>PUBH 420 AIDS: Principles and Policy (1)</td>
<td>Policy &amp; Assessment</td>
<td>R REQUIRED CORE COURSE; R distance REQUIRED COURSE; R* = Pick 4 of the 8 courses; E = RECOMMENDED ELECTIVE (NOTE: Course substitutions may be allowed with your adviser’s prior permission.)</td>
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<td>PUBH 423 AIDS Service (3)</td>
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<tr>
<td>PUBH 500 Global Health Discussion Series (.5) take two semesters for 1 total credit hours</td>
<td>Policy</td>
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<td>Residential in-person</td>
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<td>PUBH 600 Introduction to the United States Health System (3)</td>
<td>SPH Core R (HPM)</td>
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<td>Residential in-person 1st wk July</td>
<td>Residential in-person 1st wk Aug</td>
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<td>PUBH 610 Introductory Spanish for Health Professionals (3)</td>
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<td>PUBH 613I Intermediate Spanish for Health Care I (3)</td>
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<td>PUBH 615I Advanced Spanish for Health Care I (3)</td>
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<tr>
<td>PUBH 680 Public Health Practice (3)</td>
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<td>Residential in-person</td>
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<tr>
<td>PUBH 696 Independent Studies (varies)</td>
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<tr>
<td>PUBH 701 Cost-Effectiveness in Health and Medicine (2)</td>
<td>Assurance E</td>
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<tr>
<td>PUBH 702 Systematic Review (1)</td>
<td>Assessment &amp; Assurance E</td>
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<tr>
<td>PUBH 703 Quality Improvement in Health Care and Public Health (3)</td>
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<tr>
<td>PUBH 704 Foundations of Global Health (2 or 3 credits)</td>
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<tr>
<td>PUBH 705 One Health Intellectual Exchange Group (1 to 3 credits)</td>
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<tr>
<td>PUBH 711 Critical Issues in Global Public Health (3)</td>
<td>Policy E R* E R distance</td>
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<td>PUBH 712 Global Health Ethics (3)</td>
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<tr>
<td>PUBH 714 Intro Monitoring &amp; Evaluation - Global Public Health (3)</td>
<td>Assessment R or PUBH 754 R* E R distance</td>
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<td>PUBH 715/NBEH 715 Communication for Health-Related Decision Making (2)</td>
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<td>PUBH 716 Gillings Global Implementation Lab (3)</td>
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<td>PUBH 717 Gillings Global Implementation Lab - Field Supplement (2)</td>
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</table>

**IMPORTANT:** Student & faculty adviser to document Learning Contract prior to the 1st Day of Class for the Semester; Adviser to request PUBH 696 course in their section with PHLP Student Services Manager end 1st Week of Class.

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PHLP MPH Courses May 2015-July 2016
<table>
<thead>
<tr>
<th>COURSE NUMBER Title (credit hours)</th>
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<th>SUM II: June-July 2016</th>
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<td>PUBH xxx Design of Implementation Systems (3)</td>
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<td>Assessment &amp; Assurance</td>
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<tr>
<td>PUBH xxx Implementing Global Health Programs (3)</td>
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<td>PUBH 730 Quality Improvement Leadership (3)</td>
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<td>PUBH 731 Public Health and Social Marketing (3)</td>
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<td>PUBH 735 Policy Development in Public Health Leadership (3)</td>
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<td>PUBH 741 Quantitative Methods for Health Care Professionals I (4)</td>
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<td>SPH Core</td>
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<td>PUBH 742 Quantitative Methods for Health Care Professionals II (3)</td>
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<td>PUBH 745/PHNU 745 Community Interaction and Assessment(3)</td>
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<td>PUBH 746/PHNU 746 Public Health Program Planning &amp; Evaluation (3)</td>
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<td>PUBH 748/PHNU 748 Policy Development Distance Learning Course (2 or 3)</td>
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<td>PUBH 749 MPH Year and Career (1)</td>
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<td>PUBH 750 Strategies of Prevention for Clinicians (3)</td>
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<td>SPH Core</td>
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<td>PUBH 751 Critical Appraisal of Health Literature (2)</td>
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<td>PUBH 752 Seminar in Critical Appraisal of Health Literature (1)</td>
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<td>PUBH 754 Research Framework &amp; Methods for Assessing &amp; Improving Population Health(3)</td>
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<td>R or PUBH 734</td>
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<td>Hybrid (available to all)</td>
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<td>PUBH 756/MHCH 756 Addressing Health Inequalities in the US (3)</td>
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<tr>
<td>PUBH 760/EPID 711 Clinical Measurement/Evaluation (3)</td>
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<td>SPH Core</td>
<td>R (EPID)</td>
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<tr>
<td>PUBH 763 The Politics of Health Reform, Quality, Outcomes &amp; Effectiveness (3)</td>
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<td>PUBH 767 Team Leadership in Research Navigation (3)</td>
<td>Public Health</td>
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</table>
## UNC Public Health Leadership Program Course Availability

**Updated:** 21-Jul-15

### COURSE NUMBER Title (credit hours) PH Core Function

|----------------------|------------------------|---------------------|-----------------------|-----------------------|------------------------|

**Public Health Practice**

<table>
<thead>
<tr>
<th>PUBH 784 Project Management Strategy &amp; Application (3)</th>
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<tr>
<td>PUBH 785/PHNU 785 – Interdisciplinary Approaches to Occupational Health (3)</td>
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<td>PUBH 790 Leadership Workshop (2)</td>
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<td>PUBH 791 Principles of Public Health Leadership (3)</td>
<td>Leadership</td>
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<td>PUBH 793 Principles of Global Public Health Leadership (3)</td>
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<td>PUBH 804 Issues in Public Health Leadership (1)</td>
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<td>PUBH 806 Data Skills Online (1)</td>
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<td>PUBH 810 Population Health in Health Care (1)</td>
<td>Policy &amp; Assurance</td>
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<td>PUBH 886 Field Practicum in Public Health (3)</td>
<td>Graduation requirement</td>
<td>R</td>
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<tr>
<td>PUBH 992 Master’s Paper (3)</td>
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**Leadership Track by focus areas**

**Occupational Health Nursing Track**

| Oral Presentation on an important topic in health care (10 minutes) | Varies | Graduation requirement | Residential in-person | Residential in-person |
| PHNU 423/ENVR 423 – Industrial Toxicology (3) | Assurance | E | R | Online distance |
| PHNU 744 Roles and Functions in Public Health Nursing (3) | Assurance | R | E | Online distance | odd years only |
| PHNU 696 Independent Studies | Varies | permission required | IMPORTANT: Student & faculty adviser to document Learning Contract prior to the 1st Day of Class for the Semester; Adviser to request PUBH 696 course in their section with PHLP Student Services Manager end 1st Week of Class. |

**Global Online MPH Track**

- PUBH 781 Occupational Health Nursing I - Occupational Health Assessment (3)
  - Assessment & Assurance | permission required | permission required | permission required | permission required | R |
  - R | PHNU 781 prerequisite |
  - Online |

- PUBH 782 Occupational Health Nursing II - Occupational Health Programming (3)
  - Assessment & Assurance | permission required | permission required | permission required | permission required | permission required | R |
  - Consult with Susan Randolph and obtain permission to register (section = 12) |
  - Online |

- PUBH 783 Occupational Health Nursing II - Field Practicum I (2)
  - Varies | permission required | permission required | permission required | permission required | permission required | E |
  - Consult with Susan Randolph and obtain permission to register (section = 12) |

- PUBH 784 Occupational Health Nursing II - Field Practicum II (2)
  - Varies | permission required | permission required | permission required | permission required | permission required | E |
  - Consult with Susan Randolph and obtain permission to register (section = 12) |
<table>
<thead>
<tr>
<th>COURSE NUMBER Title (credit hours)</th>
<th>PH Core Function</th>
<th>Leadership Track by focus areas</th>
<th>Occupational Health Nursing Track</th>
<th>Course Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHNU 786/ENVR 432 Occupational Safety &amp; Ergonomics (3)</td>
<td>Assessment</td>
<td>Public Health Practice</td>
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<td>SUM I: May-June 2015</td>
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<tr>
<td>PHNU 787 Fundamentals of Industrial Hygiene (2)</td>
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<td>Public Health Nursing</td>
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<td>PHNU 886 Field Practice in Community Health Nursing (3 to 6 credits)</td>
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<td>Field Epidemiology</td>
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<td>BIOS 600 Principles of Statistical Inference (3)</td>
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<td>Global Online MPH Track</td>
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<td>ENVR 600 Survey of Environmental Problems (3)</td>
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<td>EPID 600 Principles of Epidemiology (3)</td>
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<td>EPID 750 Fundamentals of Public Health Surveillance (3)</td>
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<td>EPID 758 Methods &amp; Principles of Applied Infectious Disease Epid (3)</td>
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<td>EPID 759 Methods in Field Epidemiology (3)</td>
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<td>HBEH 600 Social and Behavioral Science in Public Health (3)</td>
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<td>HPM 600 Introduction to Health Policy &amp; Administration (3)</td>
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<td>HPM 664 Globalization and Health (3)</td>
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<td>MICH 700 Planning and Evaluation (3)</td>
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<td>SPHG 700 Introductory Global Public Health (3)</td>
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<tr>
<td>SPHG xxx Public Health Foundations -- Integrated Core Curriculum (4)</td>
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<td>Take &amp; Pass Comprehensive Exam</td>
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<tr>
<td>Apply to Graduate (by deadline)</td>
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<tr>
<td>Complete UNC Graduate School Exit Survey (by deadline)</td>
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<tr>
<td>Complete PHLP Exit Survey (by deadline)</td>
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**R**=REQUIRED CORE COURSE; **R***=Distance REQUIRED COURSE; **E**=RECOMMENDED ELECTIVE  (NOTE: Course substitutions may be allowed with your adviser's prior permission.)
### UNC Public Health Leadership Program Course Availability

**updated:** 21-Jul-15

#### COURSE NUMBER Title (credit hours)  
**PH Core Function**  
R=REQUIRED CORE COURSE; R*=distance REQUIRED COURSE; R+=Pick 4 of the 8 courses;  
E=RECOMMENDED ELECTIVE  
[NOTE: Course substitutions may be allowed with your adviser’s prior permission.]

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<tr>
<th>COURSE NUMBER</th>
<th>Title (credit hours)</th>
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#### PHLP Students taking PUBH/PHNU Courses Register for:

- **Section 966**  
  Distance MPH students

- **Section 965**  
  Online Certificate students

- **Section 01W**  
  Residential students

#### PHLP Students taking non-PUBH/PHNU Courses Register for:

- **Section 971, 968**  
  Distance MPH students for SPH Core, EPID courses

- **Section 001, 002** etc  
  Residential MPH students

- **Section 01W**  
  Residential MPH students

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**Master's Paper Submission deadlines:**  
http://gradschool.unc.edu/academics/resources/graddeadlines.html

**Apply to Graduate instructions:**  
http://gradschool.unc.edu/academics/resources/graddeadlines.html

---

### Faculty Adviser  
**Section # for PUBH 886 & PUBH 992**

<table>
<thead>
<tr>
<th>Faculty Adviser</th>
<th>Section # for PUBH 886 &amp; PUBH 992</th>
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<tbody>
<tr>
<td>Anna Schenck</td>
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<tr>
<td>Anthony Charles</td>
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<td>Anthony Viera</td>
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<td>Bill Sollecito</td>
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<td>Cheryll Lesneski</td>
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<td>Rohit Ramaswamy</td>
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<td>Russ Harris</td>
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<td>Sue Tolleson-Rinehart</td>
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<td>Susan Randolph</td>
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## Adviser Section Numbers

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All other PUBH courses will use the numbers below

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<td>01W</td>
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<td>965</td>
<td>Certificate</td>
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<td>966</td>
<td>PHLP Distance Students (PUBH)</td>
</tr>
<tr>
<td>971</td>
<td>PHLP Distance Students (EPID, BIOS, ENV, HBHE, HPM)</td>
</tr>
</tbody>
</table>
Combining Population and Individual Health Education Perspectives

By

Jane Smith

A Master’s Paper submitted to the faculty of the University of North Carolina at Chapel Hill in partial fulfillment of the requirements for the degree of Master of Public Health in the Public Health Leadership Program

Chapel Hill
<semester> 2014

[Signature goes here]

<typed Adviser name>

Date

[Signature goes here]

<typed Second Reader name>

Date