



# Department of Health Behavior

## MPH Program Guidelines

For students entering in 2012

<http://www.sph.unc.edu/hbhe/>

*The Department of necessity reserves the right to change without notice any programs, policies, requirements, or regulations in this handbook.*

# Welcome

Welcome to the UNC Gillings School of Global Public Health (SPH) and the Department of Health Behavior and Health Education (HB)!

This guidebook is designed to help you navigate your way toward the successful completion of a Master's of Public Health (MPH) degree from the HB Department. This document outlines program guidelines, opportunities, and student obligations. If you need additional clarification on any of the subjects covered in this document, please talk to your academic adviser, the student services manager, the MPH program manager, or the MPH program director.

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# HB MPH Program Information

## Program Overview

The goal of the Master's of Public Health (MPH) degree is to prepare individuals for leadership positions in health education planning, management, and evaluation. HB students study a wide range of models and methods for developing, implementing, and monitoring behavioral and social change interventions to improve the health of individuals and communities. The MPH curriculum integrates coursework and field training in a program informed by theory and designed to develop students' competencies in health education practice and research. A HB faculty member serves as an academic adviser for each student to help ensure that all requirements toward the MPH degree are fulfilled.

## Program Requirements

### Required Coursework

Students complete 54 credit hours of coursework, including: 29 hours of required coursework within the HB Department; 12 hours of SPH core requirements; and a minimum of 13 hours of elective credits. The sequencing of coursework provides flexibility for students to take a variety of non-HB required courses, complete certificate programs, and/or pursue independent study options.

### *School Required Core Courses and Alternatives for HB Students*

Core Areas	Basic Course Requirement(s)	Approved Alternative(s)
Biostatistics	HB 601	BIOS (any 3 or 4 credit BIOS course above 540)
Environmental Health	ENVR 600	ENVR 430
Epidemiology	EPID 600	EPID 710, 711
Health Policy & Management	HPM 600	HPM 660 or 564 MHCH 701 and 702 (both)
Social and Behavioral science	Waived for HB students	

### *Elective Courses*

The HB MPH curriculum enables students to tailor their degree to their own unique needs and interests. Students may take elective courses in any of the departments within the School of Public Health as well as in other schools in the University. Electives may also be used to pursue one of the many certificate programs offered by the SPH, across the University, and at other institutions (e.g., Duke University, NC Central University, NC State University, etc.).

## **Required Fieldwork**

All departments within the School require some form of fieldwork in order to meet the Council on Education for Public Health's (CEPH) requirements. During the summer between the first and second years of the MPH program, students complete a 200-400 hour individual practicum that gives them the opportunity to apply their academic training in a public health setting/population/topic of their choice. During the second year of the MPH program, students complete a year-long Capstone project (HBHE 799-066, 992), which is a group-based, mentored, evaluated, service-learning opportunity. The products produced for Capstone are a substitute for the required Master's thesis.

### *Field Fees*

MPH students pay a \$600 field fee to cover a portion of the expenses associated with the program over and above those covered by state dollars paid through tuition. For administrative purposes, these fees are tagged onto HB 740: HB Practice I.

## **Comprehensive Exam**

### *Purpose and Content*

The purpose of the exam is to assess student knowledge and critical thinking skills in public health education, health education theory, practice, and applied research methods (both qualitative and quantitative). This exam is divided into two multi-part questions: 1) Theory & Practice, which covers course content from Theoretical Foundations of Social & Behavioral Science (HBHE 730), Planning Health Promotion (HBHE 772); and Intro to Public Health & Health Education (HBHE 700); and 2) Research Methods, which covers Principles of Statistical Inference (HBHE 601), Applied Research Methods (HBHE 750) and Qualitative Research

Methods (HB 753).

### *Dates of Examination*

HB MPH students take a written comprehensive examination during the week before classes begin for the Fall academic semester of their second year. Examination retakes will be held on the first Thursday of December, before the end of the Fall semester.

### *Eligibility*

To be eligible for the comprehensive examination, a student must be in good academic standing according to Graduate School policies (see Graduate School Handbook). A student is ineligible to sit for the comprehensive examination if they have no grade, an absent grade, or an incomplete grade in the core courses that are covered on the exam.

### *Accommodations*

Students who need special accommodations for the comprehensive examinations must have documentation on file with Disabilities Services. Reasonable accommodations will be provided to a student in consultation from the Disabilities Services Office.

### *Grading*

The exam responses are graded using a blinded format. The point distribution for the comprehensive questions is:

#### Theory/Practice Question:

Theory (40%)

Planning (40%)

Intro to Public Health (20%)

#### Methods Question:

Biostatistics (33%)

Quantitative Methods (33%)

Qualitative Methods (34%)

A passing grade for each question is 80% or greater. Students who do not receive an 80% (pass)

on the theory/practice or methods question must retake that question in December of that year. Prior to re-taking the failed exam question, the student must meet with the question writer(s), in consultation with their academic adviser, to discuss a remediation plan. If a student does not pass the initial and re-take of the exam, he/she becomes academically ineligible to continue in the program.

### *Notification of Examination Results*

All students will be notified of the examination results no later than the second week of September for the August exam. An e-mail notification will be sent out individually to all students when results are available. A notification of exam results will be sent to the student's academic advisor, the MPH program director, and the student services manager. Students who retake the examination in December will be notified of their results no later than the day before the first day of classes for the Spring semester.

## **MPH Competencies**

The HB Department is committed to ensuring that its MPH program meets all UNC Gillings School of Global Public Health and Association of Schools of Public Health (ASPH) MPH specified competencies. The HB MPH curriculum described in previous pages also addresses National Commission for Health Education Credentialing, Inc. (NCHEC) competencies and Galway Consensus Conference Core Competencies. See Appendix A for detailed descriptions of each of these sets of competencies. See Appendix B for information about competency-based professional certification exams. The tables on the following pages show how the HB MPH curriculum addresses professional competencies.

## How the HB MPH Curriculum Addresses Professional Competencies

	<b>Courses</b>									
<b>ASPH Cross-Cutting Competencies</b>	HB 700: Intro to Public Health & Health Education	HB 703, 704: Professional Development Series	HB 730: Theoretical Foundations of Social & Behavioral Science	HB 740: HB Practice I	HB 741: HB Practice II	HB 742, 743, 744: Practicum*	HB 750: Applied Research Methods	HB 753: Qualitative Research Methods	HB 772: Planning	HB 992: Capstone Project
<b>Communication &amp; Informatics</b>	√	√		√	√	√	√			√
<b>Diversity &amp; Cultural Competency</b>	√		√	√	√	√		√		√
<b>Leadership</b>		√		√	√	√				√
<b>Professionalism &amp; Ethics</b>	√	√		√	√	√	√	√		√
<b>Program Planning</b>	√			√	√	√	√	√	√	√
<b>Systems Thinking</b>				√	√	√			√	√

\* Depends on practicum experience



	<b>Courses</b>									
<b>ASPH Discipline-Specific Competencies</b>	HB 700: Intro to Public Health & Health Education	HB 703, 704: Professional Development Series	HB 730: Theoretical Foundations of Social & Behavioral Science	HB 740: HB Practice I	HB 741: HB Practice II	HB 742, 743, 744: Practicum*	HB 750: Applied Research Methods	HB 753: Qualitative Research Methods	HB 772: Planning	HB 992: Capstone Project
1. Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.	√		√	√	√	√			√	√
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.	√		√	√	√	√		√	√	√
3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.	√		√	√	√	√		√	√	√
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies, and interventions.	√			√	√	√			√	√
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies, and interventions.				√	√	√		√	√	√

\* Depends on practicum experience

	Courses									
ASPH Discipline-Specific Competencies	HB 700: Intro to Public Health & Health Education	HB 703, 704: Professional Development Series	HB 730: Theoretical Foundations of Social & Behavioral Science	HB 740: HB Practice I	HB 741: HB Practice II	HB 742, 743, 744: Practicum*	HB 750: Applied Research Methods	HB 753: Qualitative Research Methods	HB 772: Planning	HB 992: Capstone Project
6. Describe the role of social and community factors in both the onset and solution of public health problems.	√		√	√	√	√		√	√	√
7. Describe the merits of social and behavioral science interventions and policies.	√		√	√	√	√		√	√	√
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.				√	√	√		√	√	√
9. Apply ethical principles to public health program planning, implementation and evaluation.				√	√			√	√	√
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.	√		√	√	√	√			√	√

\* Depends on practicum experience

	<b>Courses</b>									
<b>National Commission for Health Education Credentialing, Inc. (NCHEC) Competencies</b>	<b>HB 700: Intro to Public Health &amp; Health Education</b>	<b>HB 703, 704: Professional Development Series</b>	<b>HB 730: Theoretical Foundations of Social &amp; Behavioral Science</b>	<b>HB 740: Capstone I</b>	<b>HB 741: Capstone II</b>	<b>HB 742, 743, 744: Practicum*</b>	<b>HB 750: Applied Research Methods</b>	<b>HB 753: Qualitative Research Methods</b>	<b>HB 772: Planning</b>	<b>HB 992: Capstone Deliverable</b>
1. Assess Individual and Community Needs for Health Education				√	√	√		√	√	√
2. Plan Health Education Strategies, Interventions, and Programs				√	√	√		√	√	√
3. Implement Health Education Strategies, Interventions, and Programs				√	√	√				√
4. Conduct Evaluation and Research Related to Health Education				√	√	√	√		√	√
5. Administer Health Education Strategies, Interventions, and Programs		√		√	√	√				√
6. Serve as a Health Education Resource Person	√		√	√	√	√	√		√	√
7. Communicate and Advocate for Health and Health Education	√		√	√	√	√	√		√	√

\* Depends on practicum experience

	<b>Courses</b>									
	HB 700: Intro to Public Health & Health Education	HB 703, 704: Professional Development Series	HB 730: Theoretical Foundations of Social & Behavioral Science	HB 740: Capstone I	HB 741: Capstone II	HB 742, 743, 744: Practicum*	HB 750: Applied Research Methods	HB 753: Qualitative Research Methods	HB 772: Planning	HB 992: Capstone Deliverable
1. Catalyzing change	√			√	√	√		√	√	√
2. Leadership	√	√	√	√	√	√			√	√
3. Assessment			√	√	√	√		√	√	√
4. Planning			√	√	√	√		√	√	√
5. Implementation				√	√	√				√
6. Evaluation				√	√	√	√	√	√	√
7. Advocacy	√			√	√	√				√
8. Partnerships	√			√	√	√				√

\* Depends on practicum experience

## SPH Certificate Programs

To encourage continued education and professional development for both public health students and practitioners, the School offers a number of certificate programs that can be completed either through traditional, residential coursework or via the internet through distance learning. Most certificate programs range from 11 to 15 credits. The School offers the following residential certificate programs:

**Global Health Certificate:** prepares students to work in changing environments and with diverse populations, and to respond competently to the challenges presented by permeable geographic and cultural boundaries. The Certificate complements departmental requirements by offering courses, seminars, and fieldwork or internships that contribute to a comprehensive understanding of global health conditions, needs, and solutions that cross borders in both developing and industrialized countries and regions.

<http://www.sph.unc.edu/globalhealth/certificate/>

**Interdisciplinary Certificate in Health Disparities:** Despite significant progress, there are continuing disparities in morbidity and mortality experienced by African-Americans, Hispanics, American Indians, Alaska Natives, Asian-Americans and Pacific Islanders, compared to the U.S. population as a whole. This 10-credit hour program trains health professionals to support a long-term and sustained public health effort toward addressing, and ultimately eliminating disparities.

<http://www.echo.unc.edu/education/certificate-program>

**Certificate in Public Health Ethics** aims to provide public health graduate students with the basic skills needed to think and act ethically in their work. Because public health is a diverse field, students can customize their certificate courses to suit their particular areas of interest. They may choose, for example, to focus on research ethics, political processes, or genomics. All students will share in common the course Foundations in Public Health Ethics (EPID 880) and on-line training in research ethics.

[http://www.sph.unc.edu/general/certificate\\_in\\_public\\_health\\_ethics\\_4019\\_7189.html](http://www.sph.unc.edu/general/certificate_in_public_health_ethics_4019_7189.html)

**Certificate in Interdisciplinary Health Communication** prepares SPH graduate students to use theory-informed health communication strategies in applied practice, academic and research settings. Students select one of two specialized tracks, complete three graduate level courses (three credits each), participate in a year-long colloquia series on emerging issues in health communication, and receive guidance on conducting health communication research for their theses or dissertations.

<http://ihc.unc.edu/>

In addition, there are several certificate programs in other University schools and departments. For a complete list of certificate programs, please see:

<http://gradschool.unc.edu/policies/certificates.html>.

## **Dual-Degree Program (MPH/MCRP)**

The Department of Health Behavior and Health Education (HBHE) in the School of Public Health and the Department of City and Regional Planning (DCRP) offer a dual-degree program in public health and planning (MPH/MCRP). HB seeks to train future leaders in the planning, management, and evaluation of public health programs. Planning students will learn about the public health impacts of planning and how public health professionals can be allies in achieving shared goals. Students seeking careers in public health will learn how to shape the physical and social urban community in health-enhancing ways. This combination of skills will help forge broader and more powerful alliances that promote public health, safety, and livability in American communities.

To enter these programs, students must apply separately to the Department of City and Regional Planning and the Department of Health Behavior and Health Education and must be accepted independently by both. Students should be able to complete both programs in three years instead of four years. Dual-degree students typically spend their first year enrolled either in HB or DCRP. The second year is spent full-time in the other program. In the third year, students take both public health and planning courses. Students must take 36 semester credits in planning including

the Master's Project to fulfill the planning degree requirements. Students are required to take HB 740/741 (HB Practice I & II) as well as HB 799-066/992 (Capstone Project). Students are also expected to produce Master's Project for DCRP and at the end of the program that demonstrate mastery of the two fields and an understanding of the interconnections between the fields.

# Appendix A: Professional Competencies

## ASPH Cross-Cutting Competencies\*

Upon completion of their program of study, a student should be able to demonstrate competencies (listed below) in each of following six domains (Communication, Diversity & Cultural Competency, Leadership, Professionalism & Ethics, Planning, and Systems Thinking). Coursework, prior experiences, relationships with mentors, committees, conferences, paper &/or poster presentations are all examples of ways students can document progress toward achieving the competencies. The ASPH cross-cutting competencies, as well as the ASPH discipline-specific competencies, serve as the basis of the Certification in Public Health (CPH) exam. For more information on the CPH exam, please see **Appendix B**.

### **Communication and Informatics**

The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.

### **Diversity & Cultural Competency**

The ability to interact with both diverse individuals and communities to produce or have an impact on an intended public health outcome.

### **Leadership**

The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

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\* Association of Schools of Public Health Cross-Cutting Competencies. Available online:

<http://www.asph.org/document.cfm?page=929>

† Available online: <http://www.asph.org/document.cfm?page=851>

‡ Available online: <http://www.nchec.org/credentialing/responsibilities/>

§ Barry MM, Allegrante JP, Lamarre MC, Auld ME, Tab A. The Galway Consensus Conference: international



### **Professionalism & Ethics**

The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.

### **Program Planning**

The ability to plan for the design, development, implementation and evaluation of strategies to improve individual and community health.

### **Systems Thinking**

The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

## **ASPH Discipline-Specific Competencies<sup>†</sup>**

The social and behavioral sciences in public health address the behavioral, social, and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration, and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

Upon graduation, a student with an MPH should be able to:

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.

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<sup>†</sup> Available online: <http://www.asph.org/document.cfm?page=851>

3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Describe the merits of social and behavioral science interventions and policies.
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

# **National Commission for Health Education Credentialing, Inc. (NCHEC) Competencies<sup>‡</sup>**

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of a health educator. These Responsibilities serve as the basis of the Certified Health Education Specialist (CHES) exam. For more information on the CHES exam, please see **Appendix B**.

Seven Areas of Responsibility of a Health Education Specialist include:

1. Assessing individual and community needs for health education
2. Planning effective health education strategies, interventions, and programs
3. Implementing health education strategies, interventions, and programs
4. Conducting evaluation and research related to health education
5. Administering health education strategies, interventions, and programs
6. Serving as a health education resource person
7. Communicating and advocating for health and health education

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<sup>‡</sup> Available online: <http://www.nchec.org/credentialing/responsibilities/>

# **Galway Consensus Conference Core Competencies for Health Promotion and Health Education<sup>§</sup>**

1. *Catalyzing change*: enabling change and empowering individuals and communities to improve their health.
2. *Leadership*: providing strategic direction and opportunities for participation in developing healthy public policy, mobilizing and managing resources for health promotion, and building capacity.
3. *Assessment*: conducting assessment of needs and assets in communities and systems that leads to the identification and analysis of the behavioral, cultural, social, environmental and organizational determinants that promote or compromise health.
4. *Planning*: developing measurable goals and objectives in response to assessment of needs and assets, and identifying strategies that are based on knowledge derived from theory, evidence and practice.
5. *Implementation*: carrying out effective and efficient, culturally sensitive and ethical strategies to ensure the greatest possible improvements in health, including management of human and material resources.
6. *Evaluation*: determining the reach, effectiveness and impact of health promotion programs and policies. This includes utilizing appropriate evaluation and research methods to support program improvements, sustainability and dissemination.
7. *Advocacy*: advocating with and on behalf of individuals and communities to improve their health and wellbeing and building their capacity for undertaking actions that can both improve health and strengthen community assets.
8. *Partnerships*: working collaboratively across disciplines, sectors and partners to enhance the impact and sustainability of health promotion program and policies.

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<sup>§</sup> Barry MM, Allegrante JP, Lamarre MC, Auld ME, Taub A. The Galway Consensus Conference: international collaboration on the development of core competencies for health promotion and health education. *Glob.Health.Promot.* 2009 Jun;16(2):5-11.

# **Appendix B: Competency-Based Professional Certification Exams**

## **Certification in Public Health Exam**

The National Board of Public Health Examiner's (NBPHE) Certification in Public Health (CPH) exam is administered to graduates of CEPH-accredited schools and programs of public health. The exam is rooted in the five basic core competencies of public health to reflect the nature of the field and the way one area of knowledge blends into another.

### **Becoming a Certified Public Health Professional Has Multiple Benefits:**

- Sets a standard of knowledge and skills in public health
- Encourages life-long learning
- Adds credibility to public health profession
- Increasing public health awareness
- Fosters environment of a professional community

More details about the Board and the examination can be found at [www.nbphe.org](http://www.nbphe.org). Study materials for the examination are available and information on how to obtain them can also be found at [www.nbphe.org](http://www.nbphe.org).

## **Health Education Specialist (CHES) Exam**

The Certified Health Education Specialist (CHES) exam is a competency-based test that measures the possession, application, and interpretation of knowledge related to the Seven Areas of Responsibilities, which are a comprehensive set of Competencies and Sub-competencies defining the role of an entry-level health educator.

Students are encouraged to take the national CHES exam for three reasons:

1. Some health education job announcements now state that CHES certification is preferred or, in some cases, required of job applicants.
2. Holding a professional certification can foster positive perceptions about your skill and ability in the work place, particularly when your coworkers hold certifications or licensers in other fields.
3. To maintain your CHES certification on an annual basis, you will be required to obtain continuing education credits from a wide range of qualified providers.

The HB MPH program prepares students to be thoroughly familiar with the Seven Areas of Responsibility of a Health Education Specialist. Students graduating from the HB MPH Program have an extremely high pass rate. In fact, a HB alum earned the highest score of all those who took the 2008 CHES exam. The CHES exam is offered in April and October. For information about cost, exam schedules, and study guides, please visit: <http://www.nchec.org/>.

# **Master Certified Health Education Specialist (MCHES)**

## **Exam**

The Master Certified Health Education Specialist (MCHES) exam will be based on the scientific approach to measure the existing health education advanced-level Sub-competencies related to the Seven Areas of Responsibilities. The first MCHES exam is anticipated for October 2011.

A Master Certified Health Education Specialist, MCHES, is an individual that has met academic eligibility in health education and is practicing at the advanced-level in the field, passed a written examination administered by the National Commission for Health Education Credentialing, Inc., and has an ongoing commitment to continuing education. More information about this exam can be found at: <http://www.nche.org/exam/chesfaq/mches/>.