



**UNC**  
GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH

# **BACHELOR OF SCIENCE IN PUBLIC HEALTH PROGRAM**

## **Academic Policies, Guidelines, and Procedures**

**DEPARTMENT OF HEALTH POLICY AND MANAGEMENT  
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

**2010-2011 Academic Year**  
Revised July 2010

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## The Gillings School of Global Public Health at UNC – An Introduction

The Gillings School of Global Public Health was formed in 1936 as a division within the School of Medicine. Independent status as a school of public health was granted in 1939, and the first graduate degrees were awarded in 1940. The fourth school of public health in the nation, the UNC Gillings School of Global Public Health was the first school established at a state university.

Today, together with the schools of Dentistry, Medicine, Nursing, Pharmacy, and Social Work, the Gillings School of Global Public Health is a part of the Division of Health Affairs. The Gillings School of Global Public Health houses the following departments: biostatistics, epidemiology, environmental sciences and engineering, health behavior and health education, Health Policy and Management, maternal and child health, and nutrition.

The mission of the Gillings School of Global Public Health is to advance the public's health through:

**Learning** – to educate students to assume and continue professional and leadership roles in public health practice, policy, research, and teaching;

**Discovery** (applied and basic) – to advance knowledge and understanding of the biological, social, behavioral, environmental, and economic factors affecting the health status of the population;

**Service** – to provide broad-based technical assistance and consultation on public health issues in the public and private sectors at local, state, national, and international levels.

## The Department of Health Policy and Management

The mission of the Department of Health Policy and Management (HPM) is to advance knowledge, translate knowledge into policy and practice, and to educate individuals for leadership roles in health management, policy-making and research that seek to improve health-related quality of life domestically and globally.

HPM is one of the most respected departments of its kind in the nation. HPM faculty are known for their valuable research in such areas as mental health services, cancer care, dental health, and aging, among others. Furthermore, HPM's master's programs are consistently ranked among the top programs by the *US News & World Report*.

## The Bachelor of Science in Public Health Program

The Bachelor of Science in Public Health (BSPH), the undergraduate major in Health Policy and Management, has been in existence for more than 30 years and is accredited by the Association of University Programs in Health Administration (AUPHA). The BSPH curriculum provides students with substantial knowledge of the organization of health care services in the U.S., along with an understanding of effective management of health system resources, including human, financial, and health information resources.

The program prepares students to assume professional positions in a range of health care settings, including health care systems, medical group practices, public health organizations, consulting agencies, health insurance companies, health services research institutes, and not-

for-profit health and human service organizations. BSPH graduates also pursue graduate degrees in law, medicine, dentistry, pharmacy, business administration, and social work, as well as in health policy and management.

## **The Student Services Office**

The Student Services Office is the HPM student's first point of contact for all administrative issues and questions, such as registration, admissions, and graduation. Individuals may contact the Student Services Office as indicated below.

### **Lynnette Jones**

Student Services Manager

119-B Rosenau Hall

(919) 966-7391

[ljones3@email.unc.edu](mailto:ljones3@email.unc.edu)

### **Kim Sieler**

Student Services Coordinator

120-A Rosenau Hall

(919) 966-7364

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### **BSPH Website**

[http://www.sph.unc.edu/HPM/bachelor\\_of\\_science\\_in\\_public\\_health\\_\(bsph\).html](http://www.sph.unc.edu/HPM/bachelor_of_science_in_public_health_(bsph).html)

## Health Policy & Management Offices and Program

### ADMINISTRATIVE OFFICES OF HEALTH POLICY & MANAGEMENT

<b>CHAIR'S OFFICE</b>		
	Peggy Leatt, Chair	843-2748
	Laurel Files, Associate Chair	966-7353
	Gina Coffin-Smith, Assistant to the Chair	966-9122
<b>BUSINESS OFFICE</b>		
	David Collins, Assistant to the Chair for Resource Management	966-7392
	Karen Capps, Human Resources Manager	966-7394
	Sarah Hamilton, Accounting Technician	966-7393
<b>Ph.D. DOCTORAL PROGRAM</b>		
	Morris Weinberger, Director	966-7385
<b>Dr.P.H. DOCTORAL PROGRAM</b>		
	Suzanne Havala Hobbs, Director	843-4621
<b>MASTER'S PROGRAM</b>		
	Bruce Fried, Director	966-7355
<b>EXECUTIVE PROGRAMS</b>		
	James Porto, Director	966-7354
	Bill Gentry, Director, Community Preparedness & Disaster Management	966-4228
	Kim Sieler, Executive Programs Manager	966-7364
<b>UNDERGRADUATE PROGRAM</b>		
	Chris Shea, Director	966-1938
<b>STUDENT SERVICES</b>		
	Lynnette Jones, Registrar	966-7391
	Jackie Siler-Coleman, Assistant Registrar	966-4609
<b>PROFESSIONAL DEVELOPMENT</b>		
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## Department of Health Policy & Management Faculty Primary Areas of Interest

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Andrea K. Biddle	Associate Professor	<ul style="list-style-type: none"> <li>• Access to healthcare for children</li> <li>• Childhood vaccination</li> <li>• Healthcare reform</li> <li>• Pharmaceutical economics</li> </ul>
Edward F. Brooks	Clinical Associate Professor	<ul style="list-style-type: none"> <li>• Health Services Policy</li> <li>• Rural health services</li> <li>• Alternative forms of medicine</li> <li>• Health care access</li> </ul>
Peggye Dilworth-Anderson	Professor and Associate Director Aging and Diversity, Institute on Aging	<ul style="list-style-type: none"> <li>• Family care giving and aging</li> <li>• Health disparities</li> <li>• Long-term care</li> <li>• Dementia and care giving</li> </ul>
Marisa E. Domino	Associate Professor	<ul style="list-style-type: none"> <li>• Health economics</li> <li>• Mental health economics and policy</li> <li>• Medicaid policy</li> </ul>
Laurel A. Files	Associate Professor and Associate Chair	<ul style="list-style-type: none"> <li>• Organizational development and change</li> <li>• Strategic planning</li> <li>• Graduate education</li> </ul>
Bruce J. Fried	Associate Professor and Director, Master's Program	<ul style="list-style-type: none"> <li>• Human resources management in healthcare</li> <li>• Mental health services research</li> <li>• Global health</li> <li>• Comparative health systems</li> <li>• Strategic Planning</li> </ul>
William Gentry	Lecturer and Director of CPDM Program	<ul style="list-style-type: none"> <li>•</li> <li>• Disaster management</li> <li>• Operations planning</li> <li>• Disaster consequences</li> <li>• Public Health roles in disasters</li> </ul>
Dean M. Harris	Clinical Associate Professor	<ul style="list-style-type: none"> <li>• Healthcare law and ethics</li> <li>• Health administration ethics</li> <li>• Antitrust law and policy</li> <li>• Certificate of need regulation</li> <li>• Healthcare regulation in developing countries</li> </ul>
Suzanne Havala Hobbs	Clinical Assistant Professor and Director, Doctoral Program in Health Leadership	<ul style="list-style-type: none"> <li>• Food and nutrition policy (domestic and international)</li> <li>• Dietary guidance policy</li> <li>• Health communication</li> <li>• Cultural proficiency in health services delivery</li> <li>• Alternative and complementary health services</li> </ul>
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Sheila Leatherman	Research Professor	<ul style="list-style-type: none"> <li>• Quality of care</li> <li>• Health systems performance</li> <li>• International health policy</li> <li>• Managed care</li> </ul>
Peggy Leatt	Professor and Chair	<ul style="list-style-type: none"> <li>• Organizational behavior</li> <li>• Health system reform</li> <li>• Quality improvement</li> <li>• Outcomes research</li> </ul>
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Kristen Hassmiller Lich	Assistant Professor	<ul style="list-style-type: none"> <li>• Applying operations research complex systems and econometrics tools to problems in health and health care</li> <li>• Tobacco policy (domestic and international)</li> <li>• Tuberculosis control</li> <li>• Infectious disease modeling</li> </ul>
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Joseph Morrissey	Professor and Deputy Director for Research, Sheps Center for Health Services Research	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Substance abuse</li> <li>• Justice services/policy</li> <li>• International systems</li> <li>• Managed care</li> <li>• Depression in primary care</li> <li>• Families and autism</li> </ul>
Jonathan Oberlander	Associate Professor	<ul style="list-style-type: none"> <li>• Medicare</li> <li>• American politics and public policy</li> <li>• Health politics and policy</li> <li>• Health care reform</li> <li>• Medicaid</li> <li>• Aging and public policy</li> </ul>
John Paul	Clinical Associate Professor	<ul style="list-style-type: none"> <li>• Organizational behavior in healthcare</li> <li>• Pharmaceutical development and pharmaeconomics</li> <li>• Health outcomes research</li> <li>• Organization and delivery healthcare in developing countries</li> </ul>
George H. Pink	Associate Professor	<ul style="list-style-type: none"> <li>• Performance measurement</li> <li>• Integrated health care</li> <li>• Health services accounting and finance</li> </ul>
James V. Porto	Clinical Assistant Professor and Director, Executive Programs	<ul style="list-style-type: none"> <li>• Substance abuse treatment</li> <li>• Comparative evaluation methodology</li> <li>• Public policy development and assessment</li> </ul>
Kristen Reiter	Assistant Professor	<ul style="list-style-type: none"> <li>• Healthcare financial management</li> <li>• Healthcare accounting</li> <li>• Hospital pay-for-performance</li> </ul>

Thomas C. Ricketts	Professor and Director, NC Rural Health Research Programs	<ul style="list-style-type: none"> <li>• Rural healthcare</li> <li>• Primary care</li> <li>• Regionalization of services</li> <li>• Political philosophy</li> <li>• Policy implementation and development</li> </ul>
R. Gary Rozier	Professor	<ul style="list-style-type: none"> <li>• Oral epidemiology</li> <li>• Dental public health</li> <li>• Fluoride exposures and outcomes</li> </ul>
Christopher M. Shea	Clinical Assistant Professor and Director, BSPH Program	<ul style="list-style-type: none"> <li>• Organization studies</li> <li>• Information system adoption and implementation</li> <li>• Business communication</li> </ul>
Pam Silberman	Research Associate and President, NC Institute of Medicine	<ul style="list-style-type: none"> <li>• Managed care</li> <li>• Uninsured</li> <li>• Medicaid</li> <li>• State child health insurance program</li> <li>• State health policy</li> <li>• Rural health</li> </ul>
Sally C. Stearns	Associate Professor	<ul style="list-style-type: none"> <li>• Health economics</li> <li>• Health policy</li> <li>• Applied statistical methods</li> </ul>
Melanie Studer	Clinical Instructor	<ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Health Care Quality</li> <li>• Healthcare purchasers and payers</li> </ul>
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John Vernon	Assistant Professor	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Economics</li> <li>• Pharmaceuticals</li> <li>• Decision Analysis</li> <li>• FDA</li> <li>• Regulation of Healthcare markets</li> </ul>
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Morris Weinberger	Professor and Director, Doctoral Program	<ul style="list-style-type: none"> <li>• Health services research</li> <li>• Primary care</li> <li>• Patient-centered outcomes research</li> <li>• Pharmaceutical care</li> <li>• Quality of care</li> </ul>
Bryan J. Weiner	Associate Professor	<ul style="list-style-type: none"> <li>• Governance in health care</li> <li>• Quality improvement implementation</li> <li>• Community health partnerships</li> </ul>
Rebecca Wells	Assistant Professor	<ul style="list-style-type: none"> <li>• Strategy process development</li> <li>• Health and human service organizations serving vulnerable populations</li> <li>• Community health centers</li> <li>• Drug abuse treatment centers</li> <li>• Child welfare agencies</li> </ul>

William N. Zelman

Professor

- Healthcare financial management
- Cost management
- Institutional performance measures
- Instructional design
- Distance learning

## BSPH Degree Requirements

In addition to completing the University's General College requirements, BSPH students must complete HPM core courses, SPH core courses, HPM electives, and non-HPM electives. There are eleven HPM core courses (including the two summer field training courses) and four SPH core courses. Students also must complete three credits of HPM electives and six credits of non-HPM electives. Grades of C or better (not C-) must be earned in these courses to satisfy the degree requirement.

Students should work closely with their academic advisors and the HPM Student Services Office to develop a curriculum plan and ensure a manageable workload. The HPM core courses must be taken according to the schedule listed below. SPH required courses and electives may be taken in any semester.

### Sample Course Schedule for HPM Undergraduates (Class of 2010)

<b>Fall, 1<sup>st</sup> year</b>	BIOS 600	(3)	Biostatistics requirement
	ECON 310 or 410	(3)	Applied Microeconomics
	HPM 340	(3)	Writing for Health Administrators
	HPM 350	(3)	Introduction to Health Services Systems I
	Electives	(3)	(General College or others outside HPM) <sup>1</sup>
<b>Spring, 1<sup>st</sup> year</b>	EPID 600	(3)	Introduction to Epidemiology
	ENVR 600	(3)	Environmental Health
	HPM 320	(3)	Introduction to Strategic Planning and Marketing
	HPM 352	(3)	Introduction to Health Services Systems II
	Electives	(3)	(Departmental <sup>3</sup> and/or General College)
<b>Summer I, 1<sup>st</sup> year</b>	HPM 301	(3)	Field Training <sup>2</sup>
<b>Summer II, 1<sup>st</sup> year</b>	HPM 302	(3)	Field Training
<b>Fall, 2<sup>nd</sup> year</b>	HBHE 600	(3)	Social and Behavioral Science in Public Health
	HPM 310	(3)	Introduction to Health Law and Ethics
	HPM 230	(3)	Human Resources Management in Health Organizations
	HPM 330	(3)	Introduction to Health Organization Leadership, Management, and Behavior
	Electives	(3)	(Departmental <sup>3</sup> and/or General College)
<b>Spring, 2<sup>nd</sup> year</b>	HPM 351	(3)	Policy Issues in Health Services Delivery
	HPM 532	(3)	Capstone Course: Health Care Consulting
	Electives	(6-9)	(Departmental <sup>3</sup> and/or General College)

<sup>1</sup> HPM electives should not be taken before the spring semester of 1<sup>st</sup> year. Courses taken in the Fall semester will provide you with a knowledge base necessary for more advanced courses.

<sup>2</sup> **A Field Training fee of \$400** is required for registration.

<sup>3</sup> The following courses are commonly taken to fulfill the HPM elective requirement. It is possible that not every course will be taught every year and that other HPM courses may be completed to fulfill the requirement. Note that HPM 564 and HPM 600 do not fulfill the HPM elective requirement.

HPM 465	(3)	Fall	Managed Care, Market Reform and Impact on Vulnerable Populations
HPM 510	(3)	Spring	Ethical Issues in Health Policy and Management
HPM 522	(3)	Spring	Aging, Family, and Long-Term Care: Cultural, Ethnic and Racial Issues
HPM 531	(3)	Spring	Physician Practice Management
HPM 634	(3)	Spring	Community Preparedness and Disaster Management
HPM 660	(3)	Fall	International and Comparative Health Systems
HPM 664	(3)	Spring	Globalization and Health

## Health Policy and Management Core Courses

### ***HPM 220: Writing for Health Administrators (3 credit hours)***

Teaches communication skills, focusing on written documents and oral presentations. Also, serves as an introduction to career opportunities and professional expectations of those working in the field. Fall.

### ***HPM 230: Management of Human Resources (3 credit hours)***

Introduction to the field of human resource management in health organizations in the U.S. Spring.

### ***HPM 301 & 302: Field Training (2 credit hours)***

The supervised twelve-week administrative internship in a healthcare organization. Required of all BSPH students in HPM. Summer.

### ***HPM 310: Introduction to Law and Ethics in Health Administration (3 credit hours)***

An introduction to health law and ethics for health administration undergraduate seniors. Fall.

### ***HPM 320: Introduction to Strategic Planning and Marketing (3 credit hours)***

An introduction to the philosophy, methods, and models of strategic planning in healthcare systems. Related disciplines include marketing, management, organizations, and systems and decision analyses. Spring.

### ***HPM 330: Introduction to Health Organization Leadership, Management, and Behavior (3 credit hours)***

Basic concepts of organization structure, functions, and design, and relevant administrative behavior, as applied to health and human services organizations. Fall.

### ***HPM 340: Foundations of Health Care Financial Management (3 credit hours)***

Basic methods and techniques in financial management of healthcare programs including financial statement analysis, cost determination and allocation, pricing of services, and budgeting. Spring.

### ***HPM 341: Computers in Health Administration (3 credit hours)***

The purpose of this course is to provide the students with a general introduction to computers with a primary emphasis on microcomputers. The course combines the development of basic computer skills along with an understanding of general concepts and terminology. Fall.

***HPM 350: Introduction to Health Services Systems (3 credit hours)***

An introduction to the current status, trends, practices, and issues in the delivery of health services. Fall.

***HPM 351: Policy Issues in Health Services Delivery (3 credit hours)***

Addresses current health services delivery concerns from policy perspectives. Guest speakers, debates, and development of issue papers are used to explore implications for access and quality of healthcare. Fall.

***HPM 532: Capstone Course: Health Care Consulting (3 credit hours)***

Serves as an integrative experience, drawing upon content of the other core courses. Includes a team project based on a health services organization. Spring.

## **Gillings School of Global Public Health Core Courses**

All BSPH students are required to take these courses, regardless of their specific program. These classes broaden students' knowledge of the public health field in areas outside of their majors.

***BIOS 600 Principles of Statistical Inference (3 credit hours)***

Prerequisite, knowledge of basic descriptive statistics. Major topics include elementary probability theory, probability distributions, estimations, tests of hypotheses, chi-squared procedures, regression and correlation.

***ENVR 600 Environmental Health (3 credit hours)***

Survey course: relationship between environmental quality, human health and welfare. Contamination in human environment; physical, biological, and social factors; trade-offs regarding prevention and remediation measures. Lectures, group discussions, and projects. Emphasizes critical thinking.

***EPID 600 Principles of Epidemiology (3 credit hours)***

An introductory course that considers the meaning, scope, and applications of epidemiology to public health practice and the uses of vital statistics data in the scientific appraisal of community health. One lecture and two lab hours per week.

## **Selected Complementary Courses Outside of the Gillings School of Global Public Health**

Many courses offered outside of the Gillings School of Global Public Health complement the BSPH required curriculum. Such courses may be taken as non-HPM electives. Below are courses that have been offered in the past. This is not a comprehensive list of departments or courses. Even if these particular courses are not available in a given semester, other courses of interest might be available through these and other departments.

Students with global health interests should seek out courses relevant to global issues, as well as the language, culture, economics, and political system of their region(s) of interest. These courses are commonly found in such departments as African Studies, Anthropology, Geography, Political Science, and Spanish.

## **Anthropology**

### ***ANTH 147: Comparative Healing Systems (3 hours)***

In this course, we compare a variety of healing beliefs and practices so that students may gain a better understanding of their own society, culture and medical system.

### ***ANTH 319: Global Health (INTS 319) (3 hours)***

This class explores some of the historical, biological, economic, medical, and social issues surrounding globalization and health consequences.

### ***ANTH 441: The Anthropology of Gender, Health and Illness (3 hours)***

The course explores the cultural beliefs, practices and social conditions that influence health and sickness of women and men from a cross-cultural perspective.

## **Business**

### ***BUSI 101: Managerial Accounting (3 hours)***

May be taken before, after, or concurrently with BUSI 100. Elements of accounting for management planning, budgeting, and control. Emphasis is on management uses of accounting information. *Pre- or corequisite, ECON 310 or ECON 410 or equivalent.*

### ***BUSI 403: Operations Management (3.0 hours)***

Analysis of the production/operations functions in both manufacturing and nonmanufacturing organizations. Developing production policies that support total organizational goals under varying constraints.

### ***BUSI 500 New Ventures and Entrepreneurs (3 hours)***

Students gain an understanding of entrepreneurship and the tools and skills necessary to create and grow a successful new venture. Real life activities are examined.

## **Child Development and Family Services**

### ***EDUC 406: Introduction to Child Health Services (3 hours)***

Addresses policy and service delivery issues related to children with disabilities from birth through school age. Sureys giftedness and various disabling conditions: mental retardation, emotional disturbance, learning disabilities, speech impairment, hearing impairment, vision impairment, orthopedic impairment, and neurological impairment. Intervention strategies for children with severe and multiple disabilities will be addressed.

## **Communication Studies**

### ***COMM 120 (MNGT 120): Introduction to Interpersonal and Organizational Communication (3 hours)***

An introduction to communication theory, research and practice in a variety of interpersonal and organizational contexts. This course examines the role of communication in both personal and professional relationships.

### ***COMM 223: Small Group Communication (MNGT 223) (3 hours)***

Prerequisite, COMM 120 or non-majors by permission of instructor. Introduction to the theory and practice of communication in the small group setting. Topics may include group development, conformity and deviation, gender, problem solving, and power and leadership.

### ***COMM 325 (MNGT 325): Introduction to Organizational Communication (3 hours)***

Prerequisite, COMM 120 or non-majors by permission of instructor. The course explores the historical and theoretical developments in the research and practice of organizational communication.

## **Economics**

### ***ECON 450: Health Economics: Problems and Policy (3 hours)***

Prerequisite, ECON 310 or 410. Economic analysis applied to problems and public policy in health care.

## **Geography**

### ***GEOG 445: Medical Geography***

The human ecology of health is studied by analyzing the cultural/environmental interactions that lie behind world patterns of disease distribution, diffusion, and treatment, and the ways these are being altered by development.

### ***GEOG 446: Geography of Health Care Delivery***

This course covers basics, including personnel and facility distributions, accessibility, regionalization, and location/allocation modeling; spatial analysis and GIS; and the cultural geography of health care, including humanist and political economic perspectives. BA-level social science perspective.

## **History**

### ***HIST 472: The Origins of Medicine (3 hours)***

Shows how the age of Shakespeare and Newton (sixteenth- to seventeenth-century England) fused old and new ideas about medicine and health, anticipating some of our own beliefs and practices.

## **Philosophy**

### ***PHIL 165: Bioethics (3 hours)***

This course is an introduction to philosophical bioethics. Introduction to this field requires consideration of moral theories and philosophical methods as well as particular contemporary topics in bioethics. Topics for this course may include issues at the beginning and end of life, animal and human experimentation, new and emerging clinical and research technologies, allocation of scarce medical resources, and ethical issues in the health care provider-patient relationship.



***PHIL 273: Social and Economic Justics (3 hours)***

This course will explore the concept of justice as it is found in discussion of the fairness or goodness of competing social and/or economic arrangements or practices. The readings will consist of various applied issues, as well as their theoretical justifications. Some of the topics will include: the nature of justice, distributive justice, retributive justice, international justice, and intergenerational justice.

***PHIL 495: Health Care, Science, & Philosophy (3 hours)***

Interdisciplinary course to develop critical thinking capacities through philosophical study of the nature of scientific presuppositions and concepts, including events, causality, and determinism, with specific application to health care issues.

**Political Science**

**POLI 131 Political Change and Modernization (3 hours)**

An overview of politics and government in the Third World, emphasizing characteristics, problems, and solutions (successful and otherwise) common to nations making the attempt to modernize.

**POLI 200 The President, Congress, and Public Policy (3 hours)**

An analysis of the roles and influence of the President, the Congress, and other participants in the making of national policy.

**POLI 201 Politics of Bureaucracy (3 hours)**

Problems of the public service; internal dynamics of public organizations; acquisition and allocation of public funds; the roles of bureaucracy in relation to public policy, clients, the citizenry, and society.

**POLI 405 North Carolina Politics and Public Policy (3 hours)**

An intensive study of politics, government, and public policy in the state of North Carolina. Emphasis is placed on student research projects, with a major paper the main requirement.

**Psychology**

***PSYC 502: Adulthood and Aging (3 hours)***

Prerequisites, PSYC 101, 250. A developmental approach to the study of adulthood, from young adulthood through death. Topics include adult issues in personality, family dynamics, work, leisure and retirement, biological and intellectual aspects of aging, dying and bereavement.

***PSYC 504: Health Psychology (3 hours)***

Prerequisite, PSYC 101, 245. An in-depth coverage of the theoretical issues and clinical manifestations of psychological responses characteristic of individuals with chronic physical disorders. Fall and spring.

**Public Policy Analysis**

***PLCY 201: Introduction to Public Policy (3 hours)***

Introduction to the elements of policy analysis by citizens, including definition of problems, criteria, alternatives, models, decision procedures, and political feasibility. Illustrated by case studies.

**PCLY 361: Health Policy and Politics (3 hours)**

An analysis of the evolution of American medical care with special emphasis on current health care policy issues and debates about future directions. Compares other national models to United States. Spring

**Sociology****SOCI 422: Sociology of Health (3 hours)**

Course examines uniqueness of the sociological perspective in understanding mental health and illness. It draws upon various fields to explain mental illness in as broad a social context as possible. Attention focuses on how social factors influence definitions and perceptions of illness.

**SOCI 431: Aging (3 hours)**

The process of aging from birth to death, with a concentration on the later years of life, examined from a broad perspective. Topics include individual change over the life-course, the social context of aging and the aging of American society.

**SOCI 469: Medicine and Society (3 hours)**

The primary objective for this course is to explain why particular social arrangements affect the types and distribution of diseases and how the medical care system is organized and responds. The course will focus on three topics: social factors in disease and illness; health care practitioners and their patients; and the changing face of the health care system.

**Social Work****SOWO 490: Public Service & Social Change (3 Hours)**

Course examines role of volunteer involvement and citizen participation in community development, grassroots organizing, advocacy, and other efforts to create a more just and democratic society.

**The HPM Career Services Office**

Acceptance to the Department of Health Policy and Management is the first step in beginning your career as a healthcare professional. However, finding the right internship or job can be challenging. The Career Services Office (CSO) in the Department of Health Policy and Management helps students with career information. From internship information sessions to individual counseling, to drafting the perfect resume and cover letter, the CSO offers assistance to the Health Policy and Management students to become the best candidates for internships and job offers.

The Career Services Coordinator's role for the department of Health Policy and Management is to assist the BSPH students in finding summer internships and career placements. For assistance with your internship research endeavors, talk with Cathy Padgett, the CSO Coordinator (919-966-7390 or [Cathy\\_Padgett@unc.edu](mailto:Cathy_Padgett@unc.edu)), your academic advisor and/or the Program Director. Cathy Padgett, the Career Services Coordinator is located in 118 Rosenau Hall. Cathy assists and counsels students in their internship search. Throughout the fall and early spring semester, she sends email updates and potential internship sites via listserv. Several information sessions are also held during the fall semester; discussions include: seniors' internship experience, general information meetings, as well

as interview assistance. Students may also set up appointments with her for individual counseling to discuss resume, cover letters, internships and interview skills.

*Internship Information Sessions:* There are two mandatory internship sessions. During these sessions, explanations on how to apply for an internship as well as the detailed paper works are presented.

*Internship Panel:* At these panels, the second year BSPH students share their summer internship experiences with the first year BSPH students. This panel provides insights to the first-year students on the process and experience of the internships. (Takes place during the fall semester. Attendance required.)

*Professional Development Workshops:* These workshops are held throughout the school year to improve the students' skills in applying for internships and job placements.

## **Field Training Experience/Internships**

- Students in the BSPH program are required to complete an internship in the summer preceding their senior year in the field of public health. This internship experience is designed to allow the students the opportunity to apply the skills they learn, identify and create new skills, and clarify career goals. You will receive a separate manual and orientation from the Career Services Office for matters related to your field training experience. The range of internships/positions available to you for field training experience varies widely. Some internships will be non-paying.

### **Requirements**

- The internship must be 12 weeks long at 40 hours per week.
- Students must register for HPM 301 and HPM 302 for Summer Session I and II, respectively.

You are required to write a field training plan outlining your internship goals before you begin the internship. Upon completion of the internship a follow-up report is required describing your experience. The department provides each student with a *Field Training Handbook* that outlines the steps in identifying, obtaining, and evaluating the field training experience in detail.

### **Important Related Details**

- \$400 Field Training Fee that helps support the Career Services Office and resources related to the office.
- Two Credit Hours. You must register for HPM 301 and HPM 302 in the 1<sup>st</sup> and 2<sup>nd</sup> Summer Sessions as noted above. The tuition charged will depend on residency status.
- If you receive financial aid during the school year, be sure to plan accordingly for the Summer Sessions.
- You will need to arrange your housing for the summer. In many cases, students sublet apartments close to their internship location. Some students, however, have located a nearby college campus and resided in a dormitory for the summer.
- You will also need to plan for transportation.
- Some financial support for international internships is often available through the HPM Global Health Committee.

## The Job Search

The Department also strives to ensure that its graduates are well prepared for careers in Health Policy and Management and related fields. Among them are:

- business and finance
- consulting
- dentistry
- health care research
- health insurance
- health law
- hospital administration
- human resource management
- medicine
- nonprofit work
- pharmacy
- physician practice management
- public health
- public policy
- social work
- technology

You will work closely with Cathy Padgett and the Career Services Office in your job search. The Career Services coordinates the sessions with potential employers and will act as a liaison as you begin the interview process.

Below is a list of companies who have offered employment to BSPH graduates recently.

- Americorps
- Arthur Andersen
- Duke University
- GlaxoSmithKline
- Health Care Savings
- Health Planning Source (consulting)
- Larson Allen (consulting)
- Lehman Brothers
- Peace Corps
- Pershing Yoakley & Associates
- Phillip Morris
- PSI
- UNC Hospitals
- Wake Forest Baptist Medical

## **The Gillings School of Global Public Health Career Development Center**

The Gillings School of Global Public Health Career Development Center is located in the Office of Student Affairs, 263 Rosenau Hall. The Career Services Director for the School of Public Health is Amy Hitlin. You may contact her directly at [ahitlin@unc.edu](mailto:ahitlin@unc.edu). Here, current students and alumni can find additional resources to aid in searches for jobs, internships, fellowships, and grants.

In addition to providing individual assistance, the Career Development Center conducts a series of workshops during the academic year to help participants develop, maintain, and enhance essential employment skills.

Each spring, the Career Development Center hosts the School of Public Health Career Fair. The Career Fair hosts forty to sixty employers who meet in a day-long event with students seeking employment in public health.

## **University Career Services (UCS)**

The University Career Services' mission is to "provide progressive services and resources which help students prepare for their careers, learn job search skills, and find employment." University Career Services offers a number of different resources to help students that may be unsure as to the direction they should take in looking for employment in the "real world." While the School of Public Health has its own Career Development Center to assist students with similar concerns, students are also encouraged to use additional resources offered by UCS.

Some services offered by University Career Services to aid in job search and career planning include:

- Career Days, Panels, and Networking Nights
- Career Search – a directory of information on more than 600,000 employers
- Summer Jobs and Internships
- Career Resource Room
- Employer Literature
- Job Listings (online and print)
- Mock Interviews
- On-Campus Interviews
- Job Search Handbook/Workshops on:
  - \* Job Seeking Skills
  - \* Career Planning
  - \* Business Etiquette
- Handouts on helpful job searching strategies

UCS is located on the second floor of Hanes Hall on the main campus. UCS is open M-F from 8am – 5pm or you can go online at <http://careers.unc.edu>.

## Contact Information

Ray Angle, Director of UCS

[rayangle@unc.edu](mailto:rayangle@unc.edu)

919-962-4481

Vacant, Assistant Director

Sciences and Health Sciences Career Advisor

919-962-7994

Tim Stiles, Associate Director

Business Administration Career Advisor

[tstiles@email.unc.edu](mailto:tstiles@email.unc.edu)

919-962-7887

## Networking and Alumni

The alumni of the Department of Health Policy and Management are very active. Many serve as mentors, preceptors for student field training experiences, and/or guest speakers in classes. Of course, alumni also often recruit our graduates for employment.

### Health Policy and Management Alumni Liaisons (HPALS Mentoring Program)

HPALS is a mentoring program that matches BSPH and Master's students in the Department of Health Policy and Management in one-on-one relationships with alumni mentors and friends of HPM Department. HPALS is designed to support the development of future healthcare leaders and make a lasting contribution to our field by providing an opportunity for students to apply classroom content to real-world situations. It also allows alumni to serve as "professional advisors" in a variety of areas including class selection, project work, community service and civic opportunities, resume preparation, interviewing and networking skills, and identification of career paths. HPALS mentors have relevant healthcare experience, as well as a commitment to the field of public health and community service, and a general interest in building a personal and professional relationship with a student. This experience will also help to build your professional network.

Student participation in the HPALS program is not required; however, many students have found involvement with their mentor to be an invaluable experience in their professional development. Students who decide they wish to participate must be willing to invest the time and consideration into defining the parameters of the relationship between the student and the mentor. It is the student's responsibility to honor all commitments made to the mentor with respect to the mentor's time, their relationship, and the confidentiality of communication. Students and mentors will complete a Student/Mentor Agreement to define goals, time commitment, and modes of communication so that there is a shared understanding of the relationship.

Enrollment in the program involves completing a profile that highlights education, work experience, and other interests. In addition, students are required to participate in an orientation meeting with the HPALS Coordinator, Cathy Padgett. Mentors are required to complete a profile and participate in a brief orientation phone call with the HPALS Coordinator. You may contact the HPALS Coordinator at [cathy\\_padgett@unc.edu](mailto:cathy_padgett@unc.edu).

## Student Chapters of Professional Healthcare Organizations

Within the Gillings School of Global Public Health, there are student organizations that offer networking, internship or career opportunities:

**AcademyHealth, UNC Student Chapter:** The mission of the University of North Carolina at Chapel Hill Student Chapter of AcademyHealth is to establish a student organization associated with the Academy to promote and facilitate the professional development of students interested in all aspects of health services research and health policy. <http://www.academyhealth.org/about/index.htm>

**GlobeMed:** GlobeMed is a non-profit organization intended to mobilize university students to improve global health.

**Healthcare Executives Student Association (HESA), an affiliate of the American College of Healthcare Executives Higher Education Network:** HESA gives students an opportunity to develop personal and professional skills that are essential for health care executives while promoting the highest ethical standards of conduct.

**Health Information Management and Systems Society (HIMSS) Special Interest Group, UNC Student Chapter:** The Healthcare Information Management Systems Society (HIMSS) Special Interest Group is an organization which has been founded for the purpose of promoting health informatics and technology. The group is interdisciplinary, consisting of members throughout the University with the majority of members in the School of Public Health and the School of Nursing. We are proud to be the first and only HIMSS student led group in the nation.

**Medical Group Management Association (MGMA):** The goal of the only student chapter of MGMA in North Carolina is to introduce students to the opportunities that physician group administration provides through chapter activities and networking opportunities. Additionally, UNC-CH MGMA strives to fulfill the professional interests of students at the UNC School of Medicine. Therefore, chapter gatherings provide excellent inter-disciplinary networking opportunities for students at both the UNC School of Public Health and School of Medicine.

**Minority Student Caucus:** The Minority Student Caucus consists of all students of color in the School who wish to join. The Caucus was founded in the early 1970's as a vehicle for bringing the concerns of minority students to the attention of the School's Administration and for working to attract more students of color to the School. The Caucus founded the Minority Health Conference in 1977 and has conducted it annually since then. The Caucus also works with the School Administration on Project Reach to link to the Historically Black Colleges and Universities, especially in North Carolina, and to institutions serving other minority groups.

**Student Global Health Committee:** The UNC Student Global Health Committee is an organization committed to creating awareness of international health issues among the UNC community through education, advocacy, and service. The SGHC fosters an environment within which UNC students can apply their acquired knowledge and skills to engage in the promotion of health at a global level. <http://studentorgs.unc.edu/sghc/>

## **The Honors Program in the Gillings School of Global Public Health**

The Gillings School of Global Public Health offers an Honors program to enable undergraduate seniors with high levels of academic achievement to pursue individualized study and undertake a special project. The program is intended for a small number of undergraduates who show the potential and aptitude to do research. Students who successfully complete a project are eligible to graduate from the University with honors.

### **Eligibility to Enter the Honors Program**

To be eligible to participate in the Honors program, students must have a minimum cumulative grade point average at UNC-Chapel Hill of 3.300 as of the end of the spring semester prior to beginning honors work. Transfer students are also expected to have attained the same level of performance at other colleges attended.

Students enrolling in the Honors Program take HPM 691H (3 credits) in the fall semester of senior year and HPM 692H (3 credits) in the spring semester of senior year. HPM 691H is a research methods course that prepares students to select and refine a research topic, systematically review the literature and design a research study of modest proportion. HPM 692H is a seminar in which students meet as a group and individually with the course instructor while they collect data, analyze results, and present findings in a written Honor Thesis as well as a poster.

Honors students present the results of their research during the Health Policy and Management Awards Day, held in April.

### **Criteria for Honors**

Students must meet the following criteria, as a minimum, to graduate with Honors or Highest Honors:

- ✓ Attainment of an overall grade point average of 3.3 or higher for Honors by the end of the first semester of the senior year on all courses taken at UNC-CH
- ✓ For highest honors, attainment of at least a 3.6 GPA by the end of the first semester of senior year on the core required public health courses in biostatistics, environmental health, and epidemiology, along with all HPM courses.
- ✓ An evaluation of Honors or Highest Honors, for the respective levels of Honors, on the Honors thesis and poster presentation.

## **Key University Policies**

### **NONDISCRIMINATION POLICY**

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University's policy not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status or sexual orientation.[1] Such a policy ensures that



only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. A copy of the University's EPA and SPA Equal Opportunity Plans are available on the University's website at <http://www.unc.edu/depts/eoada/>.

Any University unit that publishes materials that contain the University's non-discrimination statement should include all bases of non-discrimination (age, gender, race, color, national origin, religion, creed, disability, veteran's status and sexual orientation) in that material, as follows:

*For educational materials:*

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status or sexual orientation. The Dean of Students (01 Steele Building, Chapel Hill, NC 27599-5100 or 919.966.4042) has been designated to handle inquiries regarding the University's non-discrimination policies.

(Source: Record of the University of North Carolina at Chapel Hill – The Graduate School).

## **HONOR CODE**

Students of the university have accepted responsibility for their conduct and discipline in academic and non-academic affairs. The University Honor System was created by students, faculty, and administrators and is maintained, fostered, and administered largely by students. It is up to all students to keep the system working well.

The Instrument of Student Judicial Governance (<http://instrument.unc.edu/>) is the "constitution." It specifies offenses, sanctions, the rights of defendants, and procedures for reporting violations.

The Honor Code states that "it shall be the responsibility of every student ... to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University student or academic personnel acting in an official capacity."

It is the consensus of the student body that academic cheating cannot be tolerated at UNC-CH. In 1978, the students voted to make suspension the normal sanction for cheating. Unless unusual mitigating circumstances exist, a student who is found guilty of cheating on a test or of plagiarizing a paper, for example, will be suspended. The decision reflects the strength of the Honor Code.

The Campus Code requires that every student "...conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community." The Campus Code covers violations such as hazing, damaging property, selling or possessing illicit drugs, and the physical abuse of another individual.

The Honor and Campus Code apply to ALL students, including graduate and professional certificate students. Students with questions should contact the Student Attorney General's office (966-4084) or the Office of the Dean of Students (966-4045).

## **Student Responsibilities under the Honor Code:**

- To conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- To consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in the preparation of written work; and to identify allowable resource materials or aids to be used during examinations or in completion of any graded work.
- To sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
- To comply with faculty regulations designed to reduce the possibility of cheating -- such as removing unauthorized material or aids from the room and protecting one's own examination paper from view to others.
- To maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.
- To treat all members of the University community with respect and fairness.
- To report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. Such report should be made to the Office of the Student Attorney General or the Office of the Dean of Students.
- To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and the trial of any incident of alleged violation, including the giving of testimony when called upon. Nothing herein shall be construed to contravene a student's rights enumerated in Sec. V.A. 2.b of the Instrument.

(Extracted from The Instrument of Student Judicial Governance, Section I.A.6.a)

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. Therefore, in relation to the Honor Code, specific faculty responsibilities parallel the students' responsibilities.

## **SEXUAL HARASSMENT POLICY**

"Expulsion or suspension, or lesser sanctions, may result from the commission of any of the following offenses: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when such conduct

- (i). constitutes an expressed or implied condition to another person's academic pursuits, University employment, or participation in activities sponsored by the University or organizations or groups related to the University, or
- (ii). is engaged in for the purpose of interfering with such pursuits, employment or participation, or
- (iii). creates an intimidating, hostile, or demeaning environment for such pursuits, employment, or participation (Source: Code of Student Conduct, The Instrument of Student Judicial Governance [Section II.D.1.m]).

[HTTP://WWW.UNC.EDU/CAMPUS/POLICIES/SEXUAL\\_HARASS.HTML](http://www.unc.edu/campus/policies/sexual_harass.html)

## Frequently Asked Questions

### How are the departmental courses scheduled?

Courses offered in the undergraduate major follows a set schedule. Certain core courses should be taken before the internship experience. There is some flexibility within the schedule to allow students to complete General College requirements and other electives.

### Can I pursue a second major?

Several BSPH students pursue a double major each year. It is the student's responsibility to meet with their advisor and the BSPH Program Director to ensure that all necessary departmental requirements as well as the second major's requirements are fulfilled.

### What are the requirements for graduation?

In addition to the core HPM and SPH courses listed in the curriculum plan, students must complete the following:

- 3 credit hours of HPM electives (HPM 600, HPM 564, and HPM 692H do not count towards this requirement)
- 6 credit hours of non-HPM electives

NOTE: Students should not enroll in HPM electives during their first semester of the program.

### ***General Requirements***

Minimum hours required (not counting required physical education): 120

- Credit hours not to exceed 165
- Junior-Senior distribution of approximately 60 semester hours
- Local residence for the last 30 hours of degree credit

### ***Field Training (Internship)***

A 12-week full-time internship in a health-related setting is required. For this purpose, students register for a total of 6 units of credits (HPM 301 and HPM 302). A field training fee of \$400 is also required. The internship is completed during the summer between the junior and senior years.

### What kind of career can I pursue with a Bachelor of Science in Public Health degree?

Graduates of the program often find interesting management and research careers in a variety of different healthcare settings, including health systems (such as hospitals), primary care facilities, medical group practices, public health organizations, insurance companies, and governmental agencies. The program also prepares students to assume positions in policy analysis and program development in health services organizations.

Graduates of the Bachelor's program have also successfully pursued graduate degrees in a broad range of fields, including Health Policy and Management, law, medicine, dentistry, pharmacy, business administration and social work.

### **Are there many jobs in healthcare?**

The healthcare industry continues to be one of the fastest growing segments in the marketplace. Health care spending is projected to increase substantially in percentage of the Gross Domestic Product (GDP), which bodes well for employment opportunities in health care. Graduates from the BSPH program historically have obtained satisfying jobs in a variety of health-related organizations, such as health systems, consulting agencies, insurance companies, and medical equipment suppliers.

### **What are the advantages of being an HPM student?**

For students in the Department of Health Policy and Management (HPM), all of their class work, internships and ongoing projects point towards one primary goal – to prepare them to be top health analysts, administrators or policymakers in the U.S. and around the world. Whether it's learning the intricacies of the current Medicare system or being introduced to healthcare financial management, HPM students take pride in knowing they have been expertly prepared for an exciting and challenging career in healthcare. Small class sizes keep the educational setting intimate and supportive, while the breadth of subject matter allows for personal exploration and discovery.

### **Are there any special interest groups for students in the School of Public Health?**

HPM offers many outlets for students to come together and discuss important healthcare issues. The following is a listing of student organizations:

- Academy Health
- GlobeMed
- Healthcare Executives Student Association (HESA)
- Health Information Management and Systems Society (HIMSS)
- Medical Group Management Association (MGMA)
- Minority Student Caucus
- Student Global Health Committee