

# **Public Health Leadership Program**

**MPH Student Handbook**

**2016-2017**

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

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## Purpose of Handbook

Dear Entering Public Health Leadership Program (PHLP) 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: Global Online (GO MPH™), Health Care & Prevention, Leadership, 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,

A handwritten signature in black ink that reads "Anna P. Schenck". The signature is written in a cursive style with a large initial 'A' and a long, sweeping underline.

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. 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: Global Online (GO MPH™), Health Care and Prevention (HC&P), Leadership, 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 seven (7) consecutive semesters. Although students are admitted into a specific track and learning format (residential or online), 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 across the School.

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, discuss and write on a public health topic in-depth. The specifics of each of these requirements vary by track. Please refer to the section detailing the operations of your particular track or check with your adviser.

The Public Health Nursing concentration within the Leadership track and the Occupational Health Nursing track are 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) and the University of North Carolina is accredited by the Southern Association of Colleges and Schools (SACS).

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>

## **Public Health Leadership Program – Faculty Advisers**

### **MPH Students**

In PHLP we strive to distribute teaching and advising responsibilities equitably across all faculty members. Advising loads are not subject to reduction based on outside funding. All faculty are expected to advise MPH students. Attempts will be made to match student interests with faculty interests as possible, but the primary consideration will be balancing the workload across faculty.

Incoming students to the Public Health Leadership Program (PHLP) MPH are assigned an academic adviser who is a core faculty member in PHLP. Students in the Global Online MPH (GO MPH), Leadership and Occupational Health Nursing (OHN) tracks have these assignments made prior to the start of the students' first semester.

### **PHLP Faculty Members Who Serve as Academic Advisers to MPH Students**

Lori Carter-Edwards	Rohit Ramaswamy	David Steffen
Lori Evarts	Susan Randolph	Julea Steiner
Cynthia Feltner	Bonnie Rogers	Sue Tolleson-Rinehart
Dan Jonas	Anna Schenck	Anthony Viera
Cheryll Lesneski	Bill Sollecito	Karin Yeatts

Students in the Health Care & Prevention (HC&P) track will determine their adviser based on the type of practicum and master's paper they wish to pursue. Until this time, the HC&P Track director and associate director can be consulted as well as the Director of Graduate Studies.

### **Online Certificate Students**

While certificate students do not write master's papers, they do require advising, which is typically provided by the Student Services staff and the faculty director of the certificate, as listed below.

- Core Public Health Concepts – Bill Sollecito
- Field Epidemiology – Lorraine Alexander
- Global Health – Rohit Ramaswamy
- Occupational Health Nursing – Susan Randolph
- Public Health Leadership – Bill Sollecito

### **MPH and Online Certificate Students**

All students have direct access to the following individuals if they have any questions about the program, need supportive resources, and/or wish for faculty input:

- Cindy Reilly, PHLP Student Services Manager/Registrar
- Paul Frellick, PHLP Program Coordinator
- Michele Fulton, PHLP Student Services Specialist
- Lori Evarts, PHLP faculty & Director of Graduate Studies
- Julea Steiner, PHLP faculty & Director of Professional Development

*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 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. See <http://registrar.unc.edu/academic-calendar/>
5. Be aware of the Graduation Checklist for your MPH Track (see [Appendix 4](#)) and the [steps to be cleared for graduation](#).

6. 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.
7. 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 an online or hybrid format (e.g., HPM 600 or PUBH 791). **No exceptions will be made.**
8. 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. Register for the practicum (PUBH 886) in your adviser's section (each adviser has a separate section number, see [Appendix 2](#)). OHN students need to consult [Section V](#) of this Handbook.
  - b. Complete all required work and associated forms in a timely manner. 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;
9. Submitting all required practicum documentation and forms in the format and manner as described in this handbook and on the Sakai PHLP CENTRAL Practicum folder 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 (PUBH 992 for all students) 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. NOTE: A formal learning contract will need to be

developed, reviewed and approved by the PHLP Curriculum Committee in the semester before an independent study can be taken.

Students are encouraged to regularly frequent the school-wide website at [http://sph.unc.edu/student\\_pages/osa-current-and-admitted-students/](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.

If you have any concerns at all about the process or about completing the form including concerns about, for example, your potential eligibility for services, your documentation or lack of documentation, confidentiality please contact ARS via 919 962 8300 or [accessibility@unc.edu](mailto:accessibility@unc.edu) for assistance.

The Documentation and Accommodations review process typically takes a minimum of 10 working days following receipt by ARS; the submission of the [Self ID form](#) does not, in itself, constitute registration with Accessibility Resources & Service. Our Documentation and Accommodations Review Committee typically meets weekly and following the review you will receive a response from ARS advising you of the next steps to take.

**Accommodations are not retroactive.** Students must request accommodations as far in advance as possible to allow for implementation. Waiting until the last minute jeopardizes the chances of utilizing accommodations.

Students are approved for a general list of accommodations based solely on their supporting documentation. The actual use of accommodations in courses is determined on a case-base-case basis. **Students must contact Instructors to implement accommodations.** Instructors will consult with the ARS when a requested accommodation may alter the essential requirements, academic standards or educational outcomes of the course.

The provision of accommodations, including resources and services, is intended to ensure equal access, not guarantee success, in the academic environment.

## **Academic Environment**

UNC-Chapel Hill is a world-class research university. It serves the people of the State of North Carolina by attracting and retaining the very best faculty, staff, and students from around the state, the country, and the world. The Public Health Leadership Program (PHLP) is fully committed to the health and wellbeing of our faculty, staff, and students. In keeping with our mission to improve the lives of populations both locally and globally, we are fully committed to the University's [Policy Statement on Non-Discrimination](#), which prohibits discrimination on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status and which remains unchanged and continues to be in full force. We agree with Chancellor Folt and other campus leaders, who recently stated: "All that Carolina has worked hard to establish over the decades – policies including protections for sexual orientation and gender identity, and fostering a culture of acceptance, respect for one another, and human dignity above all else – remain a fundamental cornerstone of what our University aspires to be."

The PHLP takes this opportunity to reaffirm our commitment to and respect for the LGBTQ community. We at the PHLP continue to strive to create an inclusive and respectful environment for each and every individual.

## **Student Engagement**

Public Health Leadership Program students (residential and online) have many opportunities to engage in a wide variety of activities.

### **Public Health Leadership Student Association (PHLSA)**

The Public Health Leadership Student Association (PHLSA) is an officially recognized UNC student organization <https://studentlife.unc.edu/organization/PHLSA> that seeks to provide community service, professional development, academic and social opportunities for students at the Gillings School of Global Public Health and across campus interested in multidisciplinary leadership.

The following positions make up the leadership team for PHLSA. These individuals will self-nominate and be elected by membership.

- Co-presidents- (one residential and one online student, open to PHLP students only) each president is responsible for managing the student members engagement and efforts.
- Treasurer- (open to residential students) maintain the finances and ensure adequate funding for the organization. Provide guidance on any financial responsibilities of members.
- Communications and Membership Chair- (open to residential or online students) responsible for communications within the group (for example: meeting minutes, activity reports, recruitment announcements, etc.) and is responsible for employing recruitment and membership retention activities. Also responsible for branding our program and expanding our presence within the University and the greater community. Will use social media to engage residential and online members and other potentially interested UNC students.

- Networking and Professional Development Chair- (open to residential or online students) responsible for helping to identify, development and plan opportunities for networking events with alumni and current students as well as convening speakers and hosting events that address professional development 2-3 events/academic year is the initial plan, where an academic year (and fiscal year) begin July 1st and end on June 30th.
- Community Service & Social Events Co-Chairs- (open to residential and online students) responsible for planning events that engage communities near Chapel Hill, NC and with nationally represented organizations to afford opportunities for non-local online students participation, and identify, plan and host fun social events that build connections and lasting relationships between our members (2-3 of each events/academic year).

The Board will hold a vote to select new members to leadership positions at least three months prior to position opening so that the student who is vacating the position may be available to transfer the role and responsibilities.

<b>2016-2017 PHLSA Leadership Board</b>		<b>Role</b>
Mara Howard-Williams	<a href="mailto:maravhw@live.unc.edu">maravhw@live.unc.edu</a>	Co-President (residential)
OPEN		Co-President (online)
Diego Garza	<a href="mailto:dgogarza@live.unc.edu">dgogarza@live.unc.edu</a>	Treasurer
OPEN		Communications & Membership
Nae Won	<a href="mailto:nwon@live.unc.edu">nwon@live.unc.edu</a>	Networking & Professional Development
OPEN		Community Service & Social Events
Lori Evarts	<a href="mailto:lori_evarts@unc.edu">lori_evarts@unc.edu</a>	Faculty Adviser

Funds will be obtained through participation in Graduate and Professional Student Federation meetings as a department senator for the Public Health Leadership Program. PHLSA will apply for the annual release of funding through Graduate and Professional appropriations to the PHLSA UNC SAFO account; the request will be submitted in May. PHLSA will also apply to any funding opportunities at UNC like Student Congress, when needed.

Mutual respect and inclusivity are to be honored, and above all we commit to work together to train future public health leaders.

## **Graduate and Professional Student Federation (GPSF)**

The Graduate and Professional Student Federation (GPSF) is a representative advocacy organization dedicated to serving all graduate and professional students at UNC-CH. We advocate for improved campus and community resources to campus administrators and state and federal legislatures. We collaborate with the university administration, faculty, staff, and undergraduate students to create policies that respond to the particular needs and interests of all graduate and professional students. We connect graduate and professional students both socially and intellectually across disciplines.

- **External appointments** offer the opportunity to make direct contributions to University policy, increase the visibility and voice of graduate and professional students and gain relevant experience in academia with a low time commitment. Visit the [External Appointments page](#) to view vacant positions, and email [gpsfexternal@unc.edu](mailto:gpsfexternal@unc.edu) to apply.
- **GPSF Senators** seek to discuss and reach consensus about graduate/professional student issues, and also to award funds for events and travel. Visit the [Senate page](#) to view departments with vacant senator spots, and email [gpsfinternal@unc.edu](mailto:gpsfinternal@unc.edu) to apply.

2016-2017 PHLP GPSF Senators	
Bo Nebolisa	<a href="mailto:bo_nebolisa@med.unc.edu">bo_nebolisa@med.unc.edu</a>
Nae Won	<a href="mailto:nwon@live.unc.edu">nwon@live.unc.edu</a>

- **GPSF Cabinet Members** brainstorm, design, implement, and engages new initiatives in collaboration with the graduate and professional student community. Visit the [Cabinet page](#) to view vacant positions, and email [gpsfchiefstaff@unc.edu](mailto:gpsfchiefstaff@unc.edu) to apply.

## Other Gillings Student Organizations and Groups

As the official faculty adviser for the Gillings School of Global Public Health’s student government and the Minority Student Caucus, [Charletta Sims Evans](#) provides regular mentorship and advice to some student organizations, and other groups as needed. See more opportunities at: <http://sph.unc.edu/students/organizations/>

### Additional UNC Student Resources

See below resources available to all UNC students

#### Diversity Resources

[Diversity and inclusion](#) are central to our mission to improve public health, promote individual well-being and eliminate health disparities across North Carolina and around the world.

#### Gillings Diversity Resources

- [Diversity Outreach, Recruitment and Programs](#)
- [UNC Program on Ethnicity, Culture and Health Outcomes \(ECHO\)](#)
- [Minority Health Project](#)

## UNC-Chapel Hill Diversity Resources

- [UNC Equal Opportunity and Compliance Office](#)
- [Sonja Haynes Stone Center for Black Culture and History](#)
- [University Office of Diversity and Multicultural Affairs](#)
- [Carolina Women's Center](#)
- [Diversity and Student Success Program](#)
- [Institute of African American Research](#)
- [Lesbian, Gay, Bisexual, Transgender and Queer Center](#)
- [Student Veterans Resources](#)
- [Carolina Cupboard](#)

## Health and Safety Resources

- [Campus Health Services](#)
- [Counseling and Psychological Services](#)
- [Department of Public Safety](#)
- [Alert Carolina](#)
- [Alcohol and other drug use at UNC](#)
- [Americans with Disabilities Act information](#)
- [Carolina Campus Recreation](#)
- [Health insurance](#)
- [Breast Pump Discount Purchase Program](#)
- [Lactation rooms](#)
- [Rosenau Mothers' Room](#)

## Gillings Academic Enrichment Program

The Gillings School of Global Public Health at UNC is committed to making sure students receive the academic enrichment needed to be successful. The Academic Enrichment Program strives to provide quality academic support in a group setting for students experiencing academic difficulty in entry level BIOS and EPID courses. Group tutoring sessions are held for each subject (BIOS and EPID) area twice per week for one hour during the fall and spring semesters. [View more information](#)

### Becoming a Tutor

Any student interested in tutoring through the Academic Enrichment Program must have received an H in the course they wish to tutor or they must have taken a higher level course in the same subject earning an H. This grade will be verified by the SPH Office of Student Affairs. [View more information.](#)

## Room Reservation Request

The [Office of Student Affairs](#) will confirm all requests and send a confirmation email when your request is granted. Requests for meetings, events, or programs will not be confirmed until classes have been scheduled for that semester (April 1 fall semester reservations and November 1 spring semester reservations). [Click here to complete the online form.](#)

When sending room reservation requests, please remember that **same day reservations are no longer accepted.** You will receive a confirmation of your reservation within 1-2 business days of submission.

## **Poster printing (for current SPH students only)**

Gillings School of Global Public Health offers [poster printing for SPH students](#). The poster printer may be used by appointment and is specific to students printing posters for classes or conferences only. Unfortunately, the Office of Student Affairs cannot accommodate all print requests, so please plan in advance.

## **Professional Development**

View the following professional development events and services available to you this semester:

- [Office of Student Affairs Professional Development Workshop Series](#)
- [Career Services](#)
- [Graduate School professional development offerings](#)

## **Student Concerns**

The UNC Gillings School of Global Public Health is committed both to taking appropriate actions to optimize every student's experience at the SPH and also to respond to students' concerns about academic issues. We are committed to address issues in a fair, timely and professional manner.

- [Student Suggestions, Input or General Questions Form](#)
- [Addressing Student Concerns](#)

### **UNC resources for sharing feedback and getting help with concerns**

- [Carolina Student Legal Services](#)
- [The Graduate School](#)
- [UNC Ombuds Office](#)
- [Sexual misconduct, harassment and intimidation, and discrimination, UNC procedures](#)
- [Office of the Dean of Students](#)
- [The University Ombuds Office](#)

## **Credit Hours**

The MPH in Public Health Leadership requires a minimum of 42 credit hours of passing course work. 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.

**IMPORTANT:** International students with an [F-1 Visa will need to ensure that they take at least 6 credit hours in courses that are offered in-person \(rather than online\)](#) per Fall and Spring semesters with the exception of when they register for their master's paper (PUBH 992).

## **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 an online 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 recommendation by PHLP) is transferred from another university graduate program. The Graduate School will review the recommendation and determine whether transfer credit is awarded.

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 readmission 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**

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

### **1. Requests to transfer in UNC PHLP 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 PHLP Graduate Certificate Program 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.

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

2. **Requests for Graduate Courses from other Universities to substitute for UNC MPH Core Courses**

Students applying for transfer credit from other universities for UNC MPH 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 MPH 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 (taken within the last 5 years) 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 review your materials for completeness and will provide to the PHLP Student Services Manager.
- PHLP’s Student Services Manager 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 School-wide 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 MPH Non-Core Courses**

Students applying for transfer credit for non-core MPH 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. Your adviser will review your materials for completeness and will provide to the PHLP Student Services Manager.

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

- PHLP’s Student Services Manager 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 the Gillings School of Global Public Health.
- 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. Non-PHLP courses must be taken in the last 5 years prior to matriculation into the MPH degree program.
- Requests for course credit to fulfill elective course requirements can be recommended by the adviser 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](http://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 recommends your request for approval, PHLP will recommend transfer credit to the Graduate School. 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.
- The Graduate School will review the recommendation and determine whether transfer credit is awarded.

## Waiver of Class Requirement

If a class requirement is waived 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.

## Masters of Public Health School-wide Core Course Requirements

**MPH Core Courses:** All students are required to meet MPH 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.

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

NOTE: Only the basic core courses are available in an online 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> Courses are also available through the Inter-institutional Agreement with Duke, NCSU, NCCU, and UNC-G. <http://registrar.unc.edu/about/services/inter-institutional/>

Core MPH 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 and this will be updated with the adviser's approval when plans for a student's degree completion change. 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 track students should refer to [Section V](#) of this Handbook.**

## **Culminating Experience: 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 the comprehensive examination.** 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 examination that will allow them sufficient time to have completed course content required for the exam, as well as allow sufficient time for repeat of examination questions in case they fail one or more questions. Students should consult with their advisers for planning when to register to take the Exam (with a notation in the student's degree plan). Students are to notify the Student Services Manager via email that they will take the exam during due a posted exam date. 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 Sakai 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 and the Track Director 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. **Therefore, documents and readings from your MPH courses need to be downloaded during the time the student is taking the course since Sakai shuts down courses after finals and reading links become inactive at the end of a semester.**
5. **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](#).**
6. 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.**

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

## **Culminating Experience: 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(s) when progress is being made and **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. Students are expected to comply with the UNC Honor Code in particular as it relates to plagiarism, and falsification, fabrication, or misrepresentation of data or written effort. 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](#) that is maintained by UNC Libraries.

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 are documented and all edits are completed and incorporated in a final version by the student.
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**. The link to upload your final, approved version of your paper (PDF format) to the Carolina Digital Repository is at the following (different link from above) [https://cdr.lib.unc.edu/forms/sph\\_phlp\\_masters\\_papers](https://cdr.lib.unc.edu/forms/sph_phlp_masters_papers) Student will need to log on with your ONYEN and Password.
4. A final permanent grade is assigned by the student's adviser 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.)

If a student expects to take more than one semester to complete the paper, it is recommended that **prior to registering for PUBH 992**, the student may register for an independent study with his or her first or second reader with a documented learning contract and syllabus, for 1-3 credits, subject to contact hour requirements and [current UNC and Gillings School of Global Public Health policies on independent studies](#). Completion of the independent study should then be followed by registration for PUBH 992 when the student is sure to be able to complete the Master's Paper. NOTE: A formal learning contract will need to be developed, reviewed and approved by the PHLP Curriculum Committee in the semester before an independent study can be taken.

The student is responsible for the identification of the topic for his or her paper and development of a schedule for the completion of the Master's Paper to include sufficient time for review by the adviser and second reader. A sample schedule is on the following page.

<b>Suggested Semester Schedule of Activities to be undertaken to complete Master's Paper Deadlines to be determined between Student and Adviser (1<sup>st</sup> Reader)</b>		
<b>Activity</b>	<b>Who</b>	<b>Due Date</b>
Register for PUBH 992 in adviser's section	Student	Prior to the start of the semester
Provide research plan for paper and outline or literature search strategy and findings or a literature review	Student	
<b>Complete CITI Training If applicable, Submit UNC IRB application</b>	Student	
<b>Begin regular email/phone updates to adviser (&amp; second reader, per agreement with adviser)</b>	Student	<b>FALL:</b> Begin week of Aug 17 <sup>th</sup> and conclude week of Nov 9 <sup>th</sup> <b>SPRING:</b> Begin week of Jan 5 <sup>th</sup> and conclude week of April 13 <sup>th</sup> <b>SUMMER:</b> Begin week of May 5 <sup>th</sup> and conclude week of July 13 <sup>th</sup>
<b>Paper outline submitted to first reader (&amp; second reader, per agreement with adviser)</b>	Student	<b>During first 5 weeks</b>
Feedback re: paper outline provided to student	1 <sup>st</sup> reader	
<b>Complete literature search and review</b>	Student	
<b>Initial draft submitted to first reader</b>	Student	
Feedback re: initial draft provided to student	1 <sup>st</sup> reader	
<b>2<sup>nd</sup> draft submitted to 1<sup>st</sup> (&amp; 2<sup>nd</sup> Reader, per agreement with adviser)</b>	Student	
Feedback to produce final draft provided to student	1 <sup>st</sup> & 2 <sup>nd</sup> readers	
<b>Final edits applied and final paper provided to for final review and approval signature by both 1<sup>st</sup> &amp; 2<sup>nd</sup> Reader</b>	Student	<b>During final 5 weeks</b>
<b>Obtain approval and signatures from both 1<sup>st</sup> &amp; 2<sup>nd</sup> Reader</b>	Student	
<b>Final master's paper document completed, signed title page completed by both readers along with date signed (provide title page to Cindy Reilly)</b>	Student	<b><u>By Graduate School Deadline</u></b>
<b>Upload to the Carolina Digital Repository completed</b>	Student	<b><u>Week following posted deadline</u></b>

**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>
- In addition, students planning to publish their papers can choose the option to “embargo” their papers for a specified period of time when they upload them to the Carolina Digital Repository. All other papers will be made available to the public once uploaded.

### **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 to reflect his or her progress and work to date, 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 the 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.
- Temporary grades are no longer available as a permanent graduate grade in thesis and dissertation research courses (992/993/994). Faculty and instructors should use the permanent HPLF graduate grading scale for reflecting academic progress on research in a given term. Exception requests should be directed to The Graduate School.

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 his or her final semester; therefore, if a student has not completed the paper, he or she will not be permitted to graduate and will have to delay graduation until the requirements above have been satisfied.

### **Advising**

Students in the GO MPH, Leadership and OHN Tracks are assigned an academic adviser at least one-month before they matriculate into their MPH program. These advisers are assigned to align with the students experience to date and MPH interests, given faculty availability. Academic advisers for all students in the HC&P Track are the Director and Associate Director of the Track. All MPH students are also welcome to consult with the PHLP’s Director of Graduate Studies, who will keep the assigned adviser informed of relevant details.

## Student Funding and Awards

### **PHLP Health Leadership Awards**

To apply for the Awards below, follow this link to the [Online Application Form](#). Application opens in December and closes in February. Awardees are recognized during PHLP's annual awards ceremony (precedes the School's annual Foard Lecture at the UNC Friday Center).

- **Rachel Stevens Scholarship for Public Health Leadership** (established in 2004) is a one-year scholarship of up to \$1,000. The award is available for incoming and currently enrolled graduate students in the Public Health Leadership Program in the School of Public Health who are committed to leadership in the field of public health practice. Preference is given to students who have completed approximately one-third of their degree requirements and demonstrated a commitment to continued practice and service in the field of public health practice. This award is presented in the spring. Recipients may be awarded a second year of funding.

Selection will be based on the applicant's demonstrated commitment and a minimum of five years of experience in the field of public health practice; leadership skills and academic excellence. Financial need will also be considered. All nominees are to have the endorsement of the Director of their respective track (GO MPH, HC&P, Leadership, and OHN). The recipient receives a commemorative plaque and monetary award.

- **The Association of North Carolina Boards of Health (ANCBH) Vaughn Upshaw Scholarship in Public Health** (established in 2009) is presented annually in the Spring to an outstanding graduate student in the Public Health Leadership Program. This award was established by ANCBH in honor of Vaughn Upshaw (MPH'85, EdD'97, DrPH'99) who was instrumental in the development of the Public Health Leadership Program (PHLP). She helped to focus the PHLP mission on the important needs of educating public health practitioners in local health departments and the important role of local boards of health. The PHLP has demonstrated its focus on this mission through the growth and documented quality of its very successful Masters of Public Health degree program over the years resulting in many graduates of the Program who are employed by local public health departments throughout North Carolina.

Selection will be based on the applicant's demonstrated commitment to local public health agencies, leadership skills, academic excellence, and contributions to North Carolina.

### **PHLP Public Health Nursing Awards**

- The **Margaret Blee-Ruth Warwick Hay** (established in 1973) and the **Imogene Pence Klingenfus** (established in 1996) **Awards** are each presented annually in the Spring to an outstanding graduate student enrolled in the Public Health Nursing or Occupational Health Nursing Programs. The awards reflect demonstrated leadership in nursing, commitment to the value and worth of public health/occupational health nursing, and ability to relate academic knowledge to public

health/occupational health nursing practice. Nurses who are MPH/MS candidates with at least a BSN degree, and who have not previously been awarded the scholarship, are eligible. Nominees must have completed at least 50% of their coursework and maintained a 3.0 (P/H) average or better. The recipients receive a commemorative plaque and monetary award.

Criteria for selection (for both awards):

- Demonstrated leadership in nursing
- Ability to relate academic knowledge to public health/occupational health nursing practice
- Commitment to the value and worth of public health/occupational health nursing.

## **Gillings School of Global Public Health Scholarships & Awards**

Continuing, degree seeking students are eligible to apply for School-wide scholarships and awards. For the SPH scholarship description, application process and deadlines, please see the School's [Student Affairs Student Awards and Funding page](#). The application is traditionally opened in November and closes in February/March (spring). Scholarships are posted to a student's account during the fall term; travel awards are usually available during spring/summer.

## **Honorary Societies**

Gillings School undergraduate and graduate students may be recognized for their efforts and accomplishments by a variety of honorary societies. To nominate a student who you think deserves recognition, see the information below.

### [Delta Omega – Theta Chapter](#)

Delta Omega is the national honorary society for graduate studies in public health. Students and faculty are eligible for nomination. For more information, contact [Dr. Lewis Margolis](#).

### [UNC Student Honorary Societies](#)

#### **The Frank Porter Graham Honor Society**

Recognizes outstanding service provided to the University and community by graduate and professional students enrolled at UNC-Chapel Hill. Further, it recognizes the contributions of faculty, staff and friends of UNC who have made significant contributions to the development of graduate and professional education at the University.

#### **The Order of the Golden Fleece**

Recognizes individuals – students, faculty, staff members and alumni – of demonstrably high character and who have made some specific long-lasting, innovative and extraordinary contribution to the University community.

### **The Order of the Grail-Valkyries**

Recognizes students of outstanding character who have made significant contributions to our university's academic climate through excellence in scholarship, dynamic leadership and innovative service.

### **The Order of the Old Well**

Recognizes students of high character who demonstrated exemplary and generous humanitarian service and who have served in a capacity such that their service contributions have not been previously recognized.

## **Graduate School Graduate School Funding and Awards**

[The Graduate School](#) offers numerous scholarships for which public health students qualify. Each year, the Graduate School highlights [graduate student accomplishments](#) each year.

### **Student Assistance Grants and Scholarships**

- [Graduate Tuition Incentive Scholarship](#) Helps to cover the cost of in-state tuition for master's and doctoral students who receive eligible external funding awards
- [Graduate Student Opportunity Fund](#) Assists students with unusual and unexpected academic expenses. Requests for tuition support are not eligible.

### **One-Time Awards**

- [Impact Award](#) Recognizes graduate students whose research has a special impact on the citizens of North Carolina.
- [Boka W. Hadzija Award for Distinguished University Service](#) Recognizes a graduate student with outstanding character, scholarship, leadership, and service to the University.

## **North Carolina Public Health Scholarships**

[North Carolina Public Health Association Scholarships](#) Are you currently enrolled or have been accepted in an associate, undergrad or graduate degree program? Do you have a child that has been accepted or is currently enrolled in community college or a university? Are you a current member of NCPHA? Did you know you can apply for a scholarship? Please visit the [website](#) for more information.

## **TAs, RAs and Tuition Support**

A limited number of Teaching Assistantships (TAs) and Research Assistantships (RAs) are available in the Public Health Leadership Program. Availability is determined by state funding and faculty research grants, which vary from year to year. PHLP is also awarded a set amount of funds for tuition remission support by the UNC Graduate School. In order to maximize the benefit of these tuition support opportunities, these roles are opened to PHLP MPH students.

PHLP follows the Graduate School standard minimum stipend for these roles where student benefits are bundled. Details are provided at the [UNC Graduate School website](http://www.unc.edu/graduate-school) and a summary follows.

## PUBLIC HEALTH LEADERSHIP PROGRAM MPH STUDENT TUITION AND FEES

The tuition and fee rates for UNC Gillings School of Global Public Health Students are provided at: <http://finance.unc.edu/saur/student-account-services/tuition-and-fees/>

see page 9	GRADUATES--Masters of Public Health (MPH) ----->	RESIDENTIAL STUDENTS
see page 11	Public Health Leadership Program (PUBX) ----->	ONLINE, DISTANCE STUDENTS
see page 12	SPECIAL FEES - ASSOCIATED WITH CERTAIN COURSES	

***Residential (full-time graduate students), in the event you are offered tuition support as a TA/GRA, the following are important considerations concerning a tuition benefit:***

- > Students are responsible for paying for the difference between the MPH and the UNC Graduate School costs for in-state Tuition by paying the UNC Cashier out of pocket or using their stipend funds.
- > Gillings School of Global Public Health In-State Tuition is greater than the UNC Graduate School Tuition

<b>FOR EXAMPLE:</b>	
UNC Graduate School In-State Tuition:	200
Gillings Graduate In-State Tuition:	300
<b>Student is responsible to pay for the difference:</b>	<b>100</b>

- > Students are responsible for paying their Student Fees.
- > Student will receive a stipend, per the UNC Graduate School rate for MPH students.
- > The stipend amount is the gross amount, meaning the amount awarded prior to reductions to pay taxes.
- > Student is responsible for filing federal and state income taxes on the stipend amount, as appropriate. Please consult with your tax professional.
- > Student is eligible to receive Graduate Student Insurance. If this coverage is chosen, you must waive the mandatory student insurance
- > This insurance is only for the student. It does not provide coverage for family members.
- > NOTE: If you are a non-resident (out of state) student and are given a GRA/TA appointment with an instate tuition award, you may be eligible to receive a tuition remission (difference between instate tuition and out of state tuition). PHLP has a limited number of tuition remissions. Even if you do receive a tuition remission, you are still responsible for the difference in the instate tuition award and your fees.

***Distance and part-time graduate students, in the event you are offered financial support as a TA/GRA, you are only eligible for a stipend.***

## **Applying for Graduation**

Students must 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 at: <http://gradschool.unc.edu/academics/resources/graddeadlines.html>. 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.

*Although students must be registered in the semester(s) in which they undertake/complete their master's papers, they need not be registered in the semester in which the degree is to be awarded, provided that no use of University faculty time or facilities is required, and as long as they were registered appropriately in prior terms, unless other conditions (employment, immigration, etc.) require registration.* Students who do not meet the Master's Paper CDR submission deadline have an option to graduate in the subsequent academic term without being required to enroll or pay tuition, as long as ALL degree requirements have been met BEFORE the first day of classes of that term.

### **Below is a check-list of what the PHLP is required to document in order to clear a student for degree completion.**

- 1. Apply to graduate through ConnectCarolina.**
  - This action is essential in order for the university to recognize intent to graduate.
  - The student must log in to ConnectCarolina and then, in her Student Center, under the "Academic" tab, must choose "Apply for Graduation" in the drop-down box, and then click the double arrows.
- 2. Confirm the student will have completed all degree requirements, including a minimum of 42 credit hours, by the end of the term. See [Appendix 4](#).**
- 3. Pass Comps Exam.** Student must be enrolled in the term in which the Comps Exam is taken.
- 4. HC&P Students Only: Sign up and complete your Oral Presentation.**
- 5. Submit completed master's paper to adviser before the final deadline.**
  - Student should check with adviser for the last day to submit to her in order to meet the Carolina Digital Repository deadline.
  - Student must send to Student Services Manager a copy/original of the title page with both signatures; registrar will then send the Graduate School a form noting that the paper has been completed.
  - NOTE: Incompletes are prohibited by the Graduate School for Master's Papers (PUBH 992). If student is unable to complete Master's Paper, he or she will receive a grade for the effort/progress put forth and will be required to enroll (and pay) for another 3 credit hours of PUBH 992 the following semester. Only three credit hours of PUBH 992 can count toward the minimum 42 credit hours required for degree completion, so it is in the student's best interest to sign up for PUBH 992 in the semester he or she expects to complete the paper.

6. **Upload completed master's paper to the Carolina Digital Repository (CDR).**
  - The link to upload the final, approved, signed paper (PDF format) to the Carolina Digital Repository is: [https://cdr.lib.unc.edu/forms/sph\\_phlp\\_masters\\_papers](https://cdr.lib.unc.edu/forms/sph_phlp_masters_papers) Student will need Onyen and PID to log-in to the site. Upload only the final, approved Master's Paper PDF to the Carolina Digital Repository.
  - The Student Services Manager will receive an automatic CDR confirmation email that it was deposited, which will be placed in the student's file.
  - NOTE: If students plan to publish their papers, they can choose the option to "embargo" them for a specified period of time at the time of upload. All other papers will be made available to the public.
7. Ensure that any **IN (Incomplete) grades have been resolved** and a final grade has been recorded in ConnectCarolina by the instructor.
  - It is the student's responsibility to follow-up with the instructor to complete the course requirements.
  - Remember that an IN grade reverts to an "F" if not resolved within one year (by the last day of classes) and that receiving a grade of F results in the student becoming academically ineligible to continue.
8. Check Student Center account to be sure there is no **pending balance** due.
  - Any unpaid tuition/fees or library/parking fines, etc. will prevent clearance by the university registrar.
9. Ensure that all required **Practicum forms** have been submitted (as noted in Sakai's PHLP CENTRAL Practicum folder. [See site for most up-to-date information about pre- and post-practicum forms.](#) ).
  - Required forms for Student Services Manager (SSM):
  - Online evaluations are automatically sent to advisers
  - ALL forms noted above are required to be in the student's file for graduation clearance.
10. Complete the required **PHLP Exit Survey**:

**[CLICK TO BEGIN UNC PHLP Exit Survey](#)**

  - Students are encouraged to take time to share thoughts and assessments of their experiences in the MPH Program.
  - They are also asked to provide viable email addresses so that they may be reached for future PHLP alumni events.
11. Final and Last Step: Complete the required **Graduate School Exit Survey**.
  - The GS Exit Survey is a separate survey from the PHLP Exit Survey and the link will be emailed to the student directly from the Grad School 1-2 weeks before graduation.

**IMPORTANT:** Degree clearance will be delayed if either survey is not completed.

Note: If the student has officially applied to graduate and is *unable to complete the degree requirements by the deadline*, he or she should contact the Student Services Manager so that the SSM can ask the Graduate School to remove the student's name from their list. This will also allow the student to register in the following term. The student will need to officially apply again in ConnectCarolina the following term.

## **Requesting a Change in Academic Adviser**

Students are to raise important topics with their academic adviser in a professional and direct manner. If a student wishes to request a change in academic adviser to better align his or her interests with another faculty member, the student needs to first discuss this issue with the current adviser. PHLP will endeavor to support such requests dependent on faculty workload.

It should also be noted that if difficulties are encountered between the student/adviser and a satisfactory solution cannot be reached; either party is to raise the issue to the appropriate Track Director for resolution (this includes consideration of a request to change academic adviser).

Both parties will need to meet with the Track Director to discuss (in-person or by teleconference) the difficulty. Any proposed solution to the noted difficulty should be evaluated by the Track Director to reach a resolution. However, **if the proposed resolution is to recommend a change in academic adviser, the proposal needs to be reviewed and approved by the PHLP Director.**

If a favorable solution cannot be reached with in consultation with the Track Director, the Track Director will raise the issues to the PHLP Director (or Director of Graduate Studies, who will consult with the PHLP Director).

## **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 [Academic Eligibility](#) section below).** Students who receive two Ls must meet with the PHLP 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.

**IMPORTANT:** IN is a temporary grade that automatically converts to F\* unless the grade is replaced by the course instructor in ConnectCarolina 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 [Academic 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, etc.) must inform their adviser, Track Director 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 their adviser, and Track 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 by the course instructor. 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/> 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> 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](mailto: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.

<b>PHLP Track</b>	<b>Track Director</b>
GO MPH™	Dr. Rohit Ramaswamy
Health Care & Prevention	Dr. Anthony Viera
Leadership	Dr. Anna Schenck
Occupational Health Nursing	Dr. Bonnie Rogers

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

<b>Department</b>	<b>Chair/Program Director</b>
Public Health Leadership Program	Dr. Anna Schenck
Biostatistics	Dr. Michael Kosorok
Environmental Sciences & Engineering	Dr. Mike Aitken
Epidemiology	Dr. Andy Olshan
Health Behavior	Dr. Leslie Lytle

Department	Chair/Program Director
Health Policy & Management	Dr. Shoou-Yih Daniel Lee
Maternal and Child Health	Dr. Carolyn Halpern
Nutrition	Dr. Beth Mayer-Davis

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
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OR

- the Graduate School, in cases where the school is the instructor's home unit, or the school in which the chair's academic program is based does not have a process for review at the dean's level.
5. In cases where the student has appealed to the chair's/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. All appeals must also be copied/provided to the course instructor.

For more details, go the Graduate School Handbook, Graduate Grading section, Grade Appeals: <http://handbook.unc.edu/grading.html>

## **Academic Eligibility**

A student may become ineligible to continue studies at UNC-Chapel Hill and The Graduate School for academic reasons and/or student code violations. For more information, please refer to the [University Registrar's Policy Memo No. 7: Cancellation, Withdrawal, and Suspension](#)

A student becomes academically ineligible to continue in The Graduate School for the following reasons:

1. S/he receives a grade of F, F\*, XF, or nine or more hours of L.
2. S/he fails a written or oral examination for the second time.

### **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).

### **Student Code Violations**

Students are subject to the regulations of student government under the Honor Code and the Campus Code. Students may become ineligible to continue studies at UNC-Chapel Hill for student code violations. Instances of suspected plagiarism, cheating on examinations, or other violations of the Honor Code or Campus Code should be reported either to the [Office of the Graduate Student Attorney General](#) or the [Office of the Dean of Students](#).

#### **Honor Code**

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to support and comply with the enforcement of the [Honor Code](#), which prohibits lying, cheating, or involving academic processes or interactions with University, student, or academic personnel acting in an official capacity.

#### **Campus Code**

It shall be the further responsibility of every student to abide by the [Campus Code](#); namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

### **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, access to the online system and samples of relevant forms may be obtained from the IRB website: <http://ohre.unc.edu>.

UNC IRB training *must* be completed in advance of requesting IRB approval and advisers should be involved in preparation of the IRB application and provide their review and approval via the online system. 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/>

Students and advisers must also complete the IRB certification step in the online system before the IRB submission can be forwarded to the PHLP Director for endorsement and then to the IRB for their review.

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/>.

**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](mailto:lori_evarts@unc.edu)).*

## Section II. 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 concentration area offered in 2016 is **Applied Implementation Science**.

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 (no campus visits are required)
- (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 2014 Core Competencies for Public Health Professionals](#), 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.

## **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 MPH core courses (10 credits)**

**Biostatistics 600**

**Epidemiology 600**

**SPHG 710 Public Health Foundations**

**Required Leadership Courses (3 credits)**

**PUBH 793 Principles of Global PH Leadership**

**Concentration Area Courses (12 credits)**

**Applied Implementation Science**

**PUBH 714 Monitoring & Evaluation of Global Health Programs**

**PUBH 716 Applied Quality Improvement for Healthcare and Public Health**

**PUBH 690 (PUBH 719) Designing Systems for Global Health**

**Implementation**

**HPM XX/PUBH XX Introduction to Implementation Research and Practice in Public Health**

**Other courses (11 credits)**

**SPHG 700 Intro to Global Public Health**

**PUBH 746 Program Planning & Evaluation**

**PUBH 771 Communicating Science through Writing**

**Elective**

**Master's paper 3 credits**

**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 GO MPH 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. Each additional credit requires a 42% increase in hours (i.e. 200 hours for 4 credits, 280 for 5 credits, and 400 hours for 6 credits); a maximum of 6 credits may be applied toward the 42 required for the MPH degree. Products and outcomes of the experience will vary according to each student's objectives.

Descriptions of forms to fill out, procedures to follow and other resources are available on Sakai at PHLP CENTRAL>Practicum>GO MPH Track. Questions about the practicum experience should be directed to the adviser or the PHLP practicum coordinator at [practicum@unc.edu](mailto:practicum@unc.edu).

## Practicum Approval

A practicum approval form 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 – GO MPH™ 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. The exam itself is available for a 24-hour period, so it is the responsibility of the student to determine the 9-hour period within that window when he or she will work on the exam, and it is on the student's honor that he or she restricts the work to those 9 hours.

### **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.

## **Master's Paper – GO MPH™ 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.

The student is responsible for the identification of the topic for his or her Master's Paper, and is also responsible for the development of a schedule for completion that includes sufficient time for review by the adviser and second reader. A sample schedule is on the following page.

<b>Suggested Semester Schedule of Activities to be undertaken to complete Master's Paper Deadlines to be determined between Student and Adviser (1<sup>st</sup> Reader)</b>		
<b>Activity</b>	<b>Who</b>	<b>Due Date</b>
Register for PUBH 992 in adviser's section	Student	Prior to the start of the semester
Provide research plan for paper and outline or literature search strategy and findings or a literature review	Student	
<b>Complete CITI Training If applicable, Submit UNC IRB application</b>	Student	
<b>Begin regular email/phone updates to adviser (&amp; second reader, per agreement with adviser)</b>	Student	<b>FALL:</b> Begin week of Aug 17 <sup>th</sup> and conclude week of Nov 9 <sup>th</sup> <b>SPRING:</b> Begin week of Jan 5 <sup>th</sup> and conclude week of April 13 <sup>th</sup> <b>SUMMER:</b> Begin week of May 5 <sup>th</sup> and conclude week of July 13 <sup>th</sup>
<b>Paper outline submitted to first reader (&amp; second reader, per agreement with adviser)</b>	Student	<b>During first 5 weeks</b>
Feedback re: paper outline provided to student	1 <sup>st</sup> reader	
<b>Complete literature search and review</b>	Student	
<b>Initial draft submitted to first reader</b>	Student	
Feedback re: initial draft provided to student	1 <sup>st</sup> reader	
<b>2<sup>nd</sup> draft submitted to 1<sup>st</sup> (&amp; 2<sup>nd</sup> Reader, per agreement with adviser)</b>	Student	<b>During second 5 weeks</b>
Feedback to produce final draft provided to student	1 <sup>st</sup> & 2 <sup>nd</sup> readers	
<b>Final edits applied and final paper provided to for final review and approval signature by both 1<sup>st</sup> &amp; 2<sup>nd</sup> Reader</b>	Student	<b>During final 5 weeks</b>
<b>Obtain approval and signatures from both 1<sup>st</sup> &amp; 2<sup>nd</sup> Reader</b>	Student	
<b>Final master's paper document completed, signed title page completed by both readers along with date signed (provide title page to Cindy Reilly)</b>	Student	<b><u>By Graduate School Deadline</u></b>
<b>Upload to the Carolina Digital Repository completed</b>	Student	<b><u>Week following posted deadline</u></b>

### **GO MPH™ Track 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). Exact dates are provided at

<http://gradschool.unc.edu/academics/resources/graddeadlines.html>

## **Section III. 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 and developing health policy to maximize the contribution of the clinical care of individuals to the health of the public, using data from health services research, health policy analysis and health economics, and application of the literature; 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 physicians and surgeons.
- (2) To help students in the HC&P program integrate population and clinical sciences into a life course that will prepare them contribute to improving the health of the public broadly, with foci 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 use 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) Use 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 School-wide core courses (required):**

**PUBH 760 (3) Epidemiology (Clinical Measurement/Evaluation) (fall)**

**PUBH 741 (4) Biostatistics (Quantitative Methods for Health Care Professionals) (fall)**

**PUBH 706 (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)**

**PUBH 749 (0.5) 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 fall & spring (0.5 credits earned for attendance in fall and spring, for a total of 1 credit).**

**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 begin 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
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**Semester Credit Hours    3**

**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 749 MPH Year and Career	0.5
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)

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**Semester Credit Hours    18.5**

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

PUBH 749** MPH Year and Career Seminar Series (five spring meeting times TBA)	0.5
PUBH 752*** Critical Appraisal of the Health Literature II	1
ELECTIVE	3

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**Semester Credit Hours    16.5**

**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 begin/complete the practicum)	3
PUBH 992 Master’s Paper (register for credit in your final semester)	3

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**Semester Credit Hours    6**

**TOTAL CREDIT HOURS    44 (42 is minimum credits for MPH)**

\*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 & 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)

PUBH 741*	Quantitative Methods for Health Care Professionals	4
PUBH 760*	Clinical Measurement/Evaluation	3
PUBH 750*	Strategies of Prevention for Clinicians	3
PUBH 600*	Introduction to the U.S. Health System	3
ENVR 600*	Environmental Health (online course – may also be taken in the spring in order to take a fall elective)	3
PUBH 749	MPH Year and Career	0.5
PUBH 751***	Critical Appraisal of the Health Literature	2
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)		

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**Semester Credit Hours    18.5**

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

PUBH 749**	MPH Year and Career Seminar Series (five spring meeting times TBA)	0.5
PUBH 752***	Critical Appraisal of the Health Literature II	1
ELECTIVE		3
ELECTIVE		1

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**Semester Credit Hours    17.5**

**Summer Session**

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

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**Semester Credit Hours    6**

**TOTAL CREDIT HOURS    42 (minimum credits for MPH)**

\*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/>. Students who encounter registration issues should contact the PHLP Student Services Manager. **Please note that the only required course 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 20.5 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, one of the Year and Career seminars will include discussion of 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. For example, Dr. Viera’s section is 003. Dr. Tolleson-Rinehart’s is 005. Dr. Feltner’s is 007. Please check with the Student Services Manager if you have any questions about 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 regularly 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, the faculty member may submit an incomplete or failing grade.

### 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 20,5 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 aspects of true participation in graduate education 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.

We suggest that you make every effort to attend all classes, always. Think of it as your "job." Certainly you wouldn't be late for morning rounds in the hospital, and you wouldn't fail to show up for a rotation. If circumstances outside your control prevent attendance, we suggest that you communicate that to the course faculty at the earliest possible time. We believe our faculty will be sympathetic and helpful wherever possible.

## Structure

Students generally find that attending graduate school (in the Gillings School of Global Public Health or elsewhere) is much less structured than is attending 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>) and track your progress by completing the [Graduation Checklist Worksheet for HC&P Track Students](#).

## PHLP Breadth Requirements

Each HC&P MPH student is encouraged to develop his/her own academic program with program leaders and with his or her own adviser, based on what he/she would like to get out of the program. 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 advisers and program leaders (Anthony Viera and Sue Tolleson-Rinehart) to identify the specific ways 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 it is readily understood by health care providers, policy makers, administrators, legislators, and interested members of the general public. After you have acquired and absorbed this information, you must be able to communicate it to the public, policy-makers, and other stakeholders to improve health decisions.

## **Policy Development**

1. Develop and evaluate policy options: examine public health, health policy, 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.

## Master's Paper – HC&P Track

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 containing 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; you will create confusion if the word “thesis” appears on your paper.

As we have noted elsewhere, we expect students to complete their master’s papers by mid-July, in order to qualify them for August graduation. Medical students should make an effort to finish their papers by late June, to allow them to return to rotations at the end of that month. Also remember that, although students must be registered in the semester(s) in which they undertake/complete their master’s papers, they need not be registered in the semester in which the degree is to be awarded, provided that no use of University faculty time or facilities is required, and as long as they were registered appropriately in prior terms, unless other conditions (employment, immigration, etc.) require registration. Students who do not meet the Master’s Paper CDR submission deadline have an option to graduate in the subsequent academic term without being required to enroll or pay tuition, as long as ALL degree requirements have been met BEFORE the first day of classes of that term. Please return to p. 30, Applying for Graduation, to remind yourself of the steps you need to take on the way to completing your degree.

### **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 rigorously and carefully, concluding with recommendations for practice, research, or further policy change. This policy analysis will, typically, triangulate methods, including reviewing relevant literature and gathering original data or re-analyzing secondary data from a variety of possible sources, including aggregate, survey, pilot, health services, economic, and other forms of 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, well 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>. Advisers 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 for all but the Title Page (see Title Page instructions).

**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 adviser 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 using the following link: [https://cdr.lib.unc.edu/forms/sph\\_phlp\\_masters\\_papers](https://cdr.lib.unc.edu/forms/sph_phlp_masters_papers) (login using your ONYEN and password).
2. A paper title page with signatures (original or electronic) of your adviser and second reader must also be submitted to the PHLP Student Services Manager. (Note that this is the only paper page students are required to submit to the PHLP Student Services Manager. Please do not submit a paper copy of your entire paper.)
3. In addition, you should ask your readers if each of them 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. 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. 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. A 3-6 credit practicum experience (with a minimum of 140 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

(See Practicum Information on PHLP CENTRAL site for most up-to-date information about pre- and post-practicum forms.)

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 online practicum evaluation form, and the practicum preceptor must complete the online student evaluation form.

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 experiences 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 140 hours of practicum work for 3 credit hours. Each additional credit hour requires a 42% increase in hours (i.e. 200 hours for 4 credits, 280 for 5 credits, and 400 hours for 6 credits); a maximum of 6 credit hours may be 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.

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 experiences; 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 experiences 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. (See Practicum Information on PHLP CENTRAL site for most up-to-date information about pre- and post-practicum forms.)

## **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. The exam itself is available for a 24-hour period, so it is the responsibility of the student to determine the 9-hour period within that window when he or she will work on the exam, and it is on the student's honor that he or she restricts the work to those 9 hours.

**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 IV. 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 online 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 Framework**

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> 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 advisers 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 he or she has accomplished, both before and during 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/resourcestools/Pages/Core\\_Public\\_Health\\_Competencies.aspx](http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx) and the ASPPH competencies can be viewed at <http://www.aspph.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.aspph.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.

These Degree Specific Competencies reflect the Council on Linkages Public Health Leadership Competencies and the ASPPH Public Health Leadership Competencies with the aim for students to be

proficient at gain deeper and proportionally more leadership skill. The Leadership Track's degree specific competencies follow.

### **Leadership Track Degree-Specific Competencies**

1. Apply the basic principles of the core public health disciplines as required by CEPH: clinical epidemiology; biostatistics; prevention science; health policy; and environmental health.
2. Demonstrate basic team building, negotiation, and conflict management skills
3. Exercise productive organizational, time-management and administrative skills.
4. Develop knowledge of one's individual strengths and challenges, as well as mechanisms for continued personal and professional development.
5. Review, integrate, and apply ethical and/or legal principles in both personal and professional interactions, as well as public health practice and/or research.
6. Apply evidence-based concepts in public health decision-making.
7. Plan for the need for lifelong learning in the field of public health.
8. Evaluate the effect of public health decisions on social justice and equity.
9. Recognize social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes.
10. Identify needed resources for public health programs or research.
11. Distinguish characteristics of a system.
12. Respond to identified public health needs within their appropriate contextual setting.

## **Leadership Track Program Requirements at-a-Glance**

<b>Credit hours</b>	<b>at least 42</b>
<b>Courses</b>	<b>5 MPH core courses (15 credits)</b> <b>Biostatistics 600</b> <b>Health Policy &amp; Management 600</b> <b>Environmental Science 600</b> <b>Health Behavior 600</b> <b>Epidemiology 600</b> <b>Required Leadership Courses (8 credits)</b> <b>PUBH 680 or SPHG 600 PH Practice -3 credits</b> <b>PUBH 790 Leadership Workshop -2 credits (residential)</b> <b>PUBH 791 Principles of PH Leadership- 3 credits</b> <b>Other courses, including one in each of the PHLP core competencies: leadership, assessment, policy development, and assurance (13 credits)</b>
<b>Master's paper</b>	<b>3 credits</b>
<b>Field practicum</b>	<b>3 credits</b>
<b>Comprehensive Exam</b>	<b>0 credits (must be a registered student to take exam)</b>

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

In addition to taking the mandatory MPH core courses, all PHLP Leadership MPH students are required to complete three required courses—PUBH 680 or SPHG 600, PUBH 790 and 791—and at least one course each in assessment, policy development, and assurance. PUBH 680 is an online course titled Public Health Practice; SPHG 600 is a residential course titled Introduction to Public Health; PUBH 790 is a full-semester online leadership course with a required on-campus visit offered on the Friday-Sunday of the final week of Spring Break, with an alternative on-campus session in early May (first 3 days of Summer I semester); 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

PUBH	720/725	AIDS: Principles and Policy
	423	AIDS Service
	714	Monitoring & Evaluation of Global Public Programs
	730	Quality Improvement Leadership
	731	Public Health Marketing
	745	Community Health Improvement and Role of Assessment
	746	Public Health Program Planning and Evaluation
	754	Public Health Research for Practice
	806	Data Skills Online
	EPID	750
758		Methods & Principles of Applied Infectious Disease

### POLICY DEVELOPMENT

PUBH	720/725	AIDS: Principles and Policy
	680	Public Health Practice
	711	Critical Issues in Global Public Health
	712	Global Health Ethics
	731	Public Health Marketing
	735	Policy Development
PUBH/PHNU	748	Policy Development
SPHG	600	Introduction to Public Health

### ASSURANCE

PUBH	730	Quality Improvement Leadership
	746	Public Health Program Planning and Evaluation
	747	Project Management Principles and Practices
	767	Team Leadership in Research Navigation
	784	Project Management Strategy & Application
	806	Data Skills Online
	PHNU	744

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 registering for a course, students should seek permission from their advisers if a course being considered is not part of their established degree plans.**

## 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 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. Each additional credit requires a 42% increase in hours (i.e. 200 hours for 4 credits, 280 for 5 credits, and 400 hours for 6 credits); a maximum of 6 credits may be applied toward the 42 required for the MPH degree. Products and outcomes of the experience will vary according to each student's objectives. Online 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 Sakai at [PHLP CENTRAL>Practicum>Leadership Track](#). Questions about the practicum experience should be directed to the adviser or the PHLP practicum coordinator at [practicum@unc.edu](mailto:practicum@unc.edu).

## **Approval**

A practicum approval form 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. The exam itself is available for a 24-hour period, so it is the responsibility of the student to determine the 9-hour period within that window when he or she will work on the exam, and it is on the student's honor that he or she restricts the work to those 9 hours.

Completion of the Comprehensive Exam is in accordance with the UNC Honor Code, and must be your individual work, appropriately supported with citations to your MPH coursework and relevant materials. You only need to answer a question from three (3) of the seven (7) content areas: Leadership; Assessment; Assurance; Field Epidemiology; Global Health; Policy Development; Public Health Nursing. Students are to submit the answer to each of the three questions as individual documents. Thus, you will submit 3 documents one for each question.

### **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.

## **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, the student works with his or her 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 3](#))
- ◆ 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 fields of concentration. For example, online 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 respective concentration areas in completing this culminating experience requirement.

The student is responsible for the identification of the topic for his or her Master's Paper, and is also responsible for the development of a schedule for completion that includes sufficient time for review by the adviser and second reader, a sample schedule is as follows.

<b>Suggested Semester Schedule of Activities to be undertaken to complete Master's Paper Deadlines to be determined between Student and Adviser (1<sup>st</sup> Reader)</b>		
<b>Activity</b>	<b>Who</b>	<b>Due Date</b>
Register for PUBH 992 in adviser's section	Student	Prior to the start of the semester
Provide research plan for paper and outline or literature search strategy and findings or a literature review	Student	
<b>Complete CITI Training If applicable, Submit UNC IRB application</b>	Student	
<b>Begin regular email/phone updates to adviser (&amp; second reader, per agreement with adviser)</b>	Student	<b>FALL:</b> Begin week of Aug 17 <sup>th</sup> and conclude week of Nov 9 <sup>th</sup> <b>SPRING:</b> Begin week of Jan 5 <sup>th</sup> and conclude week of April 13 <sup>th</sup> <b>SUMMER:</b> Begin week of May 5 <sup>th</sup> and conclude week of July 13 <sup>th</sup>
<b>Paper outline submitted to first reader (&amp; second reader, per agreement with adviser)</b>	Student	<b>During first 5 weeks</b>
Feedback re: paper outline provided to student	1 <sup>st</sup> reader	
<b>Complete literature search and review</b>	Student	
<b>Initial draft submitted to first reader</b>	Student	
Feedback re: initial draft provided to student	1 <sup>st</sup> reader	
<b>2<sup>nd</sup> draft submitted to 1<sup>st</sup> (&amp; 2<sup>nd</sup> Reader, per agreement with adviser)</b>	Student	<b>During second 5 weeks</b>
Feedback to produce final draft provided to student	1 <sup>st</sup> & 2 <sup>nd</sup> readers	
<b>Final edits applied and final paper provided to for final review and approval signature by both 1<sup>st</sup> &amp; 2<sup>nd</sup> Reader</b>	Student	<b>During final 5 weeks</b>
<b>Obtain approval and signatures from both 1<sup>st</sup> &amp; 2<sup>nd</sup> Reader</b>	Student	
<b>Final master's paper document completed, signed title page completed by both readers along with date signed (provide title page to Cindy Reilly)</b>	Student	<b><u>By Graduate School Deadline</u></b>
<b>Upload to the Carolina Digital Repository completed</b>	Student	<b><u>Week following posted deadline</u></b>

## **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>

## **Part 2 – Online Learning MPH – Leadership Track**

Online 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 Online 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 Online 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.

### **Requirements at-a-Glance for Leadership Online Track by Concentration**

#### **Public Health Core Courses**

3	BIOS 600 Biostatistics
3	HPM 600 Health Administration
3	ENVR 600 Environmental Health
3	HBEH 600 Social & Behavioral Sciences
+ 3	<u>EPID 600 Epidemiology</u>
15	credits

#### **PH Leadership Core Courses**

3	PUBH 680 PH Practice
2	PUBH 790 Leadership Workshop
3	PUBH 791 Principles of PH Leadership
3	PUBH 886 Practicum
+ 3	<u>PUBH 992 Master's Paper</u>
14	credits

#### **Concentration Area Courses**

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 advisers.

## Requirements at-a-Glance for Leadership Online Track by Concentration

### 1: Public Health Practice Concentration area

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

<u>+ 12</u>	<u>PUBH 711, 714, 730, 731, 735, 745, 746, 747, 754, 767, 784</u>
12	<i>for a total of 41 credits</i>
+ 1	<i>≥ 1 credit hour elective</i>

### 2: Public Health Nursing Concentration area

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

3	PHNU 744 Roles & Functions in PH Nursing
3	PUBH 745 Community Health Improvement & Assessment
3	PUBH 746 Program Planning and Evaluation

*and one of the following:*

3	PUBH 711, 714, Global Health courses
3	PUBH 731 Social Marketing
3	PUBH 747 Project Management
3	PUBH/PHNU 748 Policy Development
<u>+ 3</u>	<u>PUBH 785 Interdisciplinary Approaches to Occupational Health</u>
12	<i>for a total of 41 credits</i>
+1	<i>≥ 1 credit hour elective</i>

### 3: Field Epidemiology Concentration area

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

3	EPID 759 Methods in Field Epidemiology
3	EPID 758 Principles & Methods of Applied Infectious Disease Epid
<u>+ 3</u>	<u>EPID 750 Fundamentals of PH Surveillance</u>
9	credits

+PUBH Courses

<u>+ 3</u>	<u>PUBH 735 or other course</u>
3	<i>for a total of 41 credits</i>
+ 1	<i>≥ 1 credit hour elective</i>

### 4: Global Health Concentration area

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

3	PUBH 711 Critical Issues in Global Health ( <i>pre-req for 714</i> )
<u>+ 3</u>	<u>PUBH 714 Introduction to Monitoring and Evaluation</u>
6	credits

+PUBH Courses

<u>+ 6</u>	<u>two other PUBH courses</u>
6	<i>for a total of 41 credits</i>
+ 1	<i>≥ 1 credit hour elective</i>

### **Part 3 – Residential MPH – Leadership Track**

Residential students may choose from the list of Public Health Leadership Program courses (including online 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.

#### **Requirements at-a-Glance – Residential Leadership Track**

<b>Credit hours</b>	<b>at least 42</b>
<b>Courses</b>	<b>5 MPH core courses (15 credits) or approved alternatives</b>  <b>Required Leadership Courses:</b> <b>SPHG 600 (or PUBH 680) PH Practice -3 credits</b> <b>PUBH 790 Leadership Workshop -2 credits</b> <b>PUBH 791 Principles of PH Leadership- 3 credits</b>  <b>*Courses in each of the PHLP core competencies:</b> <b>Assessment, Policy Development, and Assurance (6-9 credits)</b>  <b>*Electives (at least 10 credits)</b>
<b>Master's paper</b>	<b>3 credits</b>
<b>Field practicum</b>	<b>3 credits</b>
<b>Comprehensive Exam</b>	<b>0 credits (must be a registered student to take exam)</b>

**Many of the PHLP core courses are only offered online, and are open to residential students.**

## **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 online education.

### **OHN Track Objectives**

1. Provide MPH training both on-campus and via online education.
2. Provide OHN Certificate program via online 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 online 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 and 2016, with several indicators identified for each competency, which OHN graduates should be able to demonstrate upon completion of the program. Competencies #2 through #13 have three levels of competency, demonstrated by being competent, proficient, or expert. The competencies are listed below.

1. Apply basic principles of the core public health disciplines as required by CEPH: clinical epidemiology, biostatistics, prevention science, health policy and environmental health.
2. Advances knowledge and skills in occupational health nursing to improve worker health and safety and well-being.
3. Fosters collaborative practice as a member of the interdisciplinary team with emphasis on occupational health and safety areas.
4. Uses written, oral, and technological strategies to communicate effectively with individuals, groups, and communities about occupational health and safety issues.
5. Develops, implements, and evaluates comprehensive occupational health and safety programs and services for diverse client populations.
6. Assumes occupational health nursing leadership role in business, academia, government, and in the community.
7. 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.
8. Influences policy development and its implications on business, legislation/regulation, health care, occupational health and safety issues, and the environment.
9. Utilizes evidence-based findings to advance occupational health nursing practice.
10. 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.
11. Utilizes knowledge from occupational health sciences and epidemiologic and environmental health to assess and control exposures in work environments.
12. Applies ethical decision making principles, personal values and beliefs, and ethical behavior in situations requiring judgment.
13. Engages in ongoing and lifelong learning to advance evidence-based occupational health nursing practice and 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 (online education) in the OHN Track, students are required to meet School-wide 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**

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

**\* 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.

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

## Sample Course of Study – OHN Track

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

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	PHNU 781 (3) <sup>2</sup> ENVR 432/PHNU 786 (3) <sup>1</sup>	ENVR/PHNU 423 (3) <sup>1</sup> PUBH/PHNU 785 (3) <sup>1</sup>  PHNU 783 (2)*	EPID 600 (3) <sup>1</sup>  PHNU 784 (2)*
<b>Year 2</b>	PHNU 782 (3) <sup>2</sup> PHNU 787 (2) <sup>1</sup>	BIOS 600 (3) <sup>1</sup>	HPM 600 (3) <sup>1</sup>
<b>Year 3</b>	PUBH/PHNU 746 (3) <sup>1</sup> PUBH/PHNU 748 (2) <sup>1</sup>	HBEH 600 (3) <sup>1</sup> ENVR 600 (3) <sup>1</sup>	CITI online
<b>Year 4</b>	PHNU 886 (3) Comprehensive exam	PUBH 992 (3) Register to graduate	

<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 3.5 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)

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

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

## **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.

(See Practicum Information on PHLP CENTRAL site for most up-to-date information about pre- and post-practicum forms.) **Your course grade cannot be assigned until the process 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. The exam itself is available for a 24-hour period, so it is the responsibility of the student to determine the 8-hour period within that window when he or she will work on the exam, and it is on the student's honor that he or she restricts the work to those 8 hours.

**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.

## 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 advisers and readers of their papers, 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>.**

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).

**The final version is also to be posted to the Carolina Digital Repository at: [https://cdr.lib.unc.edu/forms/sph\\_php\\_masters\\_papers](https://cdr.lib.unc.edu/forms/sph_php_masters_papers) (login using your ONYEN and password). This is due the week after the [posted Graduate School deadline](#).**

## **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 online 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 the [HC&P advising section](#)*)

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 Advisement must be approved by the Director of PHLP.

# GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

**Dean**  
 Barbara K. Rimer, DRPH, *Alumni Distinguished Professor*  
 Elizabeth French, MA, *Assistant Dean for Strategic Initiatives*

**Sr. Associate Dean for Administration**  
 Todd Nicolet, PhD

## Departments & Programs

## Academic, Research, Programmatic & Practice Support

## Administration

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<b>EPIDEMIOLOGY</b> Andrew Olshan, PhD, Barbara Sorenson Hulka Distinguished Professor	<b>DIRECTOR</b> PUBLIC HEALTH LEADERSHIP PROGRAM Anna Schenck, PhD, Director and Professor of the Practice
<b>HEALTH BEHAVIOR</b> Leslie Lytle, PhD, Professor	
<b>HEALTH POLICY &amp; MANAGEMENT</b> Daniel Lee, PhD, Professor	

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<b>STUDENT AFFAIRS</b> Charletta Sims Evans, MEd, Assistant Dean	<b>RESEARCH &amp; INNOVATION SOLUTIONS</b> Sandra Martin, PhD, Associate Dean for Research & Professor Julie MacMillan, MPH, Managing Director
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<b>COMMUNICATIONS</b> David Pesol, Director	<b>GLOBAL</b> GILLINGS GLOBAL GATEWAY Jim Herrington, PhD, Executive Director & Professor of the Practice Peggy Bentley, PhD, Associate Dean for Global Health & Carla Smith Charnee Distinguished Professor

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<b>INFORMATION TECHNOLOGY AND PROJECT PLANNING</b> Kathy Anderson, PhD, Associate Dean	<b>EXTERNAL ADVISORY GROUPS</b> • Alumni Association Governing Board • External Advisory Committee • Public Health Foundation Board • SPH Advisory Council
<b>FACILITIES</b> Brent Wishart, Manager	<b>INSTITUTIONAL RESEARCH</b> Molly O'Keefe, MS, Assistant Dean for Strategic Analysis

**DIVERSITY AND INCLUSION**  
 Runway Alexander, EDD, RN, Champion for Diversity

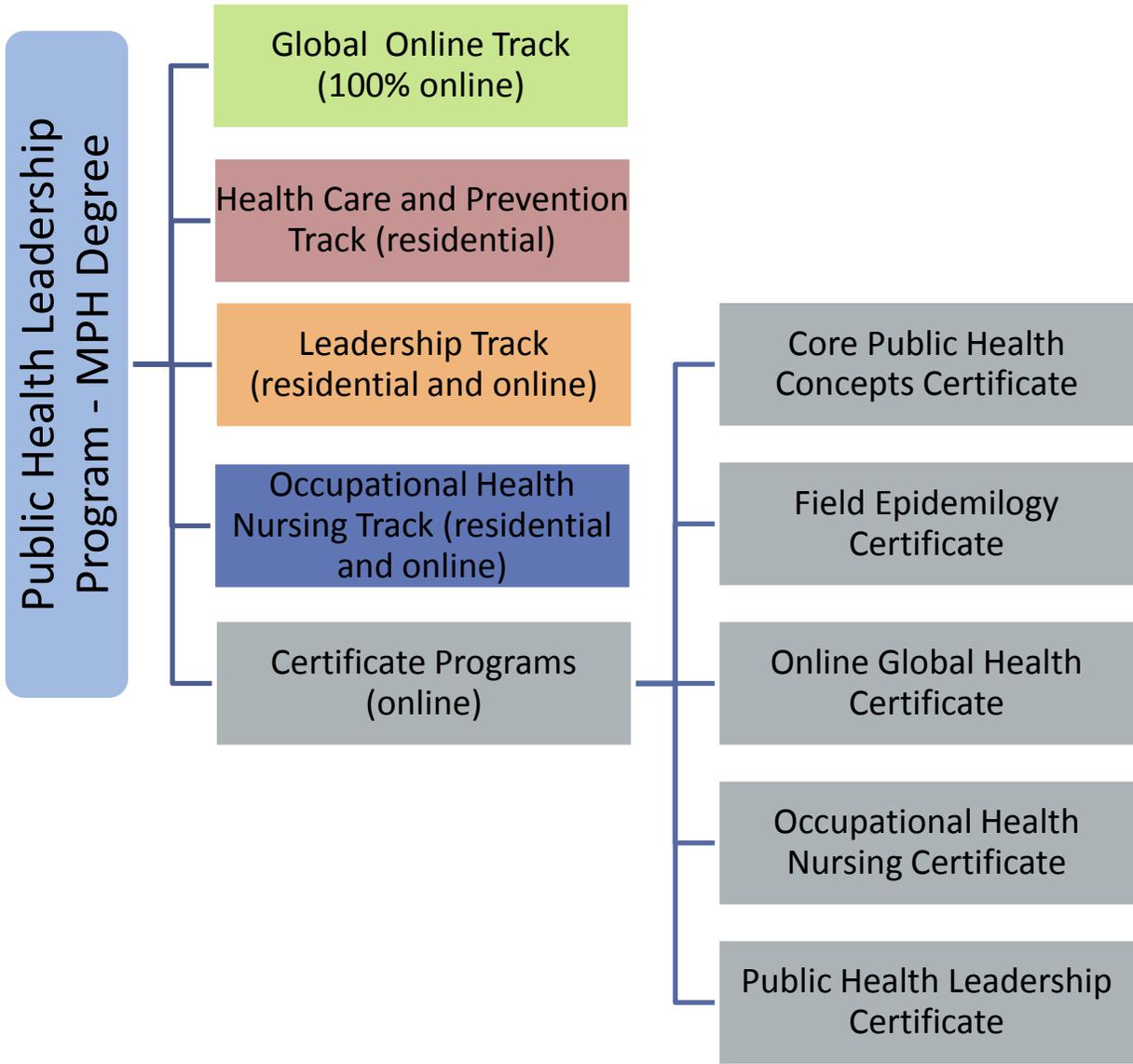
**CHAIRS' COMMITTEE**  
 Dean, Depts. Program, Assoc. Dean for Acad. Affairs

**DEAN'S COUNCIL**  
 Academic, Research and Practice Support, and Administration

**COORDINATION GROUP**  
 Academic, Research and Practice Support, and Administration

Dean, Depts., Program, Academic, Research and Practice Support, Student Leaders, and Administration

2016-02-01





## **Faculty Biographies**

### **Core Faculty**

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

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#### **Lori Carter-Edwards, PhD, MPH**

##### **Current Roles:**

Research Associate Professor and Evaluator, Public Health Leadership Program

Research Associate Professor, Health Behavior

Adjunct Assistant Professor, Epidemiology

Associate 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.”

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#### **Jennifer Brammer Elliott, MEd, PhD**

##### **Current Roles:**

Clinical Assistant Professor and Coordinator for Curriculum & Pedagogy

##### **Past Roles:**

Cognitive Research Scientist

Assistant Professor of Instructional Design and Technology, University of Cincinnati

K-12 Educator

##### **Teaches:**

SPGH 700 – Introduction to Global Public Health

**Education:**

PhD, Education University of Virginia 2013

MEd, Curriculum and Instruction, University of Virginia 2008

BA, Psychology, University of Virginia 1999

Dr. Elliott's research and experience has focused on the use of immersive participatory games and simulations for public K-12 and higher education, as well as, military and corporate training. She has worked on projects that include online global public health curriculum design and development, complex systems thinking, and game and simulation design for the development of empathy and cultural competency. She is passionate about fostering the development of leadership, entrepreneurship, and innovation in public health students. Lastly she is interested in systems and design thinking and the use of cutting edge technologies to help better train public health humanitarian workers for complex emergencies.

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**Lori A. Evarts, MPH, PMP, CPH****Current Roles:**

Clinical Assistant Professor

Director of Graduate Studies

**Teaches:**

PUBH 725 – The AIDS Course – Online (co teach)

PUBH 747 – Project Management Principles and Practice (summer)

PUBH 767 – Team Leadership in Research Navigation (co teach)

PUBH 784 – Project Management: Strategy & Application.

**Past Roles:**

Project Manager, UNC Gillings School of Global Public Health

Director of Operations, Center for Healthcare Quality, Cincinnati Children's Hospital Medical Center

Director of Operations, Department of Pediatrics center for healthcare quality improvement, UNC School of Medicine

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

Certified Practitioner of the MBTI® Step I™ and Step II™ Instruments

“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 online education, to address various public health and healthcare system challenges.”

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**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 Health and Medicine  
PUBH 750 Strategies of Prevention for Clinicians (co-teach)  
PUBH 751 Critical Appraisal of the Health Literature I (co-teach)  
PUBH 752 Critical Appraisal of the Health Literature II (co-teach)

**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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**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 Center

**Past Roles:**

Senior Advisor (2007-2013) National Cancer Institute Community Cancer Centers Program, Office of the Director, National Cancer Institute, National Institutes of Health, Bethesda, MD  
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 (1991-93) of the Advisory Panel for Public Health, Pew Health Professions Commission, and Chairman (1992-93) the Commission's Advisory Panel for Health Care Management  
Member (1983-89) and Chairman (1987-89) of the Accrediting Commission for Graduate Education in Health Services Administration  
Faculty and Senior Advisor (1995-2004) Project HOPE, Executive Health Care Management Training Program: Czech Republic, Poland, Hungary, Lithuania, Latvia, Estonia and China  
Senior Fulbright Specialist. Oswaldo Cruz Foundation/Sergio Arouca National School of Public Health, Rio de Janeiro, Brazil, June, 2005

**Education:**

PhD University of Michigan, Ann Arbor, MI, Horace H. Rackham School of Graduate Studies, 1967 (Medical Care Organization—Social Psychology)

MHA University of Michigan, Ann Arbor, MI, School of Business, 1962 (Hospital Administration)

BS University of Wisconsin, River Falls, WI, 1960 (Economics-Chemistry)

“I’m interested in assessment of the organizational factors affecting program implementation, change and quality improvement initiatives in health care organizations, with specific emphasis given to cancer prevention, treatment, and control. In all these endeavors, the focus has been to strengthen the science base of health care policy and practice.”

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**Rohit Ramaswamy, PhD, MPH, MS, BTech****Current Roles:**

Clinical Associate Professor at the Public Health Leadership Program

Faculty director, Global Online MPH

Co-director, UNC/RTI Consortium for Implementation Science

Faculty director for the online global health certificate

**Teaches:**

PUBH 711 – Critical Issues in Global Health

PUBH 714 – Monitoring and Evaluation of Global Health Programs

PUBH 716 -- Applied Quality Improvement Methods for Healthcare and Public Health

PUBH 690—Designing Implementation Systems for Global Health

**Past Roles:**

Consultant and Author of *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 quality of health systems and public health programs worldwide. My work involves the use of tools and methods of systems science, implementation science and improvement science to improve health system processes, outputs and outcomes.”

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**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  
PHNU 787 – Fundamentals of Industrial Hygiene (co teach)

**Past Roles:**

President, American Association of Occupational Health Nurses  
State Occupational Health Nursing Consultant at NC Division of Public Health, 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.”

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**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  
Author: *Occupational Health Nursing Concepts and Practice*, *Occupational Health Nursing Guidelines for Primary Clinical Conditions*, and *Legal Nurse Consulting Principles and Practices*

**Education:**

DrPH, with a major in environmental health sciences and occupational health nursing from the Johns Hopkins School of Hygiene and Public Health  
MPH, 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  
Academic Certificate in Bioethics and Health Policy, Loyola, Chicago

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

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**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

PUBH 690 – Communicating Science Through Writing

**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.”

---

**William Sollecito, DrPH, MS, BBA****Current Roles:**

Certificate Administrator and Clinical Professor, Public Health Leadership Program

**Teaches:**

PUBH 730 – Quality Improvement Leadership (co teach)

PUBH 747 – Project Management Principles and Practices (fall)

PUBH 767 – Team Leadership in Research Navigation (co teach)

**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, 4<sup>th</sup> 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 online education and e-learning technology and have included developing and teaching online and hybrid courses in management and leadership.”

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**David P. Steffen, DrPH**

**Current Roles:**

Clinical Assistant Professor, Public Health Leadership Program

**Teaches:**

PUBH 790 – Leadership Assessment

PUBH 791 – Core Principles of Public Health Leadership

PUBH 793 – Principles of Global 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

**Teaches:**

PUBH 730 – Quality Improvement Leadership

**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.”

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**Sue Tolleson-Rinehart, PhD****Current Roles:**

Associate Director, Health Care and Prevention Program  
Assistant Chair for Faculty Development, Department of Pediatrics, School of Medicine  
Immediate Past President, Academy of Educators, UNC School of Medicine  
Senior Research Navigator, NC TraCS Institute (UNC's CTSA)  
Member of Editorial Board of the *Journal of Health Politics, Policy, and Law*.

**Teaches:**

PUBH 706, 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.”

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**Anthony Viera, MD, MPH****Current Roles:**

Director, Health Care and Prevention MD-MPH Program  
Professor, Family Medicine, School of Medicine  
Adjunct Professor, Public Health Leadership Program  
Adjunct Associate Professor, Epidemiology, Gillings School of Global Public Health  
Director, Population Health Thread, UNC School of Medicine  
Director, Hypertension Research Program

**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

## Teaching faculty

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### **Lorraine K. Alexander, DrPH**

#### **Current Roles:**

Clinical Associate Professor, Department of Epidemiology  
Faculty MPH and MSPH Practicum Coordinator, Department of Epidemiology  
Director, Field Epidemiology Online Certificate Program, Public Health Leadership Program  
Distance Learning Specialist, NC Institute for Public Health, Gillings School of Global Public Health

#### **Past Roles:**

Clinical Assistant Professor, Department of Epidemiology

#### **Teaches:**

EPID 600, Principles of Epidemiology for Public Health  
EPID 750, Fundamentals of Public Health Surveillance  
EPID 758, Principles and Methods of Applied Infectious Disease Epidemiology  
EPID 759, Methods in Field Epidemiology  
PUBH 810 Population Health in

#### **Education:**

DrPH, UNC Gillings School of Global Public Health, 1990  
MPH, UNC Gillings School of Global Public Health, 1985  
BS, Microbiology and Public Health, Michigan State University, 1980

“I’m interested in public health practice, distance education and population health management and interprofessional teams.”

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### **Steffani Bangel, MPH**

#### **Current Roles:**

Adjunct Instructor for PHLP  
Advocacy and Engagement Program Coordinator, at Institute of Women and Ethnic Studies, UNC-Chapel Hill

#### **Past Roles:**

Researcher at RTI International, UNC’s Center for Health Promotion and Disease Prevention, and Tulane University’s Dept. of Epidemiology  
HIV Outreach Specialist at St. John #5/Camp ACE

#### **Teaches:**

PUBH 725, – The AIDS Course, Online

**Education:**

MPH, UNC Dept. of Health Behavior, 2016

BA in African Diaspora Studies & U.S. History from Tulane, 2011

“I am interested in elevating youth voices in sexual health advocacy, community education, and promoting community-based participatory research and programming.”

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**Jim Bowles, MPH****Current Roles:**

Adjunct Assistant Professor

Environmental Health Coordinator with the Virginia Department of Health

**Teaches:**

PUBH 680, Public Health Practice

PUBH 804, Issues in Public Health Leadership.

**Education:**

MPH in Public Health Leadership from UNC-Chapel Hill

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**Nelson W. Couch, PhD, Col-ret****Current Roles:**

Adjunct Assistant Professor, Public Health Nursing

Adjunct Professor, Dept of Allied Health Sciences, School of Medicine

**Past Roles:**

President, Triangle Health & Safety

Radiation Safety Officer, NCSU

Adjunct Assistant Professor – NCSU, College of Engineering, 2001-2010:

Taught “Occupational Safety Engineering” and “System Safety” graduate level courses

Also, taught various courses for the NC Occupational Safety and Health Education and Research Center both classroom and online.

**Teaching:**

PUBH 787 - Fundamentals of Industrial Hygiene

RADI 585 – Radiologic Health Physics

**Education:**

University of North Carolina, Chapel Hill, NC, PhD, Health Physics and Industrial Hygiene  
Dec/1986

University of North Carolina, Chapel Hill, NC, MSPH, Industrial Hygiene and Health Physics,  
Aug/1981

Syracuse University, Syracuse, NY, BS, Aerospace Engineering, June/1971

Graduate from the **Air War College**, 2001, USAF

**Certifications:**

Certified Industrial Hygienist (1982-2015)

Certified Safety Professional (1993-2015)

Registered with North Carolina Division of Radiation Protection as a

Qualified Expert for Radiation Safety Consultation (1995 Reg # 416) - current

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**Karine Dubé, DrPH, M.Phil.****Current Roles:**

Adjunct Assistant Professor, Public Health Leadership Program

Manager, UNC – ClinicalRM – Duke – USAMRIID Ebola Research Consortium

**Past Roles:**

Research Program Manager, Collaboratory of AIDS Researchers for Eradication (CARE)

Clinical Research Associate III, U.S. Military HIV Research Program (MHRP)/Henry M.

Jackson Foundation for the Advancement of Military Medicine, Inc./Walter Reed Army Institute of Research (WRAIR)

Senior Research Associate, FHI 360

Research and Program Analyst, amfAR – The Foundation for AIDS Research

**Teaches:**

SPHG 700 – Introduction to Global Public Health

**Education:**

DrPH, UNC-CH Gillings School of Global Public Health, 2016

M.Phil, Oxford University, 2005

B.S. with Business Minor, University of North Carolina at Chapel Hill, 2003

“I’m interested in global health, public health, infectious diseases, research methods, leadership, project management, capacity building and international development.”\

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**Keturah (Kim) Faurot, PA, MPH, PhD****Current Roles:**

Research Assistant Professor, UNC School of Medicine, Department of Physical Medicine & Rehabilitation

Assistant Director, UNC Program on Integrative Medicine

Adjunct Assistant Professor, Department of Allied Health, Physician Assistant Program

Lecturer, Gillings School of Global Public Health, Public Health Leadership Program

**Past Roles:**

Project Manager, Integrative medicine research, Program on Integrative Medicine

Physician Assistant, Clinical Geriatrics

Physician Assistant, Clinical Cardiology

**Teaches:**

PUBH 741 – Quantitative Methods for Health Care Professionals.

**Education:**

PhD, UNC Department of Epidemiology, 2014  
MPH, UNC Department of Health Behavior 2005  
PA Certificate, Wake Forest University, 1980  
BA, Psychology, UNC, 1977

**Research Interests:**

Adjunctive therapies for chronic pain and function  
Dietary supplement safety, epidemiology

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**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 Review  
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 at Chapel Hill  
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, unhealthy alcohol use, pharmacogenomics and individualized therapy, and time costs.”

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**Sonia Napravnik, PhD****Current Roles:**

Research Associate Professor of Medicine and Epidemiology  
Associate Director, UNC CFAR

**Teaches:**

PUBH 760 / EPID 711 – Clinical Measurement and Evaluation

**Education:**

PhD, UNC Dept. of Epidemiology, 2004

My primary area of focus is HIV clinical research.

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**Michael Newton-Ward, MPH, MSW****Current Roles:**

Adjunct Assistant Professor  
Lead Social Marketer, Center for Communication Science, RTI International  
Independent Social Marketing Consultant  
Member of the Editorial Board of Social Marketing Quarterly  
Founding Member North American Social Marketing Association

**Teaches:**

PUBH 731 – Public Health and Social Marketing

**Past Roles:**

Social Media Manager, NC Department of Health and Human Services  
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."

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**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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**Richard Scoville, PhD****Current Role:**

Adjunct Assistant Professor

Improvement Adviser, 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."

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**Michael J. Steiner, MD, MPH****Current Roles**

Associate Professor of Pediatrics, Adjunct Associate Professor of Public Health  
Vice-Chair of Pediatrics, Outreach and Business Development  
Division Chief, General Pediatrics and Adolescent Medicine

**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.”

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**Gretchen L. Van Vliet, MPH****Current Roles:**

Adjunct Assistant Professor  
Director, Business Development, Global Health, Population and Nutrition, FHI 360

**Past Roles:**

Director, Office of Global Health, UNC Gillings School of Global Public Health  
Research Associate, Office of Research, UNC Gillings School of Global Public Health

**Teaches:**

PUBH 711: Critical Issues in Global Health

**Education:**

MPH, Public Health Leadership Program, UNC-Chapel Hill, 2004  
Certificate in Nonprofit Management, Duke University, 2003  
MA (ABD), Journalism, UNC-Chapel Hill, 1993  
BA, Communications and French, Denison University, 1991

I have over 18 years of experience in public health and education programs, research, administration, management and communication. I am an experienced grant writer and have served as a director, unit leader, project director, project coordinator, instructor, manager, scientific writer and editor.

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**Rachel A. Wilfert, MD, MPH, CPH****Current Roles:**

Adjunct Assistant Professor  
Training Manager, NC Institute for Public Health

**Past Roles:**

Research Associate, UNC Center for Public Health Preparedness  
Principal Investigator, UNC Preparedness and Emergency Response Learning Center  
Co-PI, Southeast Public Health Training Center

**Teaches:**

PUBH 810 – Population Health: Interprofessional Management in a Changing Healthcare System

**Education:**

Certificate in Public Health (CPH) from the National Board of Public Health Examiners  
Certified in Public Health, 2008  
MD, Duke University School of Medicine, 2001  
MPH, UNC Department of Maternal and Child Health, 1999  
BA, Amherst College, 1988

“I’m interested in workforce development, competency-based education, and population health.”

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**Karin Yeatts, PhD, MS****Current roles:**

Clinical Associate Professor

**Past Roles:**

Research Assistant Professor  
Research projects with US Environmental Protection Agency, Centers for Disease Control, NIEHS, and NC DHHS Division of Chronic Disease

**Teaches:**

EPID 600, Principles of Epidemiology (residential)  
PUBH 806 Data Skills for Public Health, On-line  
EPID 759 Field Epidemiology  
SPHG 710 Foundations of Public Health Practice

**Education:**

BA Bowdoin College 1988  
MS Enviro Science and Engineering, Virginia Polytech 1990  
MS UMass Amherst, Epidemiology 1994  
Phd UNC-Chapel Hill, Epidemiology 1997

## **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**, DrPh – 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

## **Staff**

**Kathy Cheek**, Business Manager  
*NCIPH, 213 Rosenau Hall*

**Chantal Donaghy**, PHLP Program Assistant  
*4104 McGavran-Greenberg Hall*

**Paul Frellick**, Program Coordinator  
*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/>*

**Section VII. Appendices**

UNC Public Health Leadership Program Course Availability

updated: 8-Aug-13

COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention concentration	Leadership Management concentration / focus areas				Occupational Health Nursing concentration	Course Availability						
			Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health		FALL	SPRING	SUM I	SUM II			
			R=REQUIRED CORE COURSE; R <sup>distance</sup> =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.)											
PUBH 420 AIDS: Principles and Policy (1)	Policy & Assessment									Residential in-person	Online distance			
PUBH 423 AIDS Service (1)	Assessment									Residential in-person				
PUBH 450 Data Skills Online (1)	Assessment & Assurance									Online distance				
PUBH 496 Readings in Public Health Practice (varies)	Varies	permission required	permission required	permission required	permission required	permission required	permission required	permission required	Schedule with your Adviser (Register for section number per adviser instruction)					
PUBH 500 Global Health Discussion Series (.5)	Policy						R <sup>residential</sup>		Residential in-person	Residential in-person				
PUBH 510 Interdisciplinary Perspectives in Global Health (3)	Policy						R <sup>residential</sup>		Residential in-person					
PUBH 600 Introduction to the United States Health System (3)	SPH Core	R (HPM)							Residential in-person				Residential in-person 1st wk July-1st wk Aug	
PUBH 610 Introductory Spanish for Health Professionals (3)									Residential in-person	Residential in-person				
PUBH 6131 Intermediate Spanish for Health Care I (3)									Residential in-person	Residential in-person				
PUBH 6151 Advanced Spanish for Health Care 1 (3)										Residential in-person				
PUBH 680 Public Health Practice (3)	Policy		R <sup>distance</sup>	R <sup>distance</sup>	R <sup>distance</sup>	R <sup>distance</sup>			Online distance					
PUBH 690 Special Studies (varies)	varies	permission required	permission required	permission required	permission required	permission required	permission required	permission required	Schedule with your Adviser (Register for section number per adviser instruction)					
PUBH 700/MHCH 700 Planning and Evaluation (3)	Assurance	permission required	permission required	permission required	permission required	permission required	permission required	permission required		Residential in-person				
PUBH 701 Cost-Effectiveness in Health and Medicine (2)	Assurance									Residential in-person				
PUBH 702 Systematic Review (1)	Assessment & Assurance									Residential in-person				
PUBH 703 Quality Improvement in Health Care and Public Health (3)										Residential in-person				
PUBH 704 Foundations of Global Health (2 or 3 credits)										Residential in-person				

UNC Public Health Leadership Program Course Availability

updated: 8-Aug-13

COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention concentration	Leadership Management concentration / focus areas				Occupational Health Nursing concentration	Course Availability			
			Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health		FALL	SPRING	SUM I	SUM II
R=REQUIRED CORE COURSE; R <sup>distance</sup> =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.)											
PUBH 705 One Health Intellectual Exchange Group (1 to 3 credits)	Varies							Residential in-person			
PUBH 711 Critical Issues in Global Public Health (3)	Policy		R*	E		R <sup>distance</sup>		Online distance	Online distance		
PUBH 712 Global Health Ethics (3)	Policy & Assurance					E <sup>distance</sup>		Online distance			
PUBH 713 Global Health Infectious Disease Epidemiology (3)	Assurance					E <sup>distance</sup>		Online distance			
PUBH 714 Intro Monitoring & Evaluation - Global Public Health (3)	Assessment		R*	E		R <sup>distance</sup>				Online distance	
PUBH 715/HBEH 715 Communication for Health-Related Decision Making (2)								Residential in-person			
PUBH 730 Quality Improvement Leadership (3)	Assessment & Assurance		R*					Online distance	Online distance		
PUBH 731 Public Health and Social Marketing (3)	Assessment & Policy		R*	E				Online distance			
PUBH 735 Policy Development in Public Health Leadership (3)	Policy		R* <sup>735 or 748</sup>			R <sup>735 or 748</sup>		Online distance			
PUBH 741 Quantitative Methods for Health Care Professionals I (3)	SPH Core	R (BIOS)						Residential in-person			
PUBH 742 Quantitative Methods for Health Care Professionals II (3)	Assessment							Residential in-person			
PUBH 745/PHNU 745 Community Health Improvement & Role of Assessment (3)	Assessment		R*	R			E	Online distance			
PUBH 746/PHNU 746 Public Health Program Planning & Evaluation (3)	Assessment & Assurance		R*	R			R	Online distance			
PUBH 747 Project Management Principles & Practices (3)	Assurance		R*	E				Online distance		Online distance	
PUBH 748/PHNU 748 Policy Development Distance Learning Course (2 or 3)	Policy		R* <sup>735 or 748</sup>	E		R <sup>735 or 748</sup>	R	Online distance			
PUBH 749 Master's Seminar (1)	Varies	R						Residential in-person	Residential in-person		
PUBH 750 Strategies of Prevention for Clinicians (4)	SPH Core	R (HB)	permission required	permission required	permission required	permission required	permission required	Residential in-person			

UNC Public Health Leadership Program Course Availability

updated: 8-Aug-13

COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention concentration	Leadership Management concentration / focus areas				Occupational Health Nursing concentration	Course Availability				
			Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health		FALL	SPRING	SUM I	SUM II	
		R=REQUIRED CORE COURSE; R <sup>distance</sup> =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.)										
PUBH 751 Critical Appraisal of Health Literature (2)	SPH Core	E	permission required	permission required	permission required	permission required	permission required	Residential in-person				
PUBH 752 Seminar in Critical Appraisal of Health Literature (1)		E	permission required	permission required	permission required	permission required	permission required		Residential in-person			
PUBH 754 Research Methods for Public Health Practice (3)	Assessment	E	E	E	E	E	E		Hybrid (available to all)			
PUBH 756/MHCH 756 Addressing Helath Inequalities in the US (3)									Residential in-person			
PUBH 760/EPID 711 Clinical Measurement/Evaluation (3)	SPH Core	R (EPID)						Residential in-person				
PUBH 763 Policy Issues in Health Outcomes and Quality of Care (3)	Policy & Assurance								Residential in-person			
PUBH 767 Team Leadership in Research Navigation (3)									Residential in-person			
PUBH 784 Project Management Strategy & Application (3)	Assurance								Residential in-person			
PUBH 785/PHNU 785 – Interdisciplinary Approaches to Occupational Health (3)				E			R		Online distance			
PUBH 790 Leadership Workshop (2)		E	R (May)	R (May)	R (May)	R (May)	E		MHCH Jan Workshop at UNC	PUBH May Workshop at UNC		
PUBH 791 Principles of Public Health Leadership (3)		E	R	R	R	R	E	Online distance				
PUBH 804 Issues in Public Health Leadership (1)										Online distance		
PUBH 886 Field Practicum in Public Health (3)	Graduation requirement	R	R	R	R	R	take PHNU 886	Schedule with your Adviser (Register for section number per adviser instruction)				
PUBH 992 Master's Paper (3)	Graduation requirement	R	R	R	R	R	R	Schedule with your Adviser (Register for section number per adviser instruction)				
Oral Presentation on an important topic in health care (10 minutes)		Graduation requirement								Residential in-person		
PHNU 423/ENVR 423 – Industrial Toxicology							R		Online distance			
PHNU 496 Readings in Public Health Practice (varies)		permission required	permission required	permission required	permission required	permission required	permission required	Schedule with your Adviser (Register for section number per adviser instry)				

UNC Public Health Leadership Program Course Availability

updated: 8-Aug-13

COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention concentration	Leadership Management concentration / focus areas				Occupational Health Nursing concentration	Course Availability			
			Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health		FALL	SPRING	SUM I	SUM II
			R=REQUIRED CORE COURSE; R <sup>distance</sup> =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.)								
PHNU 744 Roles and Functions in Public Health Nursing (3)				R			E			Online distance	
PHNU 781 Occupational Health Nursing I - Occupational Health Assessment (3)		permission required	permission required	permission required	permission required	permission required	R	Residential in-person			
PHNU 782 Occupational Health Nursing II - Occupational Health Programming (3)		permission required	permission required	permission required	permission required	permission required	R PHNU 781 prerequisite	Residential in-person			
PHNU 783 Occupational Health Nursing II - Field Practicum I (2)		permission required	permission required	permission required	permission required	permission required	E	Schedule with your Adviser (Register for section number per adviser instruction)			
PHNU 784 Occupational Health Nursing II - Field Practicum II (2)		permission required	permission required	permission required	permission required	permission required	E	Schedule with your Adviser (Register for section number per adviser instruction)			
PHNU 786/ENVR 432 Occupational Safety & Ergonomics							R	Online distance			
PHNU 787 Fundamentals of Industrial Hygiene (2)							R	Online distance			
PHNU 886 Field Practice in Community Health Nursing (3 to 6 credits)		permission required	permission required	permission required	permission required	permission required	R	Schedule with your Adviser (Register for section number per adviser instruction)			
BIOS 600 Principles of Statistical Inference (3)	SPH Core	see PUBH 741	R	R	R	R	R	Online distance	BOTH online & residential	Online distance	
ENVR 600 Survey of Environmental Problems (3)	SPH Core	R	R	R	R	R	R	Online distance	Online distance		
EPID 600 Principles of Epidemiology (3)	SPH Core	see PUBH 760	R	R	R	R	R	BOTH online & residential	Residential in-person	Online distance	
EPID 750 Fundamentals of Public Health Surveillance (3)	Assessment				R	E <sup>distance</sup>		Online distance			
EPID 758 Methods & Principles of Applied Infectious Disease Epid (3)	Assessment				R					Online distance	
EPID 759 Methods in Field Epidemiology (3)					R				Online distance		
HBEH 600 Social and Behavioral Science in Public Health (3)	SPH Core	see PUBH 750	R	R	R	R	R	Online distance	Online distance	Online distance	
HPM 600 Introduction to Health Policy & Administration (3)	SPH Core	see PUBH 600	R	R	R	R	R	Online distance	Online distance	Online distance	
HPM 664 Globalization and Health (3)	Policy					E			Residential in-person		

**UNC Public Health Leadership Program Course Availability**

updated: 8-Aug-13

COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention concentration	Leadership Management concentration / focus areas				Occupational Health Nursing concentration	Course Availability						
			Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health		FALL	SPRING	SUM I	SUM II			
			R=REQUIRED CORE COURSE; R <sup>distance</sup> =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.)											
MHCH 701 Foundations In Maternal Child Health (1st semester) (4)	Policy	permission required	permission required	permission required	permission required	permission required	permission required		Online distance					
MHCH 702 Foundations In Maternal Child Health (2nd semester) (4)	Policy	permission required	permission required	permission required	permission required	permission required	permission required		Online distance	Online distance				
Take & Pass Comprehensive Exam	Graduation requirement	R (Apr or May)	R (Oct or Mar)	R (Oct or Mar)	R (Oct or Mar)	R (Oct or Mar)	R (Oct or Mar)	Consult with Adviser and/or Student Services Manager to schedule and exact date						
Apply to Graduate (by documented deadline)	Graduation requirement	R	R	R	R	R	R	Student must complete this step; check <a href="http://gradschool.unc.edu/academics/resources/graddeadlines.html">http://gradschool.unc.edu/academics/resources/graddeadlines.html</a> for deadline to register						
Complete Graduate School Exit Survey (by documented deadline)	Graduation requirement	R	R	R	R	R	R	Student must complete this step to be cleared for registration; link to survey will be provide by email from the Graduate School						

**Courses not scheduled for 2013-2014:**

- PUBH 614I Intermediate Spanish for Health Care II (3)
- PUBH 616I Health Care Informatics
- PUBH 670 Clinical Research Methods (3)
- PUBH 671 Writing Scientific Research (3)

**Adviser Section Numbers**

<b>Course</b>	<b>Number</b>	<b>Sections</b>	<b>Instructor</b>
PUBH	886	001	Schenck, Anna
PUBH	886	002	Sollecito, Bill
PUBH	886	003	Viera, Anthony
PUBH	886	004	Steffen, David
PUBH	886	005	Tolleson-Rinehart, Sue
PUBH	886	006	Harris, Russ
PUBH	886	007	Feltner, Cynthia
PUBH	886	008	Charles, Anthony
PUBH	886	009	Evarts, Lori
PUBH	886	010	Lesneski, Cheryll
PUBH	886	011	Ramaswamy, Rohit
PUBH	886	012	Randolph, Susan
PUBH	886	013	Rogers, Bonnie
PUBH	886	014	Carter-Edwards, Lori
PUBH	886	015	Steiner, Julea
PUBH	886	016	Yeatts, Karin
PUBH	886	017	Jonas, Dan
PUBH	992	001	Schenck, Anna
PUBH	992	002	Sollecito, Bill
PUBH	992	003	Viera, Anthony
PUBH	992	004	Steffen, David
PUBH	992	005	Tolleson-Rinehart, Sue
PUBH	992	006	Harris, Russ
PUBH	992	007	Feltner, Cynthia
PUBH	992	008	Charles, Anthony
PUBH	992	009	Evarts, Lori
PUBH	992	010	Lesneski, Cheryll
PUBH	992	011	Ramaswamy, Rohit
PUBH	992	012	Randolph, Susan
PUBH	992	013	Rogers, Bonnie
PUBH	992	014	Carter-Edwards, Lori
PUBH	992	015	Steiner, Julea
PUBH	992	016	Yeatts, Karin
PUBH	992	017	Jonas, Dan

**All other PUBH courses will use the numbers below**

Sections	00x	Residential (face to face instruction)
Sections	01W	Residential (online course)
Sections	965	Certificate
Sections	966	PHLP Online Students (PUBH)
Core Courses	971	PHLP Online Students (EPID, BIOS, ENVR, HBHE, HPM)

**Master's Paper Title Page**

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] 2016

***[Adviser Signature here]***

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***Date***

***[Second Reader Signature here]***

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***[typed Second Reader name here]***

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***Date***

# UNC-CH Public Health Leadership MPH PROGRAM WORKSHEETS

## Global Online (GO MPH) Track – PUBX subplan: PUBHGLBL

MPH Degree Requirement Worksheet		Date _____	Student's Name _____		
<b>Matriculation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Summer I <input type="checkbox"/> Spring <input type="checkbox"/> Summer II		_____	_____		
		2 <sup>nd</sup> (Non-UNC) email _____	PID _____		
Course Number	Course Title	Semester Completed	Credits	Pertinent notes: all substitutions and exemptions.	
<b>School-wide CORE</b>					
BIOS 600	Principles of Statistical Inference		3.0		
EPID 600	Principles of Epidemiology		3.0		
TBD	Public Health Foundations		4.0		
<b>DEPT CORE</b>					
SPGH 700	Introduction to Global Public Health		3.0		
PUBH 793	Global Public Health Leadership		3.0		
PUBH 746	Program Planning and Evaluation		3.0		
TBD	Communicating Science Through Writing		2.0		
PUBH 992	Master's Paper		3.0		
PUBH 886	Field Practicum In Public Health		3.0		
<b>ELECTIVE</b>					
			3.0		
<b>CONCENTRATION AREA</b>					
	<b>WATER &amp; POPULATION HEALTH</b>				
TBD	Designing Systems for Global Health Implementation		3.0		
NUTR xxx	Issues in Global Nutrition		3.0		
PUBH 754 or PUBH 714	Research Frameworks and Methods or Monitoring and Evaluation of GH Programs		3.0		
PUBH 716	Gillings Global Implementation Lab		3.0		
<b>TRANSFER CREDITS</b>					
<b>TOTAL MINIMUM CREDIT HOURS FOR GRADUATION:</b>		<b>42</b>			







# UNC-CH Public Health Leadership MPH PROGRAM WORKSHEETS

## Leadership Track (Online: PUBX)

MPH Degree Requirement Worksheet		Date _____	Student's Name _____		
<b>Matriculation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Summer I <input type="checkbox"/> Spring <input type="checkbox"/> Summer II		_____	_____		
		2 <sup>nd</sup> (Non-UNC) email _____	PID _____		
Course Number	Course Title	Semester Completed	Credits	Pertinent notes: all substitutions and exemptions.	
<b>School-wide CORE</b>					
BIOS 600	Principles of Statistical Inference		3.0		
ENVR 600	Environmental Health		3.0		
EPID 600	Principles of Epidemiology		3.0		
HBEH 600	Social and Behavioral Sciences in Public Health		3.0		
HPM 600	Introduction to the U.S. Health System		3.0		
<b>DEPT CORE</b>					
PUBH 680	Public Health Practice		3.0		
PUBH 790	Leadership Workshop		2.0		
PUBH 791	Principles of Public Health Leadership		3.0		
Assessment:					
Assurance:					
Policy Development: PUBH 735 or PUBH 748	Policy Development in Public Health Leadership		3.0 or 2.0/3.0		
PUBH 886	Field Practicum in Public Health		3.0		
PUBH 992	Master's Paper		3.0		
<b>ELECTIVES</b>					



# UNC-CH Public Health Leadership MPH PROGRAM WORKSHEETS

## Leadership Concentration (Residential: PUBH)

MPH Degree Requirement Worksheet		Date _____	Student's Name _____		
<b>Matriculation:</b> <input type="checkbox"/> Fall <input type="checkbox"/> Summer I <input type="checkbox"/> Spring <input type="checkbox"/> Summer II		_____	_____		
		2 <sup>nd</sup> (Non-UNC) email _____	PID _____		
Course Number	Course Title	Semester Completed	Credits	Pertinent notes: all substitutions and exemptions.	
<b>School-wide CORE</b>					
BIOS 600	Principles of Statistical Inference		3.0		
ENVR 600	Environmental Health		3.0		
EPID 600	Principles of Epidemiology		3.0		
HBEH 600	Social and Behavioral Sciences in Public Health		3.0		
HPM 600	Introduction to the U.S. Health System		3.0		
<b>DEPT CORE</b>					
SPHG 600 or PUBH 680	Introduction to Public Health (on campus) or Public Health Practice (online)		3.0		
PUBH 790	Leadership Workshop		2.0		
PUBH 791	Principles of Public Health Leadership		3.0		
Assessment:					
Assurance:					
Policy Development: PUBH 735 or PUBH 748	Policy Development in Public Health Leadership		3.0 or 2.0/3.0		
PUBH 886	Field Practicum in Public Health		3.0		
PUBH 992	Master's Paper		3.0		
<b>ELECTIVES</b>					

## UNC-CH Public Health Leadership MPH PROGRAM WORKSHEETS

MPH Degree Requirement Worksheet		Date _____	Student's Name _____	
<b>GRADUATE CERTIFICATE:</b> _____				
<b>TRANSFER CREDITS</b>				
<b>TOTAL MINIMUM CREDIT HOURS FOR GRADUATION:</b>		<b>42</b>		
<b>ADMINISTRATIVE</b>				
<input type="checkbox"/> Complete <a href="#">FERPA Consent Release Form</a> Required to allow PHLP faculty & staff to provide letter of recommendations and/or references		Provide signed form to PHLP Student Services Manager		
<input type="checkbox"/> Complete <a href="#">UNC Honor Code Tutorial</a>		All Carolina students are expected to refrain from lying, cheating, and stealing. The <a href="#">Instrument of Student Judicial Governance</a> also sets forth additional student responsibilities, many of which are set forth in Appendix A. These responsibilities are the minimum expected of members of the Student Body; all students are expected to actively support and protect the ideals of the Honor System at Carolina.		
<input type="checkbox"/> Complete <a href="#">Plagiarism Tutorial</a>		Other tutorials offered by UNC Libraries <a href="http://library.unc.edu/instruct/tutorials/">http://library.unc.edu/instruct/tutorials/</a>		
<input type="checkbox"/> Complete <a href="#">Citing Information Tutorial</a>		Additional resources at the UNC Writing Center (e.g., <a href="#">Literature Review</a> )		
<input type="checkbox"/> Complete <a href="#">Ethics Training (CITI)</a>		Completion of the CITI Basic Course is <b>required</b> of all study personnel who are engaged in the planning, conduct or analysis of research at UNC-Chapel Hill that involves human subjects.		
<input type="checkbox"/> Complete <a href="#">Conflict of Interest Training</a>		<b>Required</b> by all individuals who are involved in research.		

## UNC-CH Public Health Leadership MPH PROGRAM WORKSHEETS

### Occupational Health Nursing Track (PHNU)

<b>Name:</b> _____		<b>PID:</b> _____	
<b>MPH Degree Requirement Worksheet</b>		_____	
		<i>Date</i>	
<b>Matriculation:</b> <input type="checkbox"/> <i>Fall</i> <input type="checkbox"/> <i>Summer I</i> <input type="checkbox"/> <i>Spring</i> <input type="checkbox"/> <i>Summer II</i>		_____	
		Year	
Course Number	Course Title	Semester Completed	Credits
<b>School-wide CORE</b>			
BIOS 600	Principles of Statistical Inference		3.0
ENVR 600	Environmental Health		3.0
EPID 600	Principles of Epidemiology		3.0
HBEH 600	Social and Behavioral Sciences in Public Health		3.0
HPM 600	Introduction to the U.S. Health System		3.0
<b>DEPT CORE</b>	<i>* indicates required for OHN Students without occupational health nursing experience</i>		
PHNU 781	Occupational Health Nursing I – Occupational Health Assessment		3.0
PHNU 782	Occupational Health Nursing II – Occupational Health Programming		3.0
<i>PHNU 783*</i>	Occupational Health Nursing II – Field Practicum		2.0
<i>PHNU 784*</i>	Occupational Health Nursing II – Field Practicum		2.0
PHNU/PUBH 748	Policy Development		2.0
PHNU/PUBH 746	Program Planning and Evaluation		3.0
PHNU 886	Field Practicum in Community/Occupational Health Nursing		3.0
PUBH 992	Master's Paper		3.0
<b>Occupational Health Course Cognates</b>			
PHNU/ENVR 423	Industrial Toxicology		3.0
PHNU 786/ ENVR 432	Occupational Safety & Ergonomics		3.0
PHNU 787	Fundamentals of Industrial Hygiene		2.0
PHNU/PUBH 785	Interdisciplinary Approaches to Occupational Health		3.0
<b>ELECTIVES (if applicable)</b>			
<b>COMPREHENSIVE EXAM</b>			
Comprehensive Exam (all day written exam scheduled next to last semester in program)			0
<b>GRADUATE CERTIFICATE: (if applicable)</b> _____			

## UNC-CH Public Health Leadership MPH PROGRAM WORKSHEETS

<b>Name:</b>	<b>PID:</b>
<b>MPH Degree Requirement Worksheet</b>	_____
	<i>Date</i>
<b>TRANSFER CREDITS (if applicable)</b>	
<b>Required Certifications (email copy of certificates to Susan Randolph)</b>	<b>Date Completed</b>
<input type="checkbox"/> Spirometry	
<input type="checkbox"/> Hearing Conservation	
<input type="checkbox"/> Cardiopulmonary Resuscitation (CPR), AED, & First Aid	
<input type="checkbox"/> CITI Course in The Protection of Human Research Subjects (Group B, Social and Behavior Research; 11 modules)	
<b>Total Minimum Credit Hours for Graduation = 42</b>	
<input type="checkbox"/> Complete <a href="#">FERPA Consent Release Form</a> <b>REQUIRED</b> to allow PHLP faculty & staff to provide letter of recommendations and/or references	The signed FERPA Consent Release Form goes to the PHLP Student Services Manager (Cindy Reilly).
<input type="checkbox"/> Complete <a href="#">UNC Honor Code Tutorial (OPTIONAL)</a>	All UNC students are expected to refrain from lying, cheating, and stealing. The Instrument of Student Judicial Governance also sets forth additional student responsibilities, many of which are set forth in Appendix A. These responsibilities are the minimum expected of members of the Student Body; all students are expected to actively support and protect the ideals of the Honor System at UNC.
<input type="checkbox"/> Complete <a href="#">Plagiarism Tutorial (OPTIONAL)</a>	<a href="http://guides.lib.unc.edu/plagiarism/purpose">http://guides.lib.unc.edu/plagiarism/purpose</a> Other tutorials offered by UNC Libraries: <a href="http://library.unc.edu/instruct/tutorials">http://library.unc.edu/instruct/tutorials</a>
<input type="checkbox"/> Complete <a href="#">Citing Information Tutorial (OPTIONAL)</a>	Additional resources at the UNC Writing Center (under Handouts, e.g., Literature Review) <a href="http://writingcenter.unc.edu/handouts/literature-reviews/">http://writingcenter.unc.edu/handouts/literature-reviews/</a>
<input type="checkbox"/> Complete <a href="#">Ethics Training (CITI)</a>	Completion of the CITI Basic Course is required of all study personnel who are engaged in the planning, conduct, or analysis of research at UNC-Chapel Hill that involves human subjects.
<input type="checkbox"/> Complete <a href="#">Conflict of Interest Training</a>	Required by all individuals who are involved in research