

Department of Health Behavior
UNC Gillings School of Public Health

MPH

Program

Handbook

For students entering in Fall 2016



UNC
GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

Introduction

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

This handbook is designed to help you successfully complete the Master's of Public Health (MPH) degree from HB. This document outlines program guidelines, opportunities, and student responsibilities. Additional resources (including archives of handbooks from previous academic years) are available on the MPH Program Sakai site (<https://sakai.unc.edu>). All enrolled MPH students have access to this site.

Three other documents contain important information and regulations: (1) *The Graduate School Handbook* (<http://handbook.unc.edu/>), which describes policies and procedures of The Graduate School, including academic requirements and regulations, which apply to all graduate students; (2) *The Record of the University of North Carolina at Chapel Hill* (<http://www.unc.edu/gradrecord/>), which includes admissions standards and requirements, tuition and fees, financial aid information, academic and research resources, and program and course descriptions. Other useful information is available on The Graduate School webpage (<http://gradschool.unc.edu/>); and (3) *The Department of Health Behavior Policies and Procedures Manual*, which is available on the MPH Program Sakai site and details how the department works to advance its mission and how decisions are made. Students should be aware of and comply with the requirements in these documents.

If you need additional clarification on any of the topics covered in these documents, or other aspects of the MPH program, please talk with your academic adviser, the student services manager, the MPH program manager, or the MPH program director.

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Program Overview

The HB MPH degree prepares individuals for leadership positions in public health practice. MPH students are trained to use social and behavioral science to study, develop, and evaluate interventions to promote health, prevent disease and injury, and reduce health inequalities at all levels of the social ecological model. The MPH curriculum integrates theory, research, and practice through core courses, community-based fieldwork, and professional development.

The MPH program is administered by the MPH program director and MPH program manager. The Master's Program Advisory Committee (MAC), which is made up of the MPH program director, program manager, HB faculty members, and student representatives, provides guidance on the MPH curriculum.

Program Requirements

Required Coursework

Students complete 54 credit hours of coursework, including: 27 hours of required coursework within HB; 12 hours of Gillings core requirements; and a minimum of 15 hours of elective credits. The sequencing of coursework provides flexibility for students to take a variety of electives, complete certificate programs, and/or pursue independent study options.

HB Required Coursework

HBEH 700 - Foundations of Health Behavior: This course offers an introduction to public health and the field of health behavior, a history of public health and public health education, and an overview of population health/social determinants of health. (3 credits, Fall Year 1)

HBEH 730 - Theoretical Foundations of Social and Behavioral Science: This course covers selected social and behavioral science theories and concepts that apply to the development and analysis of health-related behaviors and interventions. (3 credits, Fall Year 1)

HBEH 750 - Applied Research Methods: This overview of behavioral research methods is designed to help practitioners and scientists be savvy consumers of scientific research on health behavior. The course also addresses how to formulate research questions and testable hypotheses that apply to behavior change interventions and program evaluation, and how to select a research design appropriate for examining a particular research question or program goal. (3 credits, Fall Year 1)

HBEH 753 - Qualitative Research Methods: This course is an introduction to qualitative research methodology. The course is intended to develop students' skills in designing qualitative research studies, developing qualitative research questions, collecting, managing and analyzing qualitative data, and presenting findings from a qualitative study. Students will collect their own qualitative data that they will analyze in teams. (3 credits, Spring Year 1)

HBEH 772 - Planning Health Promotion Programs in Community, Worksite, School, and Medical Settings: In this course, students use a comprehensive planning model to develop a data-driven program plan that addresses a public health issue for a defined population. (3 credits, Spring Year 1)

HBEH 703, 704 - Professional Development Series I & II: The course is designed to offer students a timely, structured opportunity for enhancing professional competencies that they will use in their MPH field work and in their careers as public health practitioners. (1 credit, Spring Year 1 and 1 credit, Fall Year 2)

HBEH 742 – MPH Practicum: The practicum is an individual field training opportunity that serves as a bridge between a student's academic training and applied public health practice. (1 credit, Summer Year 1)

HBEH 746, 992 - Capstone I & II: Capstone is a group-based, mentored, service-learning course whose products serve as the master's thesis substitute. Class sessions are opportunities for students to prepare for, reflect upon, receive feedback about, and present their Capstone project experiences. (3 credits, Fall Year 2 and 3 credits, Spring Year 2)

HBEH 752 - Public Health Interventions & Evaluation: This course is a critical examination and application of the concepts and methods necessary for effectively selecting, adapting, implementing, and evaluating evidence-based public health interventions. (3 credits, Fall Year 2)

Gillings Required Coursework

HBEH 601 - Principles of Statistical Inference: This course reviews the use of basic descriptive statistics and equips students with a conceptual understanding of the calculation and interpretation of inferential statistics in public health research. HB students take this class in lieu of BIOS 600. Students who have taken BIOS 600 must audit HBEH 601. (3 credits, Fall Year 1)

ENVR 600 - Environmental Health: This survey course covers the: relationship between environmental quality, human health and welfare, as well as contamination in human environments; physical, biological, and social factors; and trade-offs regarding prevention and remediation measures. (3 credits, offered Fall and Spring)

EPID 600 - Principles of Epidemiology: 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. (3 credits, offered Fall online and Spring in person)

HPM 600 - Introduction to Health Policy and Administration: A course that provides an overview of the U.S. health system, emphasizing role of policy development and administrative decision-

making through case examples. (3 credits, offered in Fall and Spring; online only)

In some cases, students may take the following approved alternatives in lieu of the Gillings Core courses:

Core Areas	Basic Course Requirement(s)	Approved Alternative(s)
Biostatistics	HBEH 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)

Course Sequencing

	Fall	Spring	Summer
Year 1	<p>HBEH Required: HBEH 700: Foundations of Health Behavior (3) HBEH 730: Theoretical Foundations of Social & Behavioral Science (3) HBEH 750: Applied Research Methods (3)</p> <p>Gillings Required: HBEH 601: Principles of Statistical Inference (3)</p> <p>Choose (0-5 credits) from: Gillings Core Requirements/Electives</p>	<p>HBEH Required: HBEH 753: Qualitative Research Methods (3) HBEH 772: Planning Health Programs (3) HBEH 703: Professional Development Series (1)</p> <p>Choose (1-8 credits) from: Gillings Core Requirements/Electives</p>	<p>HBEH Required: HBEH 742: Practicum (1)</p> <p>Comprehensive Exam (no credit)</p>
Year 2	<p>HBEH Required: HBEH 704: Professional Development Series (1) HBEH 752: Interventions and Evaluation (3) HBEH 746: Capstone (3)</p> <p>Choose (2-9 credits) from: Gillings Core Requirements/Electives</p>	<p>HBEH Required: HBEH 992: Capstone (3)</p> <p>Choose (6-13 credits) from: Gillings Core Requirements/Electives</p>	

Required Fieldwork

The [Council on Education for Public Health](#) (CEPH) requires “All graduate professional public health degree students [to] develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students’ areas of specialization.” The HB MPH curriculum features two field training opportunities 1) the practicum (HBEH 742) and 2) Capstone (HBEH 746/992).

Practicum

The HB MPH practicum is an individualized, mentored, experiential learning opportunity that serves as a bridge between a student’s academic training and applied public health practice. A minimum of 240 practicum hours (equivalent to six weeks of full-time work) must be completed over the summer between the first and second years of the HB MPH program. Practicums can occur anywhere, including both domestic and international settings, and can be paid or unpaid. During the practicum, an appointed on-site preceptor directly supervises the student. The MPH program team and the student’s academic adviser contribute additional support and expertise to the experience. Students register for one practicum credit in the summer between their first and second years of the HB MPH program. Summer tuition and fees are separate from tuition and fees charged for the fall and spring semesters. Refer to the HBEH 742 syllabus and the practicum Sakai site for additional information.

Capstone

Capstone is a group-based, mentored, service-learning course whose products serve as the master’s thesis substitute for second-year MPH students in HB. We expect this critical learning experience to result in new or improved public health programs, services, and resources; build students’ and organizations’ capacity to address public health problems; strengthen University/community partnerships; and enhance student skills. Overall, Capstone is intended to improve public health practice. Refer to the HBEH 742/992 syllabus and Capstone [website](#) for additional information.

Field Fees

MPH students pay a one-time \$600 field fee to cover a portion of the expenses associated with the MPH field work that are not covered by state dollars paid through tuition. For administrative purposes, these fees are tagged onto HBEH 746 (Capstone I).

MPH Comprehensive Exam

Purpose and Content

The purpose of the MPH comprehensive exam is to assess students’ ability to apply the knowledge and skills in public health and health behavior-related theory, practice, and applied research methods (both qualitative and quantitative) that were covered in the core courses. This exam is divided into two multi-part questions:

- 1) Theory & Practice, which covers course content from Theoretical Foundations of Social

- & Behavioral Science (HBEH 730), Planning Health Promotion (HBEH 772); and Foundations of Health Behavior (HBEH 700); and
- 2) Research Methods, which covers Principles of Statistical Inference (HBEH 601), Applied Research Methods (HBEH 750) and Qualitative Research Methods (HB 753).

Examination Dates

MPH students take the comprehensive examination during the week before classes begin for the Fall semester of their second year. Examination retakes are held on the first Thursday of December, before the end of that Fall semester.

Eligibility

To be eligible for to take 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 any of the courses that are covered on the exam.

Accommodations

Students who need special accommodations for the comprehensive examination must have documentation on file with the [Accessibility Resources & Service \(ARS\) Office](#) by the end of the spring semester of their first year. Reasonable accommodations will be provided to a student in consultation with ARS.

Grading

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

Theory/Practice Question (100 points):

Theory (HBEH 730): 40 points
Planning (HBEH 772): 40 points
Foundations of Health Behavior: 20 points

Research Methods Question (100 points):

Biostatistics (HBEH 601): 33 points
Quantitative Methods (HBEH 750): 33 points
Qualitative Methods (HBEH 753) 34 points

A passing grade for each question is 80% or greater. Students who do not receive an 80% (pass) on the theory/practice or research 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), and, in consultation with their academic adviser, create a remediation plan. If a student does not pass the re-take of the question(s), he/she becomes academically ineligible to continue in the program.

Notification of Examination Results

All students are notified of the examination results no later than the second week of September for the August exam. An e-mail notification containing their exam results is sent out individually to each student, with his/her academic advisor, MPH program director, and student services manager copied. Students who retake examination questions in December are notified of their results no later than the day before the first day of classes of the Spring semester.

Advising

Advising is a critical component of the educational experience in the HB MPH program. Through cohort and individual student academic advising, MPH students obtain information, develop educational and career goals, and learn skills needed for academic and career success.

Cohort Advising

MPH cohort advising occurs once per semester and is facilitated by the MPH program director and MPH program manager, with the student services manager contributing additional support and resources at each session. Cohort advising is an efficient mechanism for disseminating timely information (e.g., course registration, graduation requirements, support services, professional development opportunities) that is relevant to all students in the cohort.

Individual Academic Advising

Purpose

The purpose of individual academic advising is to provide individual support to students in order to promote their academic, professional, and personal development.

Adviser Assignments

MPH students are assigned an academic adviser after they are enrolled in HB. The student services manager, in consultation with the chair and MPH program director, considers student preference, match of faculty and student interests, and faculty availability when assigning MPH advisers. Occasionally circumstances arise that call for consideration of a change in adviser. A student wishing to change advisers should first communicate with the MPH program director. A change in adviser must be approved by the chair in order to keep advising loads equitable among the faculty. When a faculty member leaves or retires, her/his advisees will be notified and assigned another adviser.

Roles and Responsibilities

MPH students are expected to meet with their academic advisers in-person at least once a semester. Additional interactions between students and faculty advisers are encouraged within reasonable demands on faculty time. The MPH student and the faculty adviser are mutually responsible for establishing and maintaining communication. The primary roles and responsibilities of faculty advisers include:

- Supporting students in the development of academic plans that align with their personal and professional goals.
- Helping students to identify and prepare for practicum opportunities.
- Recommending appropriate resources to answer questions or solve problems related to academic, career, and personal matters.
- Serving as a contact for students experiencing unanticipated personal situations, disabilities or health concerns, or other issues affecting their academic experience.

Registration & Course Credit

Registration

Students must maintain full-time status throughout the duration of the MPH program. During the fall and spring terms, students must enroll for a minimum of 9 graduate credits (this does not include pass/fail courses). Students must be enrolled in a minimum of 1 credit over the summer.

Elective Courses

The HB MPH curriculum's elective allocation enables students to tailor their degree to their unique needs and interests. Electives may also be used to pursue one of the many [certificate programs](#) offered across the University. Students may take elective courses in any of the departments within Gillings, within other schools in UNC, and at other area institutions (e.g., Duke University, NC Central University, NC State University, etc.). The [Graduate Record](#) lists all graduate level courses that count towards elective credits. Please consult the Graduate Record before enrolling in a course to ensure it counts for elective credit. Courses approved for undergraduate credit only (at UNC-Chapel Hill, those numbered below 400), including required prerequisite courses, will not be counted toward academic program requirements, do not count toward full-time enrollment status, do not carry either course or residence credit, and will not be entered into the student's Graduate School academic eligibility calculation.

Certificate Programs

UNC offers several [certificate programs](#) that are intended for students who desire specialization in a specific field. Most certificate programs range from 11 to 15 credits. Students may be working toward a certificate and degree concurrently; however, the total number of academic credits transferred shall not exceed 40 percent of the total required for a certificate. Total credits allowed to transfer may be fewer as determined by the certificate program. Students are encouraged to discuss their plans with their certificate program director(s) and their academic adviser as early as possible to ensure all requirements for their degree and certificate(s) can be met. For additional information on graduate certificate programs, please see [The Graduate School Handbook](#).

Pass/Fail Courses

All required graduate courses, including those taken on this campus or elsewhere must be taken on a graded (H/P/L/F) basis. Students who wish to take a non-graduate level course pass/fail should contact the student services manager.

Independent Studies

A student who is in good academic standing can pursue a specialized, individual study with a faculty member for 1, 2, or 3 academic credits, depending on the agreed upon scope of work. At least three hours of independent work and one hour of contact time with the faculty adviser per week is expected for each unit of credit. The student's scope of work, timeline, and type and frequency of contact with the faculty adviser must be described in a learning agreement, and a final written paper, report, or other agreed-upon deliverable is required. Students may not enroll in more than 6 credits of independent study during their time Master's degree program. HB has several "Special Studies" courses to facilitate this option. A student must follow these steps to enroll in an independent study course:

1. Discuss the possibility of an independent study course with the faculty member who is the potential independent study advisor.
2. If the faculty member agrees, download, complete and print the Independent Study Learning Agreement (available on MPH Program Sakai site).
3. Once the learning contract is signed, submit a copy to the Student Services Office.
4. The Student Services Manager will then register you for the course.

For more information, visit the [Office of the University Registrar](#).

Credit for Previous Coursework

MPH students are permitted to transfer in up to 20% of the 54 course credit hours required for the degree. Transfer credits must represent courses relevant to the field of health behavior and the student's program of study, with course content and level of instruction resulting in student competencies at least the equivalent to those of currently enrolled MPH students. Courses for which credits are given must be equivalent to those offered by HB, and a grade of P (or B) or higher must have been received from an accredited graduate institution. Students who wish to submit a credit transfer request should first review the guidelines set forth in the Graduate School Handbook. Credit transfer request forms (<http://gradschool.unc.edu/forms/>) and supporting materials are typically submitted to the student services office in the student's second semester. The student services manager then screens the student's application materials and certifies the request. Once a credit transfer application has been certified by the student services manager, the student may submit the request to the MPH program director who has final department-level approval. The request is then reviewed by the Graduate School, which makes a final decision on the matter. If approved, the credits will appear on a student's course history and transcript as transfer credit. In addition to the 20% rule, courses transferred in must not include those which counted toward the completion of an undergraduate degree. Courses taken as part of a post-baccalaureate, certificate, continuing studies, or other graduate/professional degree program are eligible.

Course Exemptions

To receive an exemption/substitution from a required course, a student must demonstrate an understanding of the competencies addressed in the course. This understanding is typically demonstrated through completion of a comparable course within five years of enrollment in the current degree program in which the student received at least a "B". The previous course(s) and/or experience must be certified by the relevant core course instructor as being at least as rigorous as the required course. Students who wish to be exempted from a core course(s) must download and complete the [core course exemption application](#).

Course Overload Request (more than 16 credits)

Generally, students should register for no more than 16 hours in any semester. A student enrolled in the summer may not register for, and will not receive graduate credit for, more than 8 hours a session. Overload requests are considered on a case-by-case basis. Students should contact the Student Services Office for a Course Overload form. The overload request form must include a valid reason for taking more than 16 credit hours, and must be signed by the student's academic advisor and the student services manager. Once signed, the overload request form will be forwarded to the Graduate School and Registrar's Office for approval.

Graduation

Students are responsible for ensuring that they have met all degree requirements and are eligible to graduate. The graduation checklist in **Appendix A** is designed to help students track their requirements. Students must notify the Graduate School of their plan to graduate by submitting an Application for Graduation no later than the deadline shown in the University Registrar's calendar for the semester in which they expect to graduate. Applications should only be submitted when the student realistically expects to graduate that semester and are valid for one semester only. If a student does not graduate in the semester expected, s/he must submit another application for graduation in a future semester. To apply for graduation:

- 1) Complete the Graduation check-out page in ConnectCarolina's Self Service area (log in to MYUNC -> Connect Carolina -> In your Student Center, under the "Academic" tab, choose "Apply for Graduation" in the drop-down box, and then click the double arrows)
- 2) Complete the online Graduate School Application to Graduate form at eGraduation Central (https://cfx.research.unc.edu/grad_appOnline/)

MPH Competencies

HB is committed to ensuring that its MPH program meets all UNC Gillings School of Global Public Health and Association of Schools and Programs of Public Health (ASPPH) MPH specified competencies. The HB MPH curriculum described in previous pages also addresses National Commission for Health Education Credentialing, Inc. (NCHCEC) competencies and Galway Consensus Conference Core Competencies. The tables in Appendix B show how the HB MPH

curriculum addresses professional competencies. See Appendix C for information about competency-based professional certification exams.

Appendix A: Graduation Checklist

Department of Health Behavior
 MPH Program Graduation Checklist
 Class Entering Fall 2016

Course Number	Course Title	Semester(s) Completed	Credits	Notes: Transfers, Substitutions, and Exemptions
Gillings Required Coursework (12 Credits)				
ENVR 600	Environmental Health		3	
EPID 600	Principles of Epidemiology		3	
HBEH 601	Principles of Statistical Inference for Health Behavior	Fall; Yr. 1	3	
HPM 600	Introduction to Health Policy and Management		3	
HB Required Coursework (27 Credits)				
HBEH 700	Foundations of Health Behavior	Fall; Yr. 1	3	
HBEH 730	Theoretical Foundations of Social and Behavioral Sciences	Fall; Yr. 1	3	
HBEH 750	Applied Research Methods	Fall; Yr. 1	3	
HBEH 753	Qualitative Methods	Spring; Yr. 1	3	
HBEH 772	Planning Health Promotion in Community, Worksite, School and Medical Settings	Spring; Yr. 1	3	
HBEH 742	Practicum	Summer	1	
HBEH 703	Professional Development Series	Spring; Yr. 1	1	
HBEH 704	Professional Development Series	Fall; Yr. 2	1	
HBEH 752	Public Health Interventions and Evaluation	Fall; Yr. 2	3	
HBEH 746	Capstone I	Fall; Yr. 2	3	
HBEH 992	Capstone II	Spring; Yr. 2	3	
ELECTIVES¹ (15 Credits)				
TOTAL CREDIT HOURS FOR GRADUATION			54	

¹Must be 400 level or higher and graded on H/P/L/F system in order to count toward graduation.

Appendix B: How the HB MPH Curriculum Addresses Professional Competencies

	Courses								
ASPH Cross-Cutting Competencies	HBEH 700: Foundations of Health Behavior	HBEH 703, 704: Professional Development Series	HBEH 730: Theoretical Foundations of Social & Behavioral Science	HBEH 742, 743: Practicum*	HBEH 750: Applied Research Methods	HBEH 752: PH Interventions & Evaluation	HBEH 753: Qualitative Research Methods	HBEH 772: Planning Health Promotion in Community, Worksite, School, and Medical Settings	HBEH 746, 992: Capstone I & II
Communication & Informatics	√	√		√	√	√			√
Diversity & Cultural Competency	√		√	√		√	√	√	√
Leadership		√		√		√		√	√
Professionalism & Ethics	√	√		√	√	√	√	√	√
Program Planning	√			√	√	√	√	√	√
Systems Thinking				√		√	√	√	√

* Depends on practicum experience

	Courses								
ASPH Discipline-Specific Competencies	HBEH 700: Foundations of Health Behavior	HBEH 703, 704: Professional Development Series	HBEH 730: Theoretical Foundations of Social & Behavioral Science	HBEH 742, 743: Practicum*	HBEH 750: Applied Research Methods	HBEH 752: PH Interventions & Evaluation	HBEH 753: Qualitative Research Methods	HBEH 772: Planning Health Promotion in Community, Worksite, School, and Medical Settings	HBEH 746, 992: Capstone I & II
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	HBEH 700: Foundations of Health Behavior	HBEH 703, 704: Professional Development Series	HBEH 730: Theoretical Foundations of Social & Behavioral Science	HBEH 742, 743: Practicum*	HBEH 750: Applied Research Methods	HBEH 752: PH Interventions & Evaluation	HBEH 753: Qualitative Research Methods	HBEH 772: Planning Health Promotion in Community, Worksite, School, and Medical Settings	HBEH 746, 992: Capstone I & II
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

	Courses								
National Commission for Health Education Credentialing, Inc. (NCHEC) Competencies	HBEH 700: Foundations of Health Behavior	HBEH 703, 704: Professional Development Series	HBEH 730: Theoretical Foundations of Social & Behavioral Science	HBEH 742, 743: Practicum*	HBEH 750: Applied Research Methods	HBEH 752: PH Interventions & Evaluation	HBEH 753: Qualitative Research Methods	HBEH 772: Planning Health Promotion in Community, Worksite, School, and Medical Settings	HBEH 746, 992: Capstone I & II
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

	Courses								
	HBEH 700: Foundations of Health Behavior	HBEH 703, 704: Professional Development Series	HBEH 730: Theoretical Foundations of Social & Behavioral Science	HBEH 742, 743: Practicum*	HBEH 750: Applied Research Methods	HBEH 752: PH Interventions & Evaluation	HBEH 753: Qualitative Research Methods	HBEH 772: Planning Health Promotion in Community, Worksite, School, and Medical Settings	HBEH 746, 992: Capstone I & II
1. Catalyzing change	√			√		√	√	√	√
2. Leadership	√	√	√	√		√		√	√
3. Assessment			√	√			√	√	√
4. Planning			√	√		√	√	√	√
5. Implementation				√		√		√	√
6. Evaluation				√	√	√	√	√	√
7. Advocacy	√			√					√
8. Partnerships	√			√		√		√	√

* Depends on practicum experience

Appendix C: 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 C**.

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.

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

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

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

human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

ASPH Discipline-Specific Competencies[†]

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.
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.

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

National Commission for Health Education Credentialing, Inc. (NCHEC) Competencies‡

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

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

Galway Consensus Conference Core Competencies[§]

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.

[§] 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 C: 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. Study materials for the examination are available and information on how to obtain them can also be found at 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.nchec.org/exam/chesfaq/mches/>.