

Public Health Leadership Program

MPH Student Handbook

2017-2018

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

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Purpose of Handbook

Dear Entering Public Health Leadership Program (PHLP) Master's Student:

Welcome to the UNC-Chapel Hill Gillings School of Global Public Health and the Public Health Leadership Program! We look forward to working together with you to make your journey to a master's degree as productive and enriching as possible.

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

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

Thank you for choosing our program at UNC. We look forward to getting to know you better and working with you to make your educational experience the best it can be!

Sincerely,

A handwritten signature in black ink that reads "Anna P. Schenck". The signature is written in a cursive, flowing style.

Anna P. Schenck, PhD
Professor of the Practice and Director
Public Health Leadership Program

Section I. Overview of Public Health Leadership Program

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

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

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

Information about the University of North Carolina at Chapel Hill Graduate School degree requirements and important policies and procedures is published annually in *the Graduate School Handbook*. Other publications can be accessed at:

<http://gradschool.unc.edu/guidebooks.html>

Public Health Leadership Program – Faculty Advisers

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

The PHLP Policy on Academic Advising is:

1. The academic adviser is responsible for:
 - ◆ collaborating with the student on overall program planning and selection of specific courses;
 - ◆ primary guidance on the Master's Paper, including active participation in establishment of a primary goal and approval of an additional reader with expertise relevant to the topic and complementary to that of the adviser; and
 - ◆ primary responsibility for approving and facilitating field experiences.
2. In some circumstances, students may request to change advisers. A student contemplating such a change should:
 - ◆ discuss the proposal with his/her current adviser;
 - ◆ discuss the proposal with the potential new adviser; and
 - ◆ meet with the Director of Graduate Studies or the director of his/her track program.
3. Any exceptions to the Policy on Academic Advisement must be approved by the Director of PHLP.

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

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

PHLP Faculty Members Who Serve as Academic Advisers to MPH Students

Lori Carter-Edwards
Karine Dubé
Lori Evarts
Cynthia Feltner
Dan Jonas
Aimee McHale

Rohit Ramaswamy
Susan Randolph
Dana Rice
Bonnie Rogers
Anna Schenck

Bill Sollecito
Julea Steiner
Sue Tolleson-Rinehart
Vaughn Upshaw
Anthony Viera

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

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

Student Responsibilities

Public Health Leadership Program Student Agreement/Charter

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

Your other specific requirements are to:

1. Meet with your adviser to develop a degree plan, including documentation in support of course transfer credits and requests for course waivers or core course substitutions, early in your first semester or at orientation.
2. Arrange periodic (at least once per semester) check-ins with your adviser to review progress and discuss options for electives, practicum opportunities and master's paper topics. These check-ins can be conducted via email, telephone, or in person. In addition to check-ins, your adviser should be informed as soon as possible of any problems, personal or otherwise that may interfere with program or course completion.
3. Students are expected to read all messages from the Student Services Manager and Team. These messages will generally be sent by Cindy Reilly or PHLP Student Services Specialists. You are also expected to read and review all messages sent through the PHLP Central Sakai site. You can turn email notifications on or off for these messages for your convenience.

4. Students are expected to thoroughly review and regularly check the PHLP Central page in Sakai. All documents with official information about Masters Papers, Practica, Comprehensive Exams, this Handbook, and other degree information are stored on the PHLP Central site for you to access at any time.
 - a. It is your responsibility to review requirements for the degree components and communicate any questions you may have.
 5. Pay your cashiers bill so you do not have a hold on your account that will prevent or cancel your registration.
 6. Register for courses at the appropriate time for each semester with approval from your adviser for any deviations from your degree plan, so that you:
 - a. Meet the school-wide MPH core competencies – completion of the five core courses, or approved substitutes, in a timely manner;
 - b. Meet the PHLP competency requirements by enrolling in required courses and elective courses that are consistent with your degree plan, and consistent with your concentration area;
 - c. Comply with rules regarding drop and add of courses. These rules need to be carefully followed to avoid financial penalties. It is the student's responsibility to understand and adhere to those rules. Your adviser and student services manager will help with the filing of necessary forms, including obtaining permission from the graduate studies director or program director for all appropriate drop/add requests.
- ** Make sure you know the opening dates for your registration in order to have the greatest chance of obtaining the classes you want. See <http://registrar.unc.edu/academic-calendar/>
7. Be aware of the Graduation Checklist for your MPH Track (see [Appendix 4](#)) and the [steps to be cleared for graduation](#).
 8. Sign up for and pass the PHLP MPH comprehensive examinations during the regularly scheduled examination period per your degree plan.
 - a. Please note that the comprehensive exams are based on the required and elective PHLP courses; so deviation from courses in your degree plan and those recommended in this handbook may jeopardize your ability to pass the comprehensive examinations.
 9. Note for Residential Students: Completion of this program requires enrolling in all PHLP and school-wide MPH required core courses, some of which are only offered in an online or hybrid format (e.g., HPM 600 or PUBH 791). **No exceptions will be made.**
 10. Practicum
 - a. Meet with your adviser to gain approval to register for this course and obtain an email of this approval to register for a specific semester. Register for the practicum (PUBH 886) in your adviser's section (each adviser has a separate section number, see [Appendix 2](#)). OHN students need to consult [Section V](#) of this Handbook.
 - b. Complete all required work and associated forms in a timely manner. You are directly responsible for:
 - Choosing and negotiating a practicum agreement with an outside agency;

- Securing your practicum preceptor;
 - Obtaining documented approval of your practicum from your adviser prior to initiating your practicum;
11. Submitting all required practicum documentation and forms in the format and manner as described in this handbook and on the Sakai PHLP CENTRAL Practicum folder Master's Paper
- a. Meet with your adviser to gain approval to register for your master's paper course and obtain an email of this approval to register for a specific semester. Forward this email to the Student Services Manager to be registered for your master's paper (PUBH 992 for all students) in your adviser's section (each adviser has a separate section number, see [Appendix 2](#))
 - b. Discuss and develop with your adviser (first reader) and second reader a mutually agreeable plan for the timing, scope, and review process of your master's paper.
 - Your responsibility also includes identifying an appropriate second (content expert) reader.
 - Please be advised that some faculty have part time appointments and are not available to read/approve masters papers during off-semester times.
 - You must complete and obtain final approval of your master's paper per the [UNC Graduate School deadline](#) to remain eligible for graduation during the respective semester. If you are unable to complete your paper by the conclusion of the semester, you are required to register and pay for the master's paper course in the subsequent semester to complete your paper.

In special circumstances independent studies can be arranged; contact your adviser for further information on independent study opportunities. NOTE: A formal learning contract will need to be developed, reviewed and approved by the PHLP Curriculum Committee in the semester before an independent study can be taken.

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

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

Accessibility Services

Students with a disability should register before classes begin with the Office of Accessibility Resources and Service (<http://accessibility.unc.edu/students>) and should consult with the office on the steps to request services and reasonable accommodations.

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

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

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

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

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

Academic Environment

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

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

Student Engagement

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

Public Health Leadership Student Association (PHLSA)

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

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

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

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

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

2017-2018 PHLSA Leadership Board		Role
Nae Won	nwon@live.unc.edu	Co-President (residential)
OPEN		Co-President (online)
Luke Newton	ljn8@live.unc.edu	Treasurer
OPEN		Communications & Membership
Claudia Pamanes Duran	claupam@live.unc.edu	Networking & Professional Development
OPEN		Community Service & Social Events
Lori Evarts	lori_evarts@unc.edu	Faculty Adviser

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

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

Graduate and Professional Student Federation (GPSF)

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

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

2017-2018 PHLP GPSF Senators	
Sophia Brancazio	sophia_brancazio@med.unc.edu
Nae Won	nwon@live.unc.edu

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

Other Gillings Student Organizations and Groups

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

Additional UNC Student Resources

See below resources available to all UNC students

Diversity Resources

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

Gillings Diversity Resources

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

UNC-Chapel Hill Diversity Resources

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

Health and Safety Resources

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

Gillings Academic Enrichment Program

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

Becoming a Tutor

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

Room Reservation Request

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

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

Poster printing (for current SPH students only)

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

Professional Development

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

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

Student Concerns

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

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

UNC resources for sharing feedback and getting help with concerns

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

Credit Hours

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

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

Time Expectations

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

The time required for the degree may be shortened when course credit (up to 8 credit hours upon review and recommendation by PHLP) is transferred from another university graduate program. The Graduate School will review the recommendation and determine whether transfer credit is awarded.

Part-time students will need more time to meet the same requirements. Regardless of format or full/part-time status, all **requirements for the MPH degree must be completed within five years of matriculation. Only in special circumstances will this deadline be extended.**

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

Transfer Credits

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

1. Requests to transfer in UNC PHLP Graduate Certificate Program Course Credits

Students are eligible to request the transfer of more than the usual 20% of a degree program's required credit hours only if these credits were earned in a relevant UNC PHLP Graduate Certificate Program from matriculation into the MPH.

- Students enrolled in the Core Concepts in Public Health Certificate program may transfer any number of the credit hours earned in that program, up to all 15 credit hours, into the Leadership MPH degree program.
- Students enrolled in the Field Epidemiology Certificate may transfer any number of the credit hours earned in that program, up to all 12 credit hours, into the Leadership MPH degree program.
- Students enrolled in the Global Health Certificate may transfer any number of the credit hours earned in that program, up to all 9 or 12 credit hours (as appropriate), into the Leadership MPH degree program.
- Students enrolled in the Leadership or OHN Certificate programs may transfer the credit hours earned in that program, up to 12 credit hours, into the Leadership MPH degree program.
- You must have earned a grade of "B" or "P" or higher in any class you propose to submit for credit.

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

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

Students applying for transfer credit from other universities for UNC MPH required core classes must follow this procedure:

- Contact your adviser and inform him or her of your desire to petition for transfer credit for a specific MPH core class(es).
- You must have earned a grade of “B” or “P” or higher in any class you propose to submit for credit, and the course must be a graduate-level course that was taken in the last 5 years in relation to matriculation into the MPH.
- From the graduate level class (taken within the last 5 years) for which you are petitioning to receive credit, submit to your adviser a copy of the class syllabus and a copy of the table of contents from the primary text used in the class. Additionally, an official transcript, showing that you have earned credit with at least a grade of “B” or above for the class, is required. Your adviser will review your materials for completeness and will provide to the PHLP Student Services Manager.
- PHLP’s Student Services Manager will submit your request and the submitted documentation to the instructor of the class for which you are requesting transfer credit. If the instructor approves your request, the approval will then be forwarded to the School-wide Associate Dean for Academic Affairs for final approval. If either the instructor or the Associate Dean for Academic Affairs denies your petition for transfer credit, you will not receive transfer credit. Their decision is final. You will be notified of the final decision by the PHLP Student Services Manager.

3. **Requests for Graduate Courses from other Universities to substitute for UNC MPH Non-Core Courses**

Students applying for transfer credit for non-core MPH classes must follow this procedure:

- Contact your adviser and inform them of your desire to petition for transfer credit for a specific class(es).
- You must have earned a grade of “B” or “P” or higher in any class you propose to submit for credit, and the course must be a graduate-level course that was taken in the last 5 years in relation to matriculation into the MPH.
- From the graduate level class (taken within the last 5 years) for which you are petitioning to receive credit, submit to your adviser a copy of the class syllabus. Additionally, an official transcript showing that you have earned credit with at least a grade of “P” or above for the class is required. Your adviser will review your materials for completeness and will provide to the PHLP Student Services Manager.

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

- PHLP’s Student Services Manager will submit your request and the submitted documentation to the instructor of the class for which you are requesting transfer credit. If the principal instructor approves your request, you will receive transfer credit. If the principal instructor denies your petition for transfer credit, you will not receive credit. The decision of the principal instructor is final. You will be notified of the final decision by the PHLP Student Services Manager.

4. Requests to Transfer Graduate Courses taken from another Department at UNC into PHLP.

It is best to inquire into the transferability of a course before you register for it, as there is no guarantee it will be approved after the fact. PHLP students requesting to transfer coursework completed elsewhere within UNC must follow this procedure:

- Contact your adviser and inform him or her of your desire to petition for transfer credit for a specific class(es). Your adviser will make the first determination of the appropriateness of this course for transfer.
- From the graduate level class for which you are petitioning to receive credit, submit to your adviser a copy of the class syllabus. Additionally, an official transcript showing that you have earned credit with at least a grade of “P” or above for the class is required.
- The course must be a graduate-level course that was taken in the last 5 years in relation to matriculation into the MPH.

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

5. Finally, a few general rules governing transfer credits in the PHLP MPH program:

- You can receive credit only for a class that is deemed an equivalent to a regularly offered Graduate class at the Gillings School of Global Public Health.
- You must have earned a grade of B or P or higher in any class you propose to submit for credit, and the course must be a graduate level course. Non-PHLP courses must be taken in the last 5 years prior to matriculation into the MPH degree program.
- Requests for course credit to fulfill elective course requirements can be recommended by the adviser rather than a specific course instructor.
- No more than 8 credits (i.e., 20% of 42 credit program) may be transferred into the UNC MPH unless one is transferring approved UNC Graduate Certificate Program credits (see Item 1 above), in which case up to 40% (16 credits) may be submitted for consideration of transfer, given the course was taken in the last 5 years relative to matriculation in the PHLP MPH.
- You cannot receive credit for a graduate level course taken as an undergraduate at UNC if it counted toward your undergraduate degree requirements.
- All transfer credits must be approved **by the end of the student’s first semester**. The form to be submitted with other supportive documentation is at www.gradschool.unc.edu/academics/resources/forms.html
- Your adviser will submit your request and the submitted documentation to the instructor of the PHLP class for which you are requesting transfer credit. If the principal instructor recommends your request for approval, PHLP will recommend transfer credit to the Graduate School. If the principal instructor denies your petition for transfer credit, you will not receive credit. The decision of the principal instructor is final. You will be notified of the final decision by the PHLP Student Services Manager.
- The Graduate School will review the recommendation and determine whether transfer credit is awarded.

Waiver of Class Requirement

If a class requirement is waived for an alternative, equivalent graduate course, then the student does not have to take the required course, however, the student receives no course credit and therefore must fulfill the credit hours by taking a different course.

For example, some students may have taken a graduate course in Biostatistics or Epidemiology and currently work in that field but cannot transfer in their course because they have already transferred in the maximum number of credits allowed.

When a waiver of their required MPH course is approved, students do not receive the hours of credit, but may take an elective course(s) to fulfill the credit hour requirement.

Student and Instructor Responsibilities in an Online Course

At some point during your degree program, you will be in an online course. There are specific requirements for online participation.

Having the right technology and equipment

Make sure that you have all the necessary standard technology (internet connection, Office software, Acrobat reader, etc.) on your computer. We cannot help you if the technology at your end does not work. For some courses, you may be asked to download programs such as QuickTime (for video viewing) or Elluminate (for group conference calls). Sometimes, your firewall may block downloads. Make sure you have talked to IT resources on your end about permissions for downloads. If you have trouble downloading required programs, contact the UNC Help Desk at 919.962.HELP and advise your instructor. We will try to help you but cannot solve IT issues on your end.

Learning Sakai

The learning management system, Sakai, is your classroom. Familiarizing yourself early in the course with the system is as important as knowing where your classroom is. If you have not used a similar system before, it might feel a little cumbersome in the beginning. We recommend that you take some time to view the Sakai Orientation. If you have any questions about how to access the material or to interact with the system, **make sure you ask the instructor early and often.** It is far easier to do this than to try and figure it out and get frustrated.

Posting

Writing quality posts

Please do not offer unsubstantiated opinions or simply agree or disagree with someone's posting in Sakai. Your posts should not be more than one or two paragraphs long, and should not quote to any great extent course readings or other references. Your interpretation of the key concepts from your readings and critical thinking skills are what is needed in a quality discussion forum

Posting Regularly

Remember that an online course is not self-paced study – we expect to see you regularly online. For group assignments, do not wait until the last minute to submit your posts – pace yourself so that you are posting or participating in the discussion once every few days.

Keeping posts focused on topics being discussed

The discussion forums dedicated to an assignment are intended to be used only for the assignment. Some courses create an open forum for discussion on other topics unrelated to the course. If you do not have such a forum, ask your instructor to create one for you. Do not clutter the work space with off-topic posts.

Responding to your facilitator

In some courses, you will do a lot of work in small groups. Most groups assign a facilitator or coordinator for each group assignment. Often, at the beginning of a group project, the facilitator spends a lot of time and energy “marshalling the forces” and asking group members to participate. Make sure that you respond promptly to the facilitator’s requests to participate or to acknowledge the schedule. If you need a few extra days to read the material before you participate, let the facilitator know. Do not just stay away until you are ready and leave the facilitator wondering where you are.

Keeping group deadlines

Over the years, we have noticed that internal deadlines that a group established for good time management are ignored by some. This results in rework and re-editing at the end of the group assignment because the inputs are not coming in a sequential and timely manner. Make sure that you are aware of and respect deadlines set by members of your group.

Informing the instructor if your group is not working on Sakai

The learning management system discussion forum is intended to let the instructors monitor progress and facilitate discussion if necessary. If you are going to use another system (Google docs, for example), to share content and complete the exercise, inform the instructor. Don’t vanish from the discussion forum as a group.

Informing instructors about group conflicts that affect work

If there is a conflict in your group that cannot be resolved amongst yourselves, or is impeding your work, make sure you inform the instructors immediately. Some groups try to ignore the conflict and plough through, but in the long run, this affects group cohesion and the quality of your output. Your instructors are committed to enhancing your learning experience and can work with your group to resolve conflicts.

Asking questions about content

Make sure you ask questions, just like you would in a face-to-face class. If you need clarification about the materials. Some courses offer a public discussion thread for questions about the content. Instructors may not visit the class site for a few days so email your instructors if immediate questions arise. All instructors welcome email questions about the content. Make full use of the instructors to help you with your learning.

Informing instructor and group about absences

If you are going to be away during an assignment, or are likely to have poor internet connection that will affect your ability to participate, make sure you let your instructor and your group know. Most instructors will be happy to make accommodations for special circumstances as long as it is communicated and explained in advance. **Each instructor has expectations about the frequency of**

your participation in the discussion forum and may award a lower grade or an “Incomplete” If absences are excessive. Be sure to discuss special issues with your instructor early on.

Building connections with your fellow students

Use the online learning experience to build connections with your fellow students just as you would in a face-to-face class. If you are feeling isolated or are not feeling that you are able to engage effectively in the online course, make sure you let your instructor know. The role of the instructor in online courses is to teach and to facilitate the online learning experience. Your instructor will be happy to discuss these issues with you and see how this problem can be addressed.

Teaching online

Just like in a face-to-face class, the instructor has a **teaching** responsibility. An online course is not self-study and you have the right to expect regular communication from the about the material, assignments, and other matters relevant to the course. Students should expect to hear from the instructor once every few days.

Monitoring discussions

You have the right to expect the instructor to regularly monitor the discussion forum. Different instructors have different facilitation styles, but you should expect all instructors leave a comment on the discussion board for you or your group once every few days.

Answering questions promptly

Instructors have the responsibility to answer questions promptly, both those asked on the discussion board and sent through email. If a question is urgent, an email to your instructor will result in the quickest response.

Providing timely and thorough feedback

Instructors have the responsibility to provide timely and thorough feedback on all assignments, and to answer all questions that you may have about the feedback provided and your grade. Instructors normally provide a timeframe in which assignments will be returned. Be sure to ask your instructor to provide this information if it is not included in the syllabus or in the Course Announcements in Sakai.

Addressing group conflicts that affect work

Teams should first try to resolve conflicts. Instructors will assist with addressing group conflicts that affect a group’s ability to work together effectively if the team is unable to reach an accord.

Addressing Sakai technical issues

Your instructor is responsible for referring students to UNC IT resources if they have trouble with Sakai. Instructors cannot solve IT problems associated with a student’s computer.

Provide a positive learning experience

An instructor is responsible for assuring that students have a positive online learning experience. As long as students have raised issues and sought assistance in a professional and timely way, they have the right to expect that instructors will do what they can to help with their learning.

Posting timely information about the course

The instructor may post timely information about the course, such as course updates, changes in assignments, reminders about due dates, new resources, etc., using the announcements function. Students should check the course website every few days to see the latest announcements.

MPH Core Courses: All students are required to meet MPH requirements for core content in the basic areas of public health and to maintain Council on Education in Public Health accreditation. These requirements may be satisfied in several ways and must be approved by the student's adviser. Approved alternative courses are listed in the chart below.

Core Area and SPH Course	<p align="center">Approved Core Course Alternatives</p> <p align="center">Please circle the core area and check the appropriate alternative which represents how the student has acquired competency in the affiliated core area(s).</p>
<p align="center">Biostatistics BIOS 600</p>	<p>— BIOS: (enter course # & title): _____ Any individual 3 or 4 credit BIOS course above 540 (any MPH, MSPH, DrPH)</p> <p>— HPM 470: Statistical Methods for Health Policy Management (HPM MPH/MSPH only)</p> <p>— PUBH 741: Quantitative Methods for Health Care Professionals I (PHLP MPH only)</p> <p>— SOWO 510 & 911: Foundations for Evidence-Based Practice and Program Evaluation; Introduction to Social Statistics and Data Analysis (MHCH MPH/MSPH SW dual degree only; both courses required)</p> <p>— ST 511/NCSU: Experimental Statistics For Biological Sciences I (EPID MPH Vet Track only)</p>
<p align="center">Environmental Health ENVR 600</p>	<p>— ENVR 430: Health Effects of Environmental Agents (any SPH MPH, MSPH, DrPH)</p> <p>— TOX 715/NCSU: Environmental Toxicology (EPID MPH Vet Track only)</p>
<p align="center">Epidemiology EPID 600</p>	<p>— EPID 710 or 711: Fundamentals of Epidemiology; or Clinical Measurement/Evaluation (EPID only: EPID MPH can take either course; EPID MSPH must take 710)</p> <p>— PUBH 760: Clinical Measurement/Evaluation (PHLP MPH only)</p>
<p align="center">Health Policy Management HPM 600</p>	<p>— HPM 660: International and Comparative Health Systems (any SPH MPH, MSPH, DrPH)</p> <p>— HPM 754: Health Care in the United States: Structure & Policy (HPM MPH/MSPH/DrPH only)</p> <p>— MHCH 701 & 702: Foundations of Maternal and Child Health I & II (MHCH MPH/MSPH only)</p> <p>— PUBH 706: Advanced Health Policy for Clinicians (PHLP MPH only)</p>
<p align="center">Social & Behavioral Science HBHE 600</p>	<p>— MHCH 700 or 723: Planning and Evaluation; or Introduction to Monitoring and Evaluation of MCH Programs (MHCH MPH/MSPH only)</p> <p>— SOWO: Choose one course from list below and circle (MHCH MPH/ MSPH SW dual degree only)</p> <p>500: HBSE Infancy to Adolescence</p> <p>505: HSBE Adult and Older Adult</p> <p>510: Evidence-Based Practice and Program Evaluation</p> <p>517: Planning for Social Work Interventions</p> <p>530: Social Welfare Policy</p> <p>570: Social Work Practice with Organizations & Communities</p> <p>— PUBH 750: Strategies of Prevention for Clinicians (PHLP MPH only)</p>

NOTE: Only the basic core courses are available in an online format.

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

Courses are also available through the Inter-institutional Agreement with Duke, NCSU, NCCU, and UNC-G. <http://registrar.unc.edu/about/services/inter-institutional/>

Core MPH courses and elective courses, in conjunction with Council on Education in Public Health (CEPH)-required culminating experiences, assure that students gain necessary public health competency in their discipline and/or field.

Elective Courses

Students will complete their degree course requirements by taking electives in the Gillings School of Global Public Health and the greater University in order to fulfill the 42-credit hour requirement. Elective graduate courses may be used to expand the breadth of an individual course of study or to provide depth in a particular area. Students will develop an approved course of study with their adviser during their first semester in the program and this will be updated with the adviser's approval when plans for a student's degree completion change. It should be noted that some students will have fewer elective credits available depending on their course of study.

Practicum Experience

*The following information is common across all tracks. Please see your track's information later in this handbook for any additional requirements. Requirements for your year of entry will also be posted on the PHLP Central Sakai site under your track's page. **To ensure you are meeting all requirements, be certain to consult both your track-specific information later in this document and the Sakai page for your track.***

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

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

As a public health practicum, it should involve experience that includes a population/community focus and an emphasis on public health principles of primary prevention and the community as client. As a leadership practicum, it should include recommendations for leadership action (e.g. policies to be implemented) and leadership lessons learned. Practicum experiences may involve any of the following

combinations of setting, population focus, and disciplinary involvement, although the first option, which has an interdisciplinary focus, most closely approximates the intentions of the interdisciplinary MPH:

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

The preferred format is a concentrated experience that meets the 140 hour requirement, as it provides an opportunity for focused effort. However, individual circumstances and/or previous work experience may favor an experience one or more days a week over a longer time period. To be acceptable, a practicum must be planned, supervised, and evaluated. Only in exceptional situations can additional credits may be assigned for a longer practicum. These decisions are negotiated among the faculty adviser, the student, and the preceptor prior to registration for the practicum. Products and outcomes of the experience will vary according to each student's objectives.

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

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

All documents relating to the practicum and examples of past students' work are on the Sakai site for your track. Standardly, students will complete the following steps or documents as part of their practicum:

- Learning Objectives - The practicum plan starts with learning objectives. What is it that the student wants to learn? These learning objectives go beyond those in many courses, as they must consider not only learning from readings and discussions, but also learning from observing and/or doing. The learning objectives should be developed in discussions with your adviser and your practicum preceptor, and approved by both. The practicum plan should also document the credentials of the practicum preceptor.
- Practicum Approval Form – this is submitted to both the advisor and preceptor for signatures once learning objectives have been identified and agreed upon by the student, adviser, and practicum preceptor.
- Developing Practicum Experiences - **It is the student's responsibility to identify the practicum experience and practicum preceptor, and develop the learning objectives and activities with the adviser.** The student may meet regularly with the adviser to discuss options and to elicit suggestions for possibilities.
- Approval of Practicum - The faculty adviser approves the practicum plan, including learning objectives and activities to achieve the objectives. The adviser must also approve the practicum supervisor and the number of credits requested.
- Monitoring of Practicum - The practicum preceptor will monitor the student's practicum experience. It is the students' responsibility to keep his/her faculty adviser informed and updated

on any issues/questions/problems that may arise during the practicum experience. The faculty adviser, in consultation with the practicum preceptor, assigns the final grade for the practicum.

- Evaluation - The student must complete a 1-2 page report on the practicum at the end of the experience, reflecting on the success in meeting the learning objectives. The student must also complete the online practicum evaluation form, and the practicum preceptor must complete the online student evaluation form.

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

Culminating Experience: Comprehensive Exam

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

1. Comprehensive exams will be scheduled at least two times a year; the specific date may vary by tracks.
 - a. Leadership students will take the exam on the first Saturday in October and March;
 - b. OHN students will take the exam on the first Friday in October and March, requiring students to take that day off from work;
 - c. HC&P students generally take the exam on the first Friday of March or first Friday of the Summer I term or might wish to take the exam on the Saturday before Thanksgiving in November if they are undertaking their MPH course work during 18 months or more.
2. **Students must be registered for at least one credit hour in the semester in which they take the comprehensive examination.**
 - a. Students must notify the PHLP Student Services Manager at least three weeks in advance as to when they will sit for the exam completion of the online registration form located on PHLP Central. The PHLP Student Services Manager will verify students who are enrolled and thereby eligible to take the exam. Verification of those students who will have access to the online system will be undertaken by the PHLP Student Services Manager and confirmed by the staff member setting up the Sakai site.
 - b. Students should choose a date for examination that will allow them sufficient time to have completed course content required for the exam, as well as allow sufficient time for repeat of examination questions in case they fail one or more questions.
 - c. Students should consult with their advisers for planning when to register to take the Exam (with a notation in the student's degree plan).
 - d. **If a student needs to complete the examination on a date other than the pre-specified date, he or she should make a formal request to the PHLP Student Services Manager and the Track Director at least two weeks prior to the exam date; exceptions will be made only for special circumstances, such as a documented illness.**
3. On the day of the exam students log on to the Comprehensive Exam section of the PHLP CENTRAL Sakai site to take the exam online.
 - a. All exam responses must be posted to Sakai site.

- b. The Track Director, PHLP Student Services Manager and PHLP Director will also have access to the site in addition to a faculty or staff member who may be responsible for setting up the site.
 - c. The comprehensive exam will be available electronically on the PHLP CENTRAL Sakai site. Students who have registered for an exam date will have access to the exam questions for that date only.
 - d. You have nine (9) hours to complete the exam, beginning from the time you first access the questions. The exam itself is available for a 24-hour period, so it is the responsibility of the student to determine the 9-hour period within that window when he or she will work on the exam, and it is on the student's honor that he or she restricts the work to those 9 hours.
 - e. Students must answer the prescribed questions addressing different competencies as specified by your track.
 - f. The student is free to use any course materials or other references to develop answers for the exam.
 - i. **IMPORTANT REMINDER: Documents and readings from your MPH courses need to be downloaded during the time the student is taking the course since Sakai shuts down courses after finals and reading links become inactive at the end of a semester.**
4. **All exams must be completed individually—the student may not consult another person—and must include the honor pledge, indicating that the work is your own and you did not receive or provide help. Please see [UNC Honor Code](#).**
5. In order to receive a passing grade, your written answers to the questions you choose must demonstrate a sophisticated understanding of the particular subject area of public health and reflect mastery-level thinking.
- a. Your answers should reflect strong comprehension of many of the concepts applicable to the particular public health subject area.
 - b. A passing answer must include a minimum of 70% of the relevant concepts and/or analysis necessary to address the question.
 - c. Students may review written comments in the PHLP Student Services Manager's presence only – graded **comprehensive exams may not be copied or removed, or distributed electronically to the students.**
6. Examination Result Notification
- a. For students who have passed all questions, the PHLP Student Services Manager, the Track Director or the student's adviser may informally notify (telephone, email) the student that they have passed the exam. A formal letter will also be prepared by the PHLP Student Services Manager for signature by the Director of PHLP to be sent to the student. A copy of the letter will be filed in the student's permanent record. The PHLP Student Services Manager is also responsible for notifying and recording the student's status with the Graduate School.
 - b. For students who have failed any part, but not all, of the comprehensive examination, the Student Services Manager will notify the student's academic adviser who will notify the student. Formal notification to students who have failed the entire examination is limited to the Track Director or the Director of PHLP and must be carried out in writing using a formal letter, with a delivery receipt requested. In addition, an email with the letter attached may also be used. After written notification

has been received, every effort should be made to discuss the student's options in person or by telephone as soon as possible.

- c. A student academic adviser will contact any one of their advisees who fails either part or the entire exam to discuss next steps. The adviser will communicate with the Student, Track Director, Student Services Manager, and Director of Graduate Studies to confirm feasibility of the plan to retake a failed question or the entire exam.

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

Culminating Experience: Master's Paper

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

Culminating Experience: Master's Paper

*The following information is common across all tracks. Please see your track's information later in this handbook for any additional requirements. Requirements for your year of entry will also be posted on the PHLP Central Sakai site under your track's page. **To ensure you are meeting all requirements, be certain to consult both your track-specific information later in this document and the Sakai page for your track.***

Course Credit for PUBH 992

Each student is required to complete a Master's Paper which demonstrates synthesis of knowledge and advances or contributes to the field of public health. A Master's Paper can be developed in conjunction with a field practicum. This approach is often the most efficient way to meet program requirements in a limited time frame.

Completion of the Master's Paper is to reflect the student's work and is bound by the UNC Honor Code. Here are six ways to satisfy this requirement:

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

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

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

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

Readers/Approval

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

Preparation

- All students who register for a Master's Paper (PUBH 992) are expected to complete the paper in the semester in which they are registered
- To meet the requirements of the course, students work with their adviser as first reader and a second reader with content knowledge of the topic area to write the paper. This may stretch over a month or a semester.
- Students are expected to write at least three drafts.
- Generally, the final paper is expected to be considered for publication by the adviser and the student or, if a proposal, considered for submission for funding. These discussions should take place in planning the Master's Paper.
- The Master's Paper should represent the independent effort of the individual student (it is bound by the UNC Honor Code), however, its development should involve discussions of format and content with other students and faculty.
- Papers should use a consistent standard reference style, such as APA (American Psychological Association Publication Manual, Latest Edition, Washington, DC) or the Journal of American Medical Association (JAMA).
- The student is responsible for the identification of the topic for his or her paper and development of a schedule for the completion of the Master's Paper to include sufficient time for review by the adviser and second reader. A sample schedule is as follows:

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

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

General deadlines are: mid-April (May graduation), mid-July (August graduation), and mid-November (December graduation). Exact dates are provided at <http://gradschool.unc.edu/academics/resources/graddeadlines.html>

Completion

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

1. Paper is reviewed by first and second reader; feedback from both are documented and all edits are completed and incorporated in a final version by the student.
2. Documentation of the above includes turning in a hard copy of the coversheet signed by both first and second reader by the due date specified by the Graduate School each semester (See the Graduate School for the Graduation Deadlines at <http://gradschool.unc.edu/academics/resources/graddeadlines.html>)
3. Paper is filed electronically with UNC Libraries' Carolina Digital Repository by **the last day of semester**. The link to upload your final, approved version of your paper (PDF format) to the Carolina Digital Repository is at the following (different link from above) https://cdr.lib.unc.edu/forms/sph_phlp_masters_papers Student will need to log on with your ONYEN and Password.
4. A final permanent grade is assigned by the student's adviser by the last day of the semester. (Note: Both a final grade and each of the above (1-3) is required for a student to be considered as having met the Master's Paper requirement.)

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

IMPORTANT NOTES:

- If you do not finish in the semester in which you register to complete your Master's Paper, you will have to register for your Master's Paper in subsequent semesters to complete, as a three-credit class again and PAY again.
- Students completing the paper during second summer session should keep in mind that the final, approved version is due around the middle of July – not at the end of August. There is an April deadline for spring and November deadline for the fall – check these UNC deadlines at <http://gradschool.unc.edu/academics/resources/graddeadlines.html>
- Students planning to publish their papers can choose the option to “embargo” their papers for a specified period of time when they upload them to the Carolina Digital Repository. All other papers will be made available to the public once uploaded.
- To receive course credit for a Master's Paper, students must enroll in PUBH 992, in the section for their adviser (see [Appendix 2](#)), for 3 credits. The Master's Paper is a requirement by the Graduate

School for graduation, and students must be registered for it during the term(s) when progress is being made and **WHEN THE PAPER WILL BE COMPLETED.**

- Students are expected to discuss proposals for the Master's Paper with advisers and gain their advisor's written approval well in advance of commencing writing. Students are expected to comply with the UNC Honor Code in particular as it relates to plagiarism, and falsification, fabrication, or misrepresentation of data or written effort. The Health Science Library has an excellent tutorial on plagiarism and citing sources: <http://guides.lib.unc.edu/plagiarism-citing>
- Examples of previous papers of graduates are available for review online from the past several years in the PHLP master's paper database on the [Carolina Digital Repository](#) that is maintained by UNC Libraries.

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

- The grade assigned (H, P, L or F) should be determined by the degree of progress made, e.g., based on number of drafts and amount of feedback provided and acted on and/or whether review/feedback has included a second reader, despite the fact that the course must be repeated.
- Temporary grades are no longer available as a permanent graduate grade in thesis and dissertation research courses (992/993/994). Faculty and instructors should use the permanent H, P, L, F graduate grading scale for reflecting academic progress on research in a given term. Exception requests should be directed to The Graduate School.

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

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

Formatting

Margins

- Double-spaced pages, with page numbers
- Use either Arial - 11 point or Times New Roman - 12 point type.
- Margins should be one inch all around for all but the Title Page (see Title Page instructions).

References

Papers should follow the proper citation style for your particular research, such as APSA style for policy papers, or for the journal to which you plan to submit it. We expect all students to demonstrate their understanding of the ethics and professionalism associated with correct and complete citation regardless of the particular style required.

Title Page See [Appendix 3](#) for format. Please follow this format exactly

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

Student Funding and Awards

PHLP Health Leadership Awards

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

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

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

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

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

Gillings School of Global Public Health Scholarships & Awards

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

Honorary Societies

Gillings School undergraduate and graduate students may be recognized for their efforts and accomplishments by a variety of honorary societies.

[Delta Omega – Theta Chapter](#)

Delta Omega is the national honorary society for graduate studies in public health. Students and faculty are eligible for nomination. The top ten percent of all PHLP students graduating in one year (August, December, and May) are eligible for nomination to be inducted into the Delta Omega, Theta Chapter. Student nominations are based upon academic merit. Students are also nominated for two additional awards: Delta Omega Academic Excellence and Delta Omega Recognition of Service.

[UNC Student Honorary Societies](#)

The Frank Porter Graham Honor Society

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

The Order of the Golden Fleece

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

The Order of the Grail-Valkyries

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

The Order of the Old Well

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

Graduate School Funding and Awards

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

Student Assistance Grants and Scholarships

- [Graduate Tuition Incentive Scholarship](#) Helps to cover the cost of in-state tuition for master's and doctoral students who receive eligible external funding awards

- [Graduate Student Opportunity Fund](#) Assists students with unusual and unexpected academic expenses. Requests for tuition support are not eligible.

One-Time Awards

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

North Carolina Public Health Scholarships

[North Carolina Public Health Association Scholarships](#) Current students and those who have been accepted into a graduate degree program and who are a current member of NCPHA are eligible to apply for scholarships. Please visit the [website](#) for more information.

TAs, RAs and Tuition Support

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

PHLP follows the Graduate School standard minimum stipend for these roles where student benefits are bundled. Details are provided at the [UNC Graduate School website](#) and a summary follows.

**PUBLIC HEALTH LEADERSHIP PROGRAM
MPH STUDENT TUITION AND FEES**

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

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

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

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

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

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

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

Applying for Graduation

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

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

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

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

6. **Upload completed master's paper to the Carolina Digital Repository (CDR).**
 - The link to upload the final, approved, signed paper (PDF format) to the Carolina Digital Repository is: https://cdr.lib.unc.edu/forms/sph_phlp_masters_papers Student will need Onyen and PID to log-in to the site. Upload only the final, approved Master's Paper PDF to the Carolina Digital Repository.
 - The Student Services Manager will receive an automatic CDR confirmation email that it was deposited, which will be placed in the student's file.
 - NOTE: If students plan to publish their papers, they can choose the option to "embargo" them for a specified period of time at the time of upload. All other papers will be made available to the public.
7. Ensure that any **IN (Incomplete) grades have been resolved** and a final grade has been recorded in ConnectCarolina by the instructor.
 - It is the student's responsibility to follow-up with the instructor to complete the course requirements.
 - Remember that an IN grade reverts to an "F" if not resolved within one year (by the last day of classes) and that receiving a grade of F results in the student becoming academically ineligible to continue.
8. Check Student Center account to be sure there is no **pending balance** due.
 - Any unpaid tuition/fees or library/parking fines, etc. will prevent clearance by the university registrar.
9. Ensure that all required **Practicum forms** have been submitted (as noted in Sakai's PHLP CENTRAL Practicum folder. See site for most up-to-date information about pre- and post-practicum forms.).
 - Required forms for Student Services Manager (SSM):
 - Online evaluations are automatically sent to advisers
 - ALL forms noted above are required to be in the student's file for graduation clearance.
10. Complete the required **PHLP Exit Survey**:
 - Students are encouraged to take time to share thoughts and assessments of their experiences in the MPH Program.
 - They are also asked to provide viable email addresses so that they may be reached for future PHLP alumni events.
11. Final and Last Step: Complete the required **Graduate School Exit Survey**.
 - The GS Exit Survey is a separate survey from the PHLP Exit Survey and the link will be emailed to the student directly from the Grad School 1-2 weeks before graduation.

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

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

Requesting a Change in Academic Adviser

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

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

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

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

Grades

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

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

Permanent Grades

H: High pass

P: Pass

L: Low pass*

F: Fail*

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

Temporary Grades

Temporary grades of IN or AB may be assigned at the end of a semester under special circumstances, such as when a student has not completed all requirements for a course. These grades are assigned at the discretion of the course instructor. Further details on the use of temporary grades can be found in the Graduate Handbook. It is the student's responsibility to resolve situations that lead to a temporary grade (e.g., completing any work that is missing). It should be especially noted that temporary grades have a time limit in which they must be changed.

IMPORTANT: IN is a temporary grade that automatically converts to F* unless the grade is replaced by the course instructor in ConnectCarolina with a permanent grade **by the last day of classes for the same term one year later.**

NOTE: It is the sole responsibility of the student to complete the course and initiate the grade change before the last day of class (prior to the one-year deadline). Receiving a grade of F* results in the student becoming academically ineligible to continue in the Graduate School (see [Academic Eligibility](#) section below).

Pregnancy, Maternity/Paternity Leaves, and Other Expected Absences

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

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

Emergencies

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

Grade Appeals

The following summary details the sequential steps involved in a grade appeal by a Public Health Leadership Program Graduate Student (degree seeking student).

1. Contact the instructor who assigned the grade for the course and voice your concern.

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

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

Equal Opportunity/ADA Office
 The University of North Carolina at Chapel Hill
 100 E. Franklin Street, Unit 110
 Campus Box 9160
 Chapel Hill, North Carolina 27599
 Telephone: (919) 966-3576
 Fax: (919) 962-2562
 Email: equalopportunity@unc.edu

Any administrator or supervisor, including a department chair, associate dean or other administrator, who receives a student's complaint about prohibited harassment or discrimination, must notify the Equal Opportunity/ADA Office within five (5) calendar days of receiving the complaint. If a student raises a claim of prohibited harassment or discrimination during an academic appeal, an investigation of the student's claim must be performed under the direction of the Equal Opportunity/ADA Office. The school or department must await the results of the harassment or discrimination investigation before deciding the student's academic appeal.

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

PHLP Track	Track Director
GO MPH™	Dr. Rohit Ramaswamy
Health Care & Prevention	Dr. Cindy Feltner
Leadership	Dr. Vaughn Upshaw
Occupational Health Nursing	Dr. Bonnie Rogers

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

Department	Chair/Program Director
Public Health Leadership Program	Dr. Anna Schenck
Biostatistics	Dr. Michael Kosorok
Environmental Sciences & Engineering	Dr. Barbara Turpin
Epidemiology	Dr. Andy Olshan
Health Behavior	Dr. Kurt Ribisl
Health Policy & Management	Dr. Morris Weinberger

Department	Chair/Program Director
Maternal and Child Health	Dr. Carolyn Halpern
Nutrition	Dr. Beth Mayer-Davis

4. If the outcome of this appeal is not satisfactory, you may appeal the chair's/program director's decision (in writing), with a copy of the appeal sent to the instructor, with:
- the chair's/program director's dean, in cases where the appeal was initially reviewed by the chair of the instructor's home unit, and the chair's school has a process for review at the dean's level.

UNC Gillings School of Public Health Dean	Dr. Barbara Rimer
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OR

- the Graduate School, in cases where the school is the instructor's home unit, or the school in which the chair's academic program is based does not have a process for review at the dean's level.
5. In cases where the student has appealed to the chair's/program director's dean, subsequent to appealing to the instructor's chair/program director (Step 4 above), and the outcome is not satisfactory to the student, the student may lodge an appeal of the dean's decision, in writing, with the Graduate School. A copy of the appeal should be sent to the instructor.
- In appealing an appeal decision (Steps 3 and 4, above), the burden of proof falls upon the student to show that
- an impermissible element existed in the review of the appeal, and
 - that element influenced the chair's/program director's and/or the dean's determination of the outcome of the review to the detriment of the student.

6. Decisions of the Graduate School are final and cannot be appealed.

All appeals must be in writing and signed by the student. They must contain a summary of the evidence and arguments that supports your position in the appeal. All appeals must also be copied/provided to the course instructor.

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

Academic Eligibility

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

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

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

Consequences of Becoming Academically Ineligible

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

- 1) the student may not register in any UNC school (including the School of Medicine)
- 2) no transcripts will be issued from any school (including the School of Medicine), and
- 3) no diplomas will be issued from any school (including the School of Medicine).

Reinstatement

When special circumstances warrant, a student made academically ineligible may be reinstated upon petition initiated through the student's academic program. Students must first fill out the [Request for Reinstatement to Graduate School form](#), submit a statement from the student's adviser and/or track director endorsing or declining to endorse the student's request. The PHLP Director of Graduate Studies must submit the petition together with a statement endorsing or declining to endorse the student's request to the Graduate School. Final approval rests with the Graduate School. Additional information and forms are located on the Graduate School Handbook at <http://handbook.unc.edu/>

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

UNC Honor Code

The UNC Honor Code covers a large number of topics outlined at <http://honor.unc.edu/>, however the one most pertinent to PHLP is the area of Academic Dishonesty. Students will be asked to document in writing that they have upheld the UNC Honor Code in their academic work as described below.

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

Student Code Violations

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

Honor Code

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

Campus Code

It shall be the further responsibility of every student to abide by the [Campus Code](#); namely, to conduct

oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

Academic Dishonesty

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. **Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. **Falsification, fabrication, or misrepresentation of data**, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. **Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether graded or otherwise.
- 4.
5. **Cheating** on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
 - a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or
 - b. Representing another's work as one's own.
6. **Violating procedures pertaining to the academic process**, including but not limited to the following:
 - a. Violating or subverting requirements governing administration of examinations or other academic assignments;
 - b. Compromising the security of examinations or academic assignments; or
 - c. Engaging in other actions that compromise the integrity of the grading or evaluation process.
7. **Deliberately furnishing false information** to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
8. **Forging, falsifying, or misusing University documents**, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.
9. **Violating other University policies** that are designed to assure that academic work conforms to requirements relating to academic integrity.
10. **Assisting or aiding another** to engage in acts of academic dishonesty prohibited by Section II. B.

Honor Code Violations

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

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

Human Subjects Review

All research involving collection or analysis of data from human subjects must be reviewed by the University's Institutional Review Board (IRB) for Research Involving Human Subjects. Even “non-invasive” actions such as asking questions on a survey may require IRB review and approval. The purpose of this review is to determine whether adequate procedures for informed consent have been followed and adequate protection provided for subjects at risk.

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

UNC IRB training *must* be completed in advance of requesting IRB approval and advisers should be involved in preparation of the IRB application and provide their review and approval via the online system. Details and procedures for completing this mandatory, on-line, Collaborative IRB Training Initiative (CITI) can be attained at <http://research.unc.edu/offices/human-research-ethics/researchers/training/>

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

No research should be conducted and no data should be collected until full IRB approval has been received. For further guidance, go to <http://our.unc.edu/students/conducting-research/irb/navigating-the-irb-process/>.

NOTE: Failure to comply with IRB regulations may prevent or delay graduation.

Conflict of Interest Training

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

FERPA Training

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

The [online tutorial](#) is designed to prepare authorized members of the campus community to fully understand the responsibilities of handling student record information under **FERPA** and the University's student records policy.

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

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

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

Section II. Global Online (GO MPH™)

Part 1 – Overview

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

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

The curriculum for the track will consist of:

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

A total of 42 credit hours are required for the degree, which can be completed in 7 semesters (2 years including summers). Students will be required to take two courses (6 credit hours) per semester. The concentration area offered in 2017 is **Applied Implementation Science**.

This track differs from the other online MPH track offerings in PHLP in the following ways:

- (a) is more deeply and directly engaged with Global Health issues
- (b) is presented completely online (no campus visits are required)
- (c) requires students to take 6 credit hours (2 courses per semester) for 7 semesters (including summers)
- (d) features the new integrated approach to the core Public Health curriculum
- (e) offers interdisciplinary concentration areas on applied implementation science and on water and population health

The overarching competencies of the GO MPH™ are:

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

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

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

All students receive core content to meet the ASPPH core competencies.

Implementation Science Concentration Area - Competencies

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

1. Critically review implementation practice and implementation research frameworks and describe when each is appropriate.
2. Design implementation system (package of activities that include processes, organizations, equipment, facilities, technology etc.) to achieve required outcomes for evidence based interventions.
3. Develop or customize approaches and activities (e.g. training staff, creating implementation teams, piloting and improving, stabilizing) to successfully implement interventions.
4. Apply mixed-method evaluation techniques in research designs to evaluate the effectiveness of implemented interventions.
5. Use CQI (continuous quality improvement) methods to optimize performance
6. Describe and use approaches to disseminate, replicate, expand, enhance and sustain implemented interventions.

Part 2 - Program Requirements

Scheduling

With the exception of the Concentration Area courses, and the two elective opportunities, students will take each of the courses together as a cohort. Students will do a Practicum and write a Master's Paper in their final semester, so plans for these need to be made in advance of that semester. The Comprehensive Exam will be scheduled during the student's final two semesters.

GO (Global Online) MPH™ Track - Program Requirements at-a-Glance

Credit hours 42

Courses 3 MPH core courses (10 credits)

Biostatistics 600

Epidemiology 600

SPHG 710 Public Health Foundations

Required Leadership Courses (3 credits)

PUBH 793 Global Public Health Leadership

Concentration Area Courses (12 credits)

Applied Implementation Science

PUBH 714 Introduction to Monitoring & Evaluation of Global Health Programs

PUBH 716 Applied Quality Improvement for Healthcare and Public Health

PUBH 718 Designing Systems for Global Health Implementation

HPM 719/PUBH 719 Introduction to Implementation Research and Practice in Public Health

Other courses (11 credits)

SPHG 700 Intro to Global Public Health

PUBH 746 Program Planning & Evaluation

PUBH 771 Communicating Public Health through Writing

Elective

Master's paper 3 credits

Field practicum 3 credits

Comprehensive Exam 0 credits (must be a registered student to take exam)

Practicum Experience – GO MPH™ Track

The GO MPH Track does not differ from the PHLP MPH Practicum Experience detailed earlier. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your track.*

Practicum Approval

The GO MPH Track does not differ from the PHLP MPH Comprehensive Examination information detailed earlier. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your track*

Master's Paper – GO MPH™ Track

The GO MPH Track does not differ from the PHLP MPH Master's Paper information detailed earlier. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your track.*

As a reminder, the development, content and writing of the master's paper is to be completed in accordance with the UNC Honor Code.

Section III. Health Care and Prevention

Part 1 - Overview

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

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

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

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

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

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

Mission:

- (1) To provide an educational program of the highest quality that has a focus on population and social sciences for medical students, residents, fellows, and physicians and surgeons.
- (2) To help students in the HC&P program integrate population and clinical sciences into a life course that will prepare them contribute to improving the health of the public broadly, with foci on the needs of populations as well as individual patients.

Statement of Core Competencies

Upon graduation, students who earn an MPH in the HC&P track of the Public Health Leadership Program should be able to

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

Also see the [PHLP Breadth Requirements section](#).

A Vision of Leadership

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

Part 2 - Program Requirements

Introduction

Information about the University of North Carolina at Chapel Hill Graduate School degree requirements and important policies and procedures is published annually in *The Graduate School Handbook* and other guidebooks that can be found at this website: <http://handbook.unc.edu>. The following guidelines for the MPH degree were developed to conform to Gillings School of Global Public Health and University requirements.

Requirements at-a-Glance Health Care & Prevention Track

Credit hours minimum of 42 required

5 School-wide core courses (required):

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

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

PUBH 706 (3) Policy (Advanced Health) (summer or fall)

PUBH 750 (3) Prevention (Strategies of Prevention for Clinicians) (fall)

ENVR 600 (3) Environmental Health (online course) (fall or spring)

Encouraged:

PUBH 751 (2) Critical Appraisal of the Medical Literature I (fall)

PUBH 752 (1) Seminar in Critical Appraisal of the Medical Literature (spring)

PUBH 749 (0.5) MPH Year and Career Seminar Series (required): A series of 10 evening seminars that occur throughout the MPH year (fall and spring, 5 sessions each semester). Register for the series in the fall & spring (0.5 credits earned for attendance in fall and spring, for a total of 1 credit).

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

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

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

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

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

Oral Presentation: 0 credits (spring or summer)

A Sample Degree Plan follows.

PUBLIC HEALTH LEADERSHIP PROGRAM
Sample Health Care and Prevention MPH Course of Study - Summer Admission

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

Summer Session II (3 credit hours)		
<i>(Note: PUBH 706 does not follow the university's Summer Session II academic calendar. It starts in early July and usually runs through the first or second week of August.)</i>		
PUBH 706*	Advanced Health Policy for Clinicians (T/Th 9:30 am - 2:30 pm)	3
<i>Note: depending on summer calendar, up to 3 classes will run for five hours, from 9:30 to 2:30, to assure meeting minimum required contact hours. All other classes will run from 9:30 to 12:30. In some years, depending on when dates fall, the 5-hour classes may not be necessary. Check with instructor.</i>		
Summer Semester Credit Hours		3

Fall Semester (maximum of 18.5 credit hours)		
PUBH 741*	Quantitative Methods for Health Care Professionals I (T/Th 9:30 am - 12:15 pm)	4
PUBH 749**	MPH Year and Career Seminar Series (five fall seminars meet Thursdays 5:00 - 6:30 pm)	0.5
PUBH 750*	Strategies of Prevention for Clinicians (T/Th 3:30 - 4:45 pm)	3
PUBH 760*	Clinical Measurement/Evaluation (T/Th 12:30 - 1:45 pm)	3
ENVR 600*	Environmental Health (online course - may also be taken in the spring in order to take a fall elective)	3
PUBH 751***	Critical Appraisal of Medical Literature I (Mon 1:25 - 3:05 pm)	2
ELECTIVE		3
Fall Semester Credit Hours		18.5

Spring Semester (maximum of 19.5 credit hours)		
PUBH 749**	MPH Year and Career Seminar Series (five spring seminars meet Thursdays 5:00 - 6:30 pm)	0.5
PUBH 752***	Critical Appraisal of Medical Literature II (Mon 1:25 - 2:15 pm)	1
PUBH 886*	Field Practicum in Public Health (3-6 hours) (may be in spring or summer; register for credit in the semester in which you begin the practicum****)	3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		1-3
Spring Semester Credit Hours		17.5-19.5

Summer Session I (3 credit hours)		
PUBH 992*	Master's Paper (register for credit in your final semester)	3
Summer Session Credit Hours		3

TOTAL Credit Hours	42-44
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* School of Public Health required course (all but ENVR 600 are especially designed for HC&P students)

**Health Care & Prevention required course

***Strongly encouraged

****Pre-practicum paperwork required before undertaking practicum.

Notes: Scheduled Comprehensive Exam can be taken in late spring semester or early summer (must be enrolled in classes)
 Required Oral Presentations will be scheduled in late Spring/early Summer

PUBLIC HEALTH LEADERSHIP PROGRAM

Sample Health Care and Prevention MPH Course of Study - Fall Admission

A sample schedule for students who begin the HC&P program in the fall

Minimum of 42 credit hours required

<u>Fall Semester (maximum of 21.5 credit hours)</u>		
PUBH 706*	Advanced Health Policy for Clinicians (W 2:30 pm - 5:30 pm)	3
PUBH 741*	Quantitative Methods for Health Care Professionals I (T/Th 9:30 am - 12:15 pm)	4
PUBH 749**	MPH Year and Career Seminar Series (five fall seminars meet Thursdays 5:00 - 6:30 pm)	0.5
PUBH 750*	Strategies of Prevention for Clinicians (T/Th 3:30 - 4:45 pm)	3
PUBH 760*	Clinical Measurement/Evaluation (T/Th 12:30 - 1:45 pm)	3
ENVR 600*	Environmental Health (online course - may also be taken in the spring in order to take a fall elective)	3
PUBH 751***	Critical Appraisal of Medical Literature I (Mon 1:25 - 3:05 pm)	2
ELECTIVE		3
Fall Semester Credit Hours		21.5

<u>Spring Semester (maximum of 19.5 credit hours)</u>		
PUBH 749**	MPH Year and Career Seminar Series (five spring seminars meet Thursdays 5:00 - 6:30 pm)	0.5
PUBH 752***	Critical Appraisal of Medical Literature II (Mon 1:25 - 2:15 pm)	1
PUBH 886*	Field Practicum in Public Health (3-6 hours) (may be in spring or summer; register for credit in the semester in which you begin the practicum****)	3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		1-3
Spring Semester Credit Hours		17.5-19.5

<u>Summer Session (3 credit hours)</u>		
PUBH 992*	Master's Paper (register for credit in your final semester)	3
Summer Session Credit Hours		3

TOTAL Credit Hours	42-44
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* School of Public Health required course (all but ENVR 600 are especially designed for HC&P students)

**Health Care & Prevention required course

***Strongly encouraged

****Pre-practicum paperwork required before undertaking practicum

Notes: Scheduled Comprehensive Exam can be taken in late spring semester or early summer (must be enrolled in classes)

Required Oral Presentations will be scheduled in late spring/early summer

Registration – HC&P Track

Classes

Most HC&P students will be taking the core courses in the fall. Details on how to register for courses are provided at <https://registrar.unc.edu/registration/registration-video-series/>. Students who encounter registration issues should contact the PHLP Student Services Manager. **Please note that the only required course available in the spring is the online Environmental Health course. If there is a non-required fall course that you would especially like to take, or if you are not sure about this, please talk with one of the program directors (Anthony Viera or Sue Tolleson-Rinehart) as soon as possible to consider whether this would be a reasonable option for you. We discourage taking more than 20.5 credits in one semester.**

For spring courses, there is one registration period in early November. We encourage students to register for classes as early as possible, as many classes fill quickly. In October, one of the Year and Career seminars will include discussion of various options for spring courses.

Independent Study

In special circumstances independent studies can be arranged. Contact your adviser for further information on independent study opportunities.

Time Expectations

Students enrolled full-time (i.e., nine or more credit hours and up to 20.5 credit hours per semester) ordinarily take at least 12 months to complete all degree requirements. Part-time students need more time to meet the same requirements. The time required for the degree may be modified when course credit (up to 8 credit hours upon review and approval by PHLP – see Transfer Credits section below) is transferred from another university or another program at UNC. All requirements for the MPH degree must be completed within five years of matriculation.

Attendance and Preparation for Class

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

Even in classes where attendance is not taken, faculty know when students miss more than an occasional class.

We suggest that you make every effort to attend all classes, always. Think of it as your “job.” Certainly you wouldn't be late for morning rounds in the hospital, and you wouldn't fail to show up for a rotation. If circumstances outside your control prevent attendance, we suggest that you communicate that to the

course faculty at the earliest possible time. We believe our faculty will be sympathetic and helpful wherever possible.

Structure

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

NOTE: It is your responsibility to be sure you meet all MPH requirements as well as the minimum number of credit hours (42) required for graduation. You can access this information through ConnectCarolina (<http://connectcarolina.unc.edu>) and track your progress by completing the [Graduation Checklist Worksheet for HC&P Track Students](#).

PHLP Breadth Requirements

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

Assessment of Population Health

1. Assess the health of populations: understand the need for and difficulties in collecting, analyzing, and interpreting information on the health status, health needs, and health resources of a defined population. This objective implies knowledge of methods to access data on issues such as mortality, disability, health services, socioeconomic resources, environmental health, other public health and health services concerns, and local governmental and non-governmental agencies influencing the public health and health care status of the population.
2. Critically appraise the health literature: understand the process of critical appraisal of existing medical research literature as the foundation of understanding and adopting evidence-based practice. This objective implies an understanding of the methods and techniques used to conduct medical research, and an ability to apply that understanding to the literature, with a goal of separating better from less good evidence.

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

Policy Development

1. Develop and evaluate policy options: examine public health, health policy, and health services issues from an interdisciplinary perspective; understand the process of formulating and evaluating policy strategies for addressing these issues. This goal requires an understanding of the politics of the health care system, since what can and cannot be done to create health policy is often as much or more a matter of what will be politically feasible than of any other consideration.
2. Set priorities and implement policy: understand approaches to setting priorities for health needs based on the magnitude and seriousness of the problems and the political feasibility and acceptability, economic feasibility, and effectiveness of interventions. Consider strategies to implement policy, addressing issues of organizational design and management, leadership, communication, economic issues, community participation, ethics, and values.
3. Develop strategies: understand approaches to gather and organize information on health care system, governmental, media, and public actions that may affect the public's health. This objective implies an understanding of the importance of relationships among people and between organizations in the policy process, including between providers and the public, health care systems and providers, the dance of legislation and regulation, and the different perspectives of different constituencies. It also involves an understanding of the importance and role of networking with public and private agencies to achieve goals.

Assurance of Population Health

1. Formulate program objectives: an understanding of approaches to developing measurable program objectives designed to improve the health of the public.
2. Program administration: an understanding of approaches to developing management plans for providing essential public health or other health care services.
3. Program evaluation: an understanding of approaches to monitoring and evaluating public health or other health services programs for their effectiveness and quality. This objective implies awareness of scientifically proven strategies to analyze interventions and awareness of methods to evaluate organizational performance.
4. Targeting resource use: an understanding of approaches to targeting scarce resources to best implement programs designed to assure priority health services for needy populations.
5. Implementation of high quality health services: understanding the most feasible approaches to implementing high quality, effective health services to improve the health of the public. Developing

an understanding of approaches to communicating the need for such services to decision-makers at all levels.

Master's Paper – HC&P Track

The HC&P Track master's paper requirements do not substantially differ from the PHLP MPH Master's Paper information detailed earlier. Additional information that may be of use for the HC&P Track is provided as follows. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your track.*

As a reminder, the development, content and writing of the master's paper is to be completed in accordance with the UNC Honor Code.

The Master's Paper has been the most troublesome requirement for many past HC&P students. It may also be the most rewarding. The MPH Year and Career Seminar Series, which meets through the fall and spring semesters, will help you begin this process in the fall and move ahead with it in the spring.

All five ways to satisfy the paper requirement must include a critical review of some part of the medical/health literature. We also expect that all students will choose a topic that deals with an important issue in the health of the public or in the health care system. All papers should discuss the implications of their conclusions for public health.

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

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

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

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

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

5. A policy analysis in which an important issue in health policy is analyzed rigorously and carefully, concluding with recommendations for practice, research, or further policy change. This policy analysis will, typically, triangulate methods, including reviewing relevant literature and gathering original data or re-analyzing secondary data from a variety of possible sources, including aggregate, survey, pilot, health services, economic, and other forms of data.

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

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

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

Human Subjects Review

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

Advisers & Readers

For Duke medical students, the second reader must be an appointed Duke faculty member. The adviser must approve the choice of the second reader. The two readers will work very closely with you throughout the entire process of developing and completing the Master's Paper.

Ideally, the student should have a Master's Paper topic and two readers by early January at the latest. The student should understand that readers may need 2-3 weeks or more to give feedback on a draft of the Master's Paper.

Practicum Experience

This track does not deviate from the PHLP Practicum Experience information detailed previously. *To ensure you are meeting all requirements, be certain to consult both this document and the Sakai page for your track.*

Oral Presentation

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

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

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

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

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

Keep in mind these points:

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

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

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

Comprehensive Examination

The HC&P Track adheres to all the regulations specified previously. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your track.* In addition, HC&P has the following policies:

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

Working with your Adviser

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

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

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

Course Advising – HC&P Track

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

Meetings with Advisers – HC&P Track

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

Applying for Graduation

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

School of Medicine Credit for MPH Work

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

Returning to the School of Medicine

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

Students will not be approved to register for the School of Medicine's block 0 rotation in June unless they have completed all MPH requirements.

Section IV. MPH in Leadership

Part 1 – Leadership Track Overview

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

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

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

PHLP Core Competencies Framework

In 1988 and again in 2003, the Institute of Medicine (IOM), using highly respected panels of public health experts, published two reports on the future of public health. In both they emphasized that the public health system was in “disarray” and in dire need of greater **leadership** to get back on track toward fulfilling its mission of “assuring those conditions in which people can be healthy.” In making this point, the 1988 report said, “Today, the need for leaders is too great to leave their emergence to chance,” and the 2003 report stated, “We must be led by those who have mastery of the skills to mobilize, coordinate, and direct broad collaborative actions within the complex public health system....”

The IOM also established and reiterated the now well-accepted “core functions” of public health described in these reports- **assessment, policy development, and assurance**. The public health community has since operationalized these core functions into 10 “essential public health services” (EPHS) <http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/ten-essential-public-health-services/main> In order to identify the workforce skills necessary to perform the essential public health services, the Council on Linkages between Academia and Public Health (COL) has identified, through collaborative processes, eight domains of competencies for public health workers. COL finalized its first revision of its competencies in 2008 and revised them again in 2014. In 2006, the Association of Schools and Programs of Public Health (ASPPH) developed a similar yet somewhat different set of competencies for Master’s degree graduates. ASPPH is currently re-framing its approach to be more population health focused as part of its process, “Framing the Future: the Second 100 Years of Education for Public Health.”

In the decades since the 2003 IOM reports, a number of exciting developments in public health have occurred, launching what's been termed "A New Public Health;" this is characterized by an emphasis on the socio-ecological model of health, thinking of the integrated, greater health system rather than silos, and emphasizing competencies of communication and partnering and the ethics and values supporting greater equity locally and globally. The Ebola virus outbreak drove home the necessity of the whole world working together for better health. The Patient Protection and Affordable Care Act (ACA) produced a new view of healthcare, integrating it more with the goals of public health in its stated "triple aim of quality care, cost, and population health—the first time there's been a real significant and specific emphasis on the health of the population in healthcare spending." PHLP's mission includes supporting the greater development of the New Public Health in which "soft skills" competencies such as communication, leadership, global and cross-cultural understanding, collaboration and sharing the vision of "healthy people together in healthy communities in a healthy world." In keeping with this mission, each MPH student is required to develop competency in **leadership** and in the three core functions of public health practice: **assessment, policy development,** and **assurance** of conditions in which people can be healthy. The PHLP final comprehensive written exam asks questions in these four categories of competence as well as **global health**.

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

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

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

<http://www.aspph.org/educate/framing-the-future/>

The COL and ASPPH competencies in leadership are listed on the following page.

Council on Linkages Public Health Leadership Competencies

Leadership and Systems Thinking Skills

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

ASPPH Public Health Leadership Competencies

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

Careful consideration of these leadership and core function related competencies should guide student-adviser discussions and planning of coursework, practicum, master's paper, and comprehensive exam preparation.

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

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

Leadership Track Degree-Specific Competencies

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

Leadership Track Program Requirements at-a-Glance

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

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

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

Courses with Content that meets PHLP Core Competencies

ASSESSMENT

PUBH	720/725	The AIDS Course
	423	AIDS Service
	714	Introduction to Monitoring & Evaluation of Global Public Programs
	730	Quality Improvement and Leadership
	731	Social Marketing
	745	Community Improvement and Assessment
	746	Public Health Program Planning and Evaluation
	754	Research Frameworks and Methods of Assessing and Improving Population Health
	806	Data Skills Online
EPID	750	Fundamentals of Public Health Surveillance
	758	Methods & Principles of Applied Infectious Disease

POLICY DEVELOPMENT

PUBH	720/725	The AIDS Course
	680	Public Health Practice
	711	Critical Issues in Global Public Health
	712	Global Health Ethics
	731	Social Marketing
	735	Policy Development
PUBH/PHNU	748	Policy Development (2 or 3 credit option in Fall only)
SPHG	600	Introduction to Public Health

ASSURANCE

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

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

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

Practicum Experience – Leadership Track

This track does not deviate from the PHLP Practicum Experience detailed previously. *To ensure you are meeting all requirements, be certain to consult both this document and the Sakai page for your track.*

Comprehensive Examination – Leadership Track

The Leadership Track does not differ from the PHLP MPH Comprehensive Examination information detailed earlier. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your track.*

Master's Paper – Leadership Track

The Leadership Track does not differ from the PHLP MPH Master's Paper information detailed earlier. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your track.*

As a reminder, the development, content and writing of the master's paper is to be completed in accordance with the UNC Honor Code.

Part 2 – Online Learning MPH – Leadership Track

Online Learning Leadership MPH students are required to attend the on-campus two-day Leadership Symposium and Orientation in August. This experience serves as a program launch and orientation.

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

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

Public Health Core Courses

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

PH Leadership Core Courses

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

Concentration Area Courses

And courses appropriate to one of the four concentration areas as described on the page following. Before selecting and registering for a course, students must receive permission from their advisers.

1: Public Health Practice Concentration area

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

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

2: Public Health Nursing Concentration area

Core Public Health and Leadership courses (above) and:

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

and one of the following:

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

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

3: Field Epidemiology Concentration area

Core Public Health and Leadership courses (above) and:

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

+PUBH Courses

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

4: Global Health Concentration area

Core Public Health and Leadership courses (above) and

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

+PUBH Courses

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

Part 3 – Residential MPH – Leadership Track

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

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

Requirements at-a-Glance – Residential Leadership Track

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

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

Section V. Occupational Health Nursing

Part 1 - Overview

The Occupational Health Nursing (OHN) Track provides interdisciplinary education, training, and research experiences as appropriate to occupational health nursing. The mission of the Program is to provide education and training in occupational health nursing and encourage research in occupational and environmental health and related fields to promote worker health and safety. It is achieved through an interdisciplinary curriculum that supports the science and disciplinary development of the occupational health nursing specialty and application of the occupational health and safety knowledge acquired into practice.

The MPH program in Occupational Health Nursing, using a theoretical and conceptual framework, prepares occupational health nurse specialists for leadership/management positions in industry, government, and other occupational health settings, to act as consultants to business, industry, and government, and to provide program planning and evaluation expertise. The program is offered on-campus or through online education.

OHN Track Objectives

1. Provide MPH training both on-campus and via online education.
2. Provide OHN Certificate program via online education.
3. Provide interdisciplinary learning opportunities and experiences.
4. Provide integrated/applied learning through practicum experiences.
5. Provide opportunities for scholarly demonstration of knowledge learned (e.g., master's paper publications, presentations).
6. Offer continuing education/outreach to the occupational safety and health community.

Course Content

Occupational health nursing course content uses an occupational health nursing model based on system's theory developed by the Program Director to emphasize OHN roles, worksite assessment, interdisciplinary functioning, health promotion and prevention, management theory and functions, program planning and evaluation, and administration including cost-benefit/effectiveness in occupational settings.

Most courses are offered in both online and residential formats. Residential students are eligible to take any PHLP online courses. However, the Gillings School of Global Public Health online core courses are only rarely available to residential students, and only after receiving special permission of the instructor and the PHLP Student Services Manager.

OHN Track Competencies

In 2004, the Occupational Health Nursing Faculty developed 12 competency statements, revised in 2009 and 2016, with several indicators identified for each competency, which OHN graduates should be able to demonstrate upon completion of the program. Competencies #2 through #13 have three levels of competency, demonstrated by being competent, proficient, or expert. The competencies are listed below.

1. Apply basic principles of the core public health disciplines as required by CEPH: clinical epidemiology, biostatistics, prevention science, health policy and environmental health.
2. Advances knowledge and skills in occupational health nursing to improve worker health and safety and well-being.
3. Fosters collaborative practice as a member of the interdisciplinary team with emphasis on occupational health and safety areas.
4. Uses written, oral, and technological strategies to communicate effectively with individuals, groups, and communities about occupational health and safety issues.
5. Develops, implements, and evaluates comprehensive occupational health and safety programs and services for diverse client populations.
6. Assumes occupational health nursing leadership role in business, academia, government, and in the community.
7. Utilizes critical and creative thinking to identify trends in health and health care that impact workers and communities and determine appropriate intervention and prevention strategies.
8. Influences policy development and its implications on business, legislation/regulation, health care, occupational health and safety issues, and the environment.
9. Utilizes evidence-based findings to advance occupational health nursing practice.
10. Demonstrates effective skills in planning, financial management, organizing, staffing, directing, and evaluating health, safety, and environmental programs and services consistent with corporate culture, business objectives, and population needs.
11. Utilizes knowledge from occupational health sciences and epidemiologic and environmental health to assess and control exposures in work environments.
12. Applies ethical decision making principles, personal values and beliefs, and ethical behavior in situations requiring judgment.
13. Engages in ongoing and lifelong learning to advance evidence-based occupational health nursing practice and improve professionalism in occupational health and safety.

Part 2 – Program Requirements

Information about the University of North Carolina at Chapel Hill Graduate School degree requirements and important policies and procedures is published annually in *the Graduate School Handbook* and guidebooks which can be accessed at: <http://handbook.unc.edu/pdf/handbook.pdf>. The following guidelines for the MPH degree were developed to conform to the Gillings School of Global Public Health and University requirements.

To earn the Master of Public Health (MPH) degree (online education) in the OHN Track, students are required to meet School-wide core course requirements, the public health/occupational health nursing core courses, occupational health cognate courses, which also help develop basic competency in the public health core function areas of assessment, policy development, and assurance. Field practicum/s designed to complement academic study, a Master's Paper (MPH), passing the written comprehensive examination, and certifications in first aid, CPR/AED Instructor, hearing conservation, spirometry, and CITI Course in the Protection of Human Research Subjects complete the curriculum. Students can enroll and complete the program full-time (1½ years) or part-time (2-3 years), but have 5 years from admission to complete the program of study. The MPH course of study requires a minimum of 42 credit hours.

OHN MPH Requirements at-a-Glance

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

*** NOTE: Requirements and credit hours in these areas may vary by OHN experience**

Required Courses in Assessment, Policy Development, & Assurance

In addition to taking the mandatory Gillings School of Global Public Health core courses, all PHLP MPH students are required to complete at least one course each in assessment, policy development, and assurance. The OHN program of study fulfills this requirement as shown below.

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

Sample Course of Study – OHN Track

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

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

¹ = Online

² = On-Campus course (8 days; however course completion extends throughout)

Note:

- This format is fluid and is constructed as a guide to which course offerings may vary in the semester in which they are offered.
- The program of study can be completed in 1½ to 2 years; most complete program in 3.5 to 4 years. However, you have 5 years from admission within which the program must be completed.
- Independent study/transfer in credit (20% of total program credits may be transferred in with approval)

Certifications

- CITI Course in Protection of Human Research Subjects
- CPR, AED, & First Aid (anytime)
- Spirometry (anytime)
- Hearing Conservation (anytime)

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

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

Practica Experience – OHN Track

Field practica or training is a planned and supervised experiential component of the academic program which provides learning opportunities not available in the classroom. The purpose and potential benefits of the field practicum are to relate theoretical classroom learning to practice situations; gain experience, skills and confidence in dealing with administrative, and/or service problems; explore and increase understanding of the structure and dynamics (e.g., agency objectives, goals, values, resources, constraints, etc.) of the setting in which the OHN student is working and the influence of occupational health/safety; and identify work-related health problems for intervention, prevention, and control. This is perhaps one of the best learning experiences offered and is not only completed in traditional industry settings but also in government, professional associations, agricultural, and hospital employee health settings.

The preceptor and faculty assume primary responsibility for facilitating the student's learning during the practica. This means identifying those resources, experiences, projects, activities, etc. that are available to assist the student in meeting the learning objectives which are approved by the faculty adviser. While the academic faculty has the primary responsibility for managing the field practicum, the student as a self-directed learner and the preceptor as an expert in his/her functional role, guide the learning process.

PHNU 783 and 784

Students may have a concurrent academic year practicum, one day each week, (PHNU 783 and 784) depending on previous occupational health experience. PHNU 783 is designed to offer students without experience the opportunity to learn about the role and functions of the OHN within the context of the work environment. PHNU 784 follows with the opportunity to increase their knowledge about developing occupational health and safety services. Emphasis is placed on learning about managerial and administrative components of the occupational health unit within the overall work environment. Each practicum experience is uniquely tailored to the student's needs, interests, and professional growth and is planned jointly by the student, faculty, and field course preceptors.

Practicum sites and resource field people will generally be selected and arranged for by the OHN practicum instructor; however, students may select practicum sites with faculty approval. Detailed information about the objectives and specific requirements are on the course syllabi.

PHNU 886

All students are required to complete a concentrated practicum (PHNU 886), which generally lasts one semester. This practicum enables them to develop and implement advanced OHN practice projects (comprehensive program/administrative project) and synthesize the practice within their functional roles.

Specific field training objectives are individually planned and tailored to the student's needs and are planned jointly by the student, faculty field practicum instructor, and preceptor. Detailed information about course objectives and requirements are specified in the course syllabus.

(See Practicum Information on PHLP CENTRAL site for most up-to-date information about pre- and post-practicum forms.) **Your course grade cannot be assigned until the process is completed;** this is a requirement of the Gillings School of Global Public Health.

Comprehensive Examination – OHN Track

The OHN Track differs from the PHLP MPH Comprehensive Examination information detailed earlier in the following ways. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your track.*

Students will find the questions on the Comprehensive Exam section of the PHLP CENTRAL Sakai site, and will have 8 hours to complete the exam and post answers to the site. The exam itself is available for a 24-hour period, so it is the responsibility of the student to determine the 8-hour period within that window when he or she will work on the exam, and it is on the student's honor that he or she restricts the work to those 8 hours.

A passing answer must include a minimum of 80% of the relevant concepts and/or analysis necessary to address the question.

Master's Paper – OHN Track

The OHN Track differs from the PHLP MPH Master's Paper information detailed earlier in the following ways. *To ensure you are meeting all requirements, be certain to consult the Sakai page for your track.*

As a reminder, the development, content and writing of the master's paper is to be completed in accordance with the UNC Honor Code.

Topic and Paper Outline

The Master's Paper concept and substance **must be discussed** with and approved by the student's primary reader and in some cases the second reader depending on the content area of the paper. A detailed outline must be submitted to the student's primary master's paper reader for approval of the proposed concept/content. This must be done prior to submitting the first draft of the paper. The outline may take several drafts and should follow the paper format, (i.e., 5 chapters). All outline pages must be numbered. The student must allow for sufficient lead time for completion and approval of the outline prior to starting the paper. Examples of previous OHN Master's Papers are available for review in the OHN Program or from the PHLP Student Services Manager.

Readers

The student is required to have two readers for the master's paper. The student's academic adviser is usually the primary reader; however, the student may negotiate a different primary reader with approval of the adviser. The second reader should be identified early, **by the student**, and may be another faculty member with relevant expertise or adjunct faculty. It is the student's responsibility to obtain both the primary and second readers.

Paper

- ❖ Review carefully and follow the Overview Guidelines for the Occupational Health Nursing Program Master's Paper. You will receive a copy of these guidelines.
- ❖ The first draft of the paper must be received by the student's primary reader **AT LEAST 6 months before anticipated graduation.**

- ❖ The student should expect to complete a minimum of three drafts for review and comment by the primary master's paper reader before the paper is submitted to the second reader. It generally takes faculty 2-3 weeks to review and comment on each draft of the paper.
- ❖ Please remember you will have at least two readers for the master's paper and will need to allocate your time accordingly in order to meet deadline dates.
- ❖ Typically a final paper is 60 - 85 pages in length.
- ❖ Students are strongly encouraged to submit their master's papers for publication and should do so with the faculty advisers and readers of their papers, all who would be co-authors.

Deadlines for Submission

The final, signed Master's Paper must be completed approximately three to four weeks before the end of the semester in which the student expects to graduate. The signed title page must be submitted to the Public Health Leadership Program Student Services Manager by the specified deadline. The Graduate School establishes the deadline for the Master's Paper/Thesis each semester. General deadlines are: mid-April (May graduation), early to mid-July (August graduation), and late-November (December graduation). **Check specific deadline dates on the UNC Graduate School website at <http://gradschool.unc.edu/adameics/resources/graddeadlines.html>.**

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

- One hardcopy to OHN Program Director for NIOSH
- One hardcopy to primary reader, if different from Program Director
- One hardcopy to second reader, if different from Program Director

Your adviser will supply the binders for the remaining copies. Follow the directions for typing the information for the spine label. When you type the spine label, it should include Date (Year only), Title of Paper, and Your Name (Last Name, First Name).

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

Format

In general, the latest edition of the American Psychological Association (APA) Publication Manual will be your source for writing your paper. However, the final structure and format of the paper will be determined by faculty.

Section VI. Faculty and Organization of Public Health Leadership

Faculty and Organization of the Public Health Leadership Program

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

The PHLP staff coordinates and supports the Program, providing crucial resources to the faculty and information to students whose connection to the University is often a virtual one. The staff is practiced at meeting the different needs of online and residential students as well as alumni and prospective applicants. For PHLP organization and structure, see chart, p. 86. For Gillings School of Global Public Health structure, refer to: https://sph.unc.edu/files/2017/07/SPH-org-chart_2017-07-05-1.jpg

Leadership and Organizational Structure of PHLP



Faculty Biographies

Core Faculty

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

Lori Carter-Edwards, PhD, MPH (lori_carter-edwards@unc.edu)

Current Roles:

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

Teaches:

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

Past Roles:

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

Education:

PhD in Epidemiology, School of Public Health, University of North Carolina at Chapel Hill
MPH in Behavioral Sciences and Health Education, University of California, Los Angeles
BA in Psychology, University of Notre Dame

“My interests are in community engaged research and application of interventions, programs, and policies designed to address obesity- and hypertension-related health disparities in vulnerable populations, with an emphasis in faith communities.”

Karine Dubé, DrPH, MPhil (karine_dube@med.unc.edu)

Current Roles:

Research Assistant Professor, Public Health Leadership Program

Teaches:

SPHG 700 – Introduction to Global Public Health
PUBH 712 – Global Health Ethics

Past Roles:

Research Program Manager for the Collaboraty of AIDS Researchers for Eradication (CARE) at UNC-Chapel Hill

Co-founder and co-leader of the CUREiculum, a collaborative program aimed at making HIV cure science accessible to the community and HIV research field

Education:

DrPH, Public Health, University of North Carolina at Chapel Hill, 2016

MPhil, Developmental Studies / International Health, Oxford University, 2005

BA, International Studies / Global Health (Minor in Business Administration), University of North Carolina at Chapel Hill, 2003

Karine Dubé, DrPH, MPhil (Oxon) is a social scientist and an experienced research program manager. She has more than 12 years of experience in infectious diseases-related work, including Ebola and HIV prevention and cure research. Karine has extensive experience working in resource-limited settings and developing clinical research site capacity. She managed a pox-protein prime-boost HIV-1C vaccine cohort development program, two HIV-1C prospective incidence studies and a clinical research site capacity development effort in Maputo, Beira and Chókwè, Mozambique with the United States Military HIV Research Program, Walter Reed Army Institute of Research, Henry M. Jackson Foundation for the Advancement of Military Medicine, Inc. and FHI 360 (from 2008–2013). Karine also has served as a research and program analyst with amfAR, the Foundation for AIDS Research.

Lori A. Evarts, MPH, PMP, CPH (lori_evarts@unc.edu)

Current Roles:

Clinical Assistant Professor

Director of Graduate Studies

Teaches:

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

PUBH 747 – Project Management Principles and Practice (summer)

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

PUBH 784 – Project Management: Strategy & Application.

Past Roles:

Project Manager, UNC Gillings School of Global Public Health

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

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

Director, Quintiles, Inc.

Education:

MPH in Biostatistics, School of Public Health, University of North Carolina at Chapel Hill

BA in Economics, University of North Carolina at Chapel Hill

Certified Public Health Professional (CPH), National Board of Public Health Examiners

Certified in Public Health

Project Management Professional (PMP), Project Management Institute

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

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

Cynthia Feltner, MD, MPH (feltner@email.unc.edu)

Current Roles:

Director, Health Care and Prevention Track
Assistant Professor, Department of Medicine, School of Medicine
Adjunct Assistant Professor, Public Health Leadership Program
Associate Director of the RTI-UNC Evidence-based Practice Center

Teaches:

PUBH 701 – Cost-effectiveness in Health and Medicine
PUBH 750 – Strategies of Prevention for Clinicians (co-teach)
PUBH 751 – Critical Appraisal of the Health Literature I (co-teach)
PUBH 752 – Critical Appraisal of the Health Literature II (co-teach)

Education:

MPH in Public Health Leadership (Health Care and Prevention Program), Gillings’s School of Global Public Health
MD from West Virginia University
BS from the University of Richmond

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

Aimee McHale (aimee@unc.edu)

Current Roles:

Clinical Assistant Professor, Public Health Leadership
Adjunct Assistant Professor, Health Policy and Management

Teaches:

PUBH 735 – Policy Development in Public Health Leadership

Education:

MSPH, Health Policy and Management, University of North Carolina at Chapel Hill, 2009
JD, Law, St. Louis University, 1988

BA, Political Science, College of the Holy Cross, 1985

Aimee an attorney and public health professional with expertise in health policy and special interests in health equity, social justice, and the health needs of vulnerable populations, including in the LGBT community. She has nearly three decades of experience that combine legal and public health practice. Prior to joining the faculty at UNC, Aimee served in significant leadership roles in local consultancies and non-profit organizations with a focus on the health of vulnerable populations internationally and domestically and was the program director for the Triangle Global Health Consortium.

From 2013 – 2017, Aimee held a lecturer position in UNC’s College of Arts and Sciences, teaching US health policy and working with students on health-related Capstone projects in the Department of Public Policy, and an adjunct position in the Department of Health Policy and Management where she has taught a health policy course in the BSPH program as well as the HPM 600 core MPH course. Currently, Aimee is also a member of the MPH Integrated Core Development Committee, which is developing a new core curriculum for MPH students.

Rohit Ramaswamy, PhD, MPH, MS, BTech (ramaswam@email.unc.edu)

Current Roles:

Clinical Associate Professor at the Public Health Leadership Program
Faculty director, Global Online MPH
Co-director, UNC/RTI Consortium for Implementation Science
Faculty director for the online global health certificate

Teaches:

PUBH 716 – Applied Quality Improvement Methods for Healthcare and Public Health
PUBH 718 – Designing Systems for Global Health Implementation

Past Roles:

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

Education:

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

“I am interested in improving the quality of health systems and public health programs worldwide. My work involves the use of tools and methods of systems science, implementation science and improvement science to improve health system processes, outputs and outcomes. ”

Susan A. Randolph, MSN, RN, COHN-S, FAAOHN (susan.randolph@unc.edu)

Current Roles:

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

Teaches:

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

Past Roles:

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

Education:

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

“I am interested in agricultural health and safety, competencies in occupational health nursing, and medications in the workplace.”

Dana Rice, Dr.PH (danarice@unc.edu)

Current Roles:

Clinical Assistant Professor, Public Health Leadership

Teaches:

PUBH 680 – Public Health Practice
PUBH 745 – Community Improvement and Assessment

Past Roles: Director, HIV/STD Screening Program in the Wayne County

(MI) Jails. She provided oversight for the Bridges to Equity Project, a federally funded initiative to enhance medical student knowledge of public health principles. Through this project she provided direction to the MD summer externship in public health.

Education:

Dr.PH, Social and Behavioral Health, Boston University School of Public Health, 2010
MS, Health Services, Wayne State University School of Medicine, 2004
BS, Biology, Clark-Atlanta University, 1998

Bonnie Rogers, DrPH, COHN-S, LNCC, FAAN (rogersb@email.unc.edu)

Current Roles:

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

Teaches:

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

Past Roles:

President of the American Association of Occupational Health Nurses
President of the Association of Occupational and Environmental Clinics
Several terms on the National Advisory Committee on Occupational Safety and Health
Author: *Occupational Health Nursing Concepts and Practice*, *Occupational Health Nursing Guidelines for Primary Clinical Conditions*, and *Legal Nurse Consulting Principles and Practices*

Education:

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

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

Anna P. Schenck, PhD, MSPH (anna.schenck@unc.edu)

Current Roles:

Professor of the Practice
Director, Public Health Leadership Program
Associate dean for practice
Chair, Scientific Advisory Committee for America's Health Rankings

Teaches:

PUBH 754 – Research Methods for Practice
PUBH 771 – Communicating Public Health Through Writing

Past Roles:

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

Education:

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

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

William Sollecito, DrPH, MS, BBA (bill_sollecito@unc.edu)

Current Roles:

Certificate Administrator and Clinical Professor, Public Health Leadership Program

Teaches:

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

Past roles:

Director, Public Health Leadership Program
President of Quintiles Americas
Member of the Quintiles Transnational Board of Directors

Lead editor and co-editor respectively on two recently published CQI textbooks: *Continuous Quality Improvement in Health Care, 4th edition*, and *Implementing Continuous Quality Improvement in Health Care: A Global Casebook*

Education:

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

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

Julea Steiner, MPH, CHES (jsteiner@unc.edu)

Current Role:

Clinical Assistant Professor
Director of Professional Development

Teaches:

PUBH 730 – Quality Improvement Leadership

Past Roles:

Director of Health Programming, UNC School of Medicine, Department of Family Medicine
Director of Technical Assistance & Training, UNC Environmental Tobacco Smoke Training, Education and Research Program (EnTER) and NC Tobacco-Free Colleges Program
Health Communications Consultant, Impact Health Communications
Communications Specialist/Project Manager for Educational Outreach & Quality Improvement, UNC Pediatrics, NC Center for Children’s Healthcare Improvement

Education:

MPH, Public Health Leadership, School of Public Health, University of North Carolina at Chapel Hill
Graduate Certificate in Technology and Communication, School of Journalism & Mass Communication, University of North Carolina at Chapel Hill
BA, Communications & Anthropology, New York University, Gallatin School of Individualized Study
Certified Health Education Specialist (CHES), National Commission for Health Education Credentialing
Training in LEAN, Six Sigma, UNC Health Care

“My interests include integrating public health & primary care, health behavior & health promotion interventions for chronic disease, project design & management, quality improvement, social marketing, media & policy advocacy, health journalism/storytelling,

narrative medicine, care of the aging population, mental health, worksite wellness, and sleep disorders/sleep deprivation as an under-recognized public health issue.”

Sue Tolleson-Rinehart, PhD (suetr@unc.edu)

Current Roles:

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

Teaches:

PUBH 706 – Advanced Health Policy for Clinicians, both Summer II and Fall sections
PUBH 763 – Health Reform, Outcomes, and Quality of Care

Past Roles:

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

Education:

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

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

Vaughn Upshaw, DrPH, EdD (vupshaw@unc.edu)

Current Roles:

Director, Leadership Track
Professor, Public Health Leadership Program

Teaches:

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

Past Roles:

Lecturer, Governance and Public Administration, School of Government, University of North Carolina at Chapel Hill.

Director, Public Health Leadership Doctoral Program, School of Public Health University of North Carolina at Chapel Hill.

Coordinator, Public Health Leadership Doctoral Program, School of Public Health, University of North Carolina at Chapel Hill.

Clinical Assistant Professor, Department of Health Policy and Administration, University of North Carolina at Chapel Hill.

Education:

DrPH, Public Health, Health Policy and Administration, University of North Carolina at Chapel Hill, 1999

Doctor of Education, Adult and Higher Education, North Carolina State University, 1997

MPH, Health Education, University of North Carolina at Chapel Hill, 1985

BA, Sociology and Anthropology, Ohio Wesleyan University, 1982

Anthony Viera, MD, MPH (Anthony_viera@med.unc.edu)

Current Roles:

Professor, Family Medicine, School of Medicine

Adjunct Professor, Public Health Leadership Program

Adjunct Associate Professor, Epidemiology, Gillings School of Global Public Health

Director, Population Health Thread, UNC School of Medicine

Director, Hypertension Research Program

Teaches:

PUBH 749 – Master’s Year and Career Seminar

PUBH 750 – Strategies of Prevention for Clinicians

Past Roles:

Co-Associate Director, Health Care and Prevention Program

Associate Course Director of the School of Medicine Clinical Epidemiology Course

Education:

MPH from UNC Gillings School of Global Public Health, Health Care & Prevention Program

Robert Wood Johnson Clinical Scholars Program, UNC Chapel Hill

MD from the Medical University of South Carolina

Residency training in family medicine at the United States Naval Hospital, Jacksonville, FL

Other faculty

Lorraine K. Alexander, DrPH (Lorraine_alexander@unc.edu)

Current Roles:

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

Past Roles:

Clinical Assistant Professor, Department of Epidemiology

Teaches:

EPID 600 – Principles of Epidemiology for Public Health
EPID 750 – Fundamentals of Public Health Surveillance
EPID 758 – Principles and Methods of Applied Infectious Disease Epidemiology
EPID 759 – Methods in Field Epidemiology
PUBH 810- Population Health: Interprofessional Management in a Changing Healthcare System

Education:

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

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

Steffani Bangel, MPH (sbangel@live.unc.edu)

Current Roles:

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

Past Roles:

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

Teaches:

PUBH 725 – The AIDS Course, Online

Education:

MPH, UNC Dept. of Health Behavior, 2016

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

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

Jim Bowles, MPH (jbowles@email.unc.edu)**Current Roles:**

Adjunct Assistant Professor

Environmental Health Coordinator with the Virginia Department of Health

Teaches:

PUBH 680 – Public Health Practice

PUBH 804 – Issues in Public Health Leadership.

Education:

MPH in Public Health Leadership from UNC-Chapel Hill

Keturah (Kim) Faurot, PA, MPH, PhD (faurot@med.unc.edu)**Current Roles:**

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

Assistant Director, UNC Program on Integrative Medicine

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

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

Past Roles:

Project Manager, Integrative medicine research, Program on Integrative Medicine

Physician Assistant, Clinical Geriatrics

Physician Assistant, Clinical Cardiology

Teaches:

PUBH 741 – Quantitative Methods for Health Care Professionals.

Education:

PhD, UNC Department of Epidemiology, 2014

MPH, UNC Department of Health Behavior 2005

PA Certificate, Wake Forest University, 1980

BA, Psychology, UNC, 1977

Research Interests:

Adjunctive therapies for chronic pain and function

Dietary supplement safety, epidemiology

Daniel E. Jonas, MD, MPH (Daniel_jonas@med.unc.edu)

Current Roles

Associate Professor, Department of Medicine, School of Medicine

Adjunct Associate Professor, Public Health Leadership Program

Co-Director of the RTI-UNC Evidence-based Practice Center

Section Chief for Research, Division of General Medicine and Clinical Epidemiology, Department of Medicine

Director, Program on Medical Practice and Prevention, Cecil G. Sheps Center for Health Services Research

Clinical Operations in Pharmacogenomics Lead, Center for Pharmacogenomics and Individualized Therapy

Teaches:

PUBH 702 – Systematic Review

PUBH 751 – Critical Appraisal of the Health Literature I

PUBH 752 – Critical Appraisal of the Health Literature II

Education:

MPH in Health Policy and Administration from the University of North Carolina at Chapel Hill

MD from the Ohio State University

BA from Davidson College with Honors in Medical Economics

“I’m interested in health services research, prevention, synthesizing evidence to inform clinical and policy decision-making, unhealthy alcohol use, pharmacogenomics and individualized therapy, and time costs.”

Sonia Napravnik, PhD (Sonia_nappravnik@med.unc.edu)

Current Roles:

Research Associate Professor of Medicine and Epidemiology

Associate Director, UNC CFAR

Teaches:

PUBH 760 / EPID 711 – Clinical Measurement and Evaluation

Education:

PhD, UNC Dept. of Epidemiology, 2004

My primary area of focus is HIV clinical research.

Michael Newton-Ward, MPH, MSW (cmnewton@email.unc.edu)

Current Roles:

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

Teaches:

PUBH 731 – Public Health and Social Marketing

Past Roles:

Social Media Manager, NC Department of Health and Human Services
Social Marketing Consultant, North Carolina Division of Public Health
Member, Robert Wood Johnson Foundation Social Marketing National Excellence Collaborative

Education:

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

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

Karin Yeatts, PhD, MS (Karin_yeatts@unc.edu)

Current roles:

Clinical Associate Professor

Past Roles:

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

Teaches:

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

Education:

BA Bowdoin College 1988

MS Enviro Science and Engineering, Virginia Polytech 1990

MS UMass Amherst, Epidemiology 1994

Phd UNC-Chapel Hill, Epidemiology 1997

Staff

Kathy Cheek, Business Manager (kcheek@email.unc.edu)
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4113 McGavran-Greenberg Hall

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4113 McGavran-Greenberg Hall

Deborah McGee, Accounting Technician (dapicket@email.unc.edu)
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Julie Myers, Program Specialist, OHN Program (jmaness@unc.edu)
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Cindy Reilly, PHLP Student Services Manager (cindy_reilly@unc.edu)
4113 McGavran-Greenberg Hall

See PHLP website for a complete listing: <http://sph.unc.edu/phlp/our-faculty-and-staff-8/>

Section VII. Appendices

Appendix 1

UNC Public Health Leadership Program Course Availability

updated 17-Aug-17

Instructor(s) or primary contact	COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention Track	Global Online MPH Track	Leadership Track by focus areas				Occupational Health Nursing Track	Fall: Aug-Dec 2017	Spring: Jan-May 2018	SUM I: May-June 2018	SUM II: June-July 2018
					Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health					
			R=REQUIRED CORE COURSE; ROnline=Online REQUIRED COURSE; R*=Pick 4 of the 8 courses; E=RECOMMENDED ELECTIVE (NOTE: Course substitutions may be allowed with your adviser's prior permission.)										
Strauss	undergraduate course - PUBH 420 The AIDS Course (1) see graduate courses: PUBH 720 & PUBH 725	Policy & Assessment									Residential in-person		
Fried	PUBH 500 Global Health Discussion Series (.5) take two semesters for 1 total credit hours	Policy	permission required	permission required	permission required	permission required	permission required	R residential		Residential in-person	Residential in-person		
Tolman (2 sections)	PUBH 610 Introductory Spanish for Health Professionals (3)	elective								Residential in-person	Residential in-person		
Tolman (2 sections)	PUBH 613 Intermediate Spanish for Health Care I (3)	elective								Residential in-person	Residential in-person		
Tolman (1 section)	PUBH 615 Advanced Spanish for Health Care I (3)	elective								Residential in-person	Residential in-person		
Rice	PUBH 680 Public Health Practice (3) or take SPHG 600 (residential only) or SPHG 700 (GO MPH)	Policy	E		R	R	R	R	E	Online section & Residential in-person			
PHLP Faculty	PUBH 696 Independent Studies (varies)	varies	permission required	permission required	permission required	permission required	permission required	permission required	permission required	IMPORTANT: Student & faculty to document Learning Contract prior to the start of the 1st Day of Class for the semester; Faculty to provide signed Learning Contract to PHLP Curriculum Committee for review and approval and then request PUBH 696 in their section be activated by PHLP Student Services Manager.			
Feltner	PUBH 701 Cost-Effectiveness in Health and Medicine (2)	Assurance	E		permission required	permission required	permission required	permission required	permission required		Residential in-person		
Jonas	PUBH 702 Systematic Review (1)	Assessment & Assurance	E		permission required	permission required	permission required	permission required	permission required		Residential in-person		
TBD	PUBH 703 Quality Improvement in Health Care and Public Health (3)	Assurance	E								Residential in-person		
Carlough	PUBH 704 Foundations of Global Health (2 or 3 credits)	Policy									Residential in-person		
Sackey-Harris	PUBH 705 One Health Intellectual Exchange Group (1 to 3 credits)	Varies									Residential in-person		
Tolleson-Rinehart	PUBH 706 Advanced Health Policy for Clinicians (3)	SPH Core	R (HPM)							Residential in-person			Residential in-person: 1st wk July-1st wk Aug
Dube	PUBH 711 Critical Issues in Global Public Health (3)	Policy		E	R*	E		R Online		Online			
Dube	PUBH 712 Global Health Ethics (3)	Policy & Assurance		E				E Online			Online		

UNC Public Health Leadership Program Course Availability

updated 17-Aug-17

Instructor(s) or primary contact	COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention Track	Global Online MPH Track	Leadership Track by focus areas				Occupational Health Nursing Track	Fall: Aug-Dec 2017	Spring: Jan-May 2018	SUM I: May-June 2018	SUM II: June-July 2018
					Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health					
			R=REQUIRED CORE COURSE; Ronline=Online REQUIRED COURSE; R*=Pick 4 of the 8 courses; E=RECOMMENDED ELECTIVE (NOTE: Course substitutions may be allowed with your adviser's prior permission.)										
Ghazaleh Samandari	PUBH 714 Intro Monitoring & Evaluation - Global Public Health (3)	Assessment		R or PUBH 754	R*	E		R ^{Online}				Online	
Golin	PUBH 715/HBEH 715 Communication for Health-Related Decision Making (2)	Assessment	E										
Ramaswamy	PUBH 716 Applied Quality Improvement Methods for Healthcare & Public Health (3) <i>cross-listed as MHCH 816 & HPM 716</i>	Assessment		E	E			E		Online			
TBD	PUBH 717 Gillings Global Implementation Lab (2) <i>cross-listed as MHCH 817 & HPM 817</i>	Assessment										TBD	
Ramaswamy	PUBH 718 Designing Systems for Global Health Implementation Science (3)	Assessment		R					Online				
Byron Powell	(PUBH 719)/HPM 719 - Introduction to Implementation Research and Practice in Public Health (3)	Assessment		R						Online			
Strauss	PUBH 720 The AIDS Course (1) Graduate course	Policy & Assessment								Residential in-person			
Everts & Bangel	PUBH 725 The AIDS Course - Online (1)	Policy & Assessment									Online (summer I only)		
Steiner, Julea	PUBH 730 Quality Improvement Leadership (3)	Assessment & Assurance	E	E	R*					Online			
Newton-Ward	PUBH 731 Public Health and Social Marketing (3)	Assessment & Policy		E	R*	E				Online			
McHale	PUBH 735 Policy Development in Public Health Leadership (3)	Policy		E	R* ^{735 or 748}		R ^{735 or 748}			Online			
Faurot	PUBH 741 Quantitative Methods for Health Care Professionals I (4)	SPH Core	R (BIOS)						Residential in-person			Residential in-person	
Garrett - To confirm	PUBH 742 Quantitative Methods for Health Care Professionals II (4)	Assessment								Residential in-person			
PHLP Faculty	PUBH 745/PHNU 745 Community Improvement and Assessment(3)	Assessment		E	R*	R		E		Online			
Carter-Edwards	PUBH 746/PHNU 746 Public Health Program Planning & Evaluation (3)	Assessment & Assurance	E	R	R*	R		R	Online	Residential in-person			
Everts	PUBH 747 Project Management Principles & Practices (3)	Assurance		E	R*	E			Online			Online	

UNC Public Health Leadership Program Course Availability

updated 17-Aug-17

Instructor(s) or primary contact	COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention Track	Global Online MPH Track	Leadership Track by focus areas				Occupational Health Nursing Track	Fall: Aug-Dec 2017	Spring: Jan-May 2018	SUM I: May-June 2018	SUM II: June-July 2018
					Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health					
			R=REQUIRED CORE COURSE; ROnline=Online REQUIRED COURSE; R*=Pick 4 of the 8 courses; E=RECOMMENDED ELECTIVE (NOTE: Course substitutions may be allowed with your adviser's prior permission.)										
Randolph	PUBH 748/PHNU 748 Policy Development Online Learning Course (2 or 3)	Policy		E	R* 735 or 748	E	R 735 or 748		R	Online			
Feltner, Tolleson-Rinehart	PUBH 749 MPH Year and Career (0.5)	Varies	R	permission required	permission required	permission required	permission required	permission required	permission required	Residential in-person	Residential in-person		
Feltner	PUBH 750 Strategies of Prevention for Clinicians (3)	SPH Core	R (HB)		permission required	permission required	permission required	permission required	permission required	Residential in-person			
Feltner, Jonas	PUBH 751 Critical Appraisal of Health Literature (2)	Assessment	E		permission required	permission required	permission required	permission required	permission required	Residential in-person			
Feltner, Jonas	PUBH 752 Seminar in Critical Appraisal of Health Literature (1)	Assessment	E		permission required	permission required	permission required	permission required	permission required		Residential in-person		
Schenck	PUBH 754 Research Framework & Methods for Assessing & Improving Population Health(3)	Assessment	E	R or PUBH 714	E	E	E	E	E		Hybrid & available to all		
Hogan	PUBH 756/MHCH 756 Addressing Health Inequalities in the US (3)	Policy											
Sonya Napravnik	PUBH 760/EPID 711 Clinical Measurement/Evaluation (3)	SPH Core	R (EPID)							Residential in-person			
Tolleson-Rinehart	PUBH 763 The Politics of Health Reform, Quality, Outcomes & Effectiveness (3)	Policy & Assurance	E								Residential in-person		
Evarts & Sollecito	PUBH 767 Team Leadership in Research Navigation (3)	Assurance	E		E	E	E	E			Residential in-person		
Schenck	PUBH 771 Communicating Science Through Writing (2)	Policy & Assurance	E	R	E	E	E	E	E			Online	
Evarts	PUBH 784 Project Management Strategy & Application (3)	Assurance	E		E	E	E	E			Residential in-person		
Rogers & Randolph	PUBH 785/PHNU 785 – Interdisciplinary Approaches to Occupational Health (3)	Assessment	E	E	E	E	E	E	R		Online		
Upshaw	PUBH 790 Leadership Assessment (2) - dates on-campus + semester-long online course	Leadership	E		R	R	R	R	E		Online + on-campus: Mar 17-19	Online + on-campus: May 17-19	
Upshaw	PUBH 791 Principles of Public Health Leadership (3) PUBH 790 is a prerequisite	Leadership	E		R	R	R	R	E	Online			
Upshaw - To confirm	PUBH 793 Global Public Health Leadership (3)	Leadership		R								Online	

UNC Public Health Leadership Program Course Availability

updated 17-Aug-17

Instructor(s) or primary contact	COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention Track	Global Online MPH Track	Leadership Track by focus areas				Occupational Health Nursing Track	Fall: Aug-Dec 2017	Spring: Jan-May 2018	SUM I: May-June 2018	SUM II: June-July 2018
					Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health					
			R=REQUIRED CORE COURSE; ROnline=Online REQUIRED COURSE; R*=Pick 4 of the 8 courses; E=RECOMMENDED ELECTIVE (NOTE: Course substitutions may be allowed with your adviser's prior permission.)										
Jim Bowles	PUBH 804 Issues in Public Health Leadership (1)	Leadership		E								Online (summer I only)	
Sonda Oppenwal, NC IPH	PUBH 805 Public Health in the Global Context: Service Learning with Vulnerable US Populations (1)	Leadership	E		E	E	E	E	E		Service Trip during Spring Break		
Yeatts	PUBH 806 Public Health Data Skills Online (1)	Assessment & Assurance		E							Online		
Alexander, Wilfert	PUBH 810 Population Health in Health Care (3)	Policy & Assurance								Residential in-person			
Wilfert	PUBH 811 Population Health Field Experience (2)	Policy & Assurance	E		E	E	E	E	E		Residential in-person		
PHLP Faculty	PUBH 886 Field Practicum in Public Health (3)	Graduation requirement	R	R	R	R	R	R	take PHNU 886	Schedule with your Adviser (send email requesting registration in section number for faculty adviser; adviser will approve and notify PHLP Student Services Manager via email)			
PHLP Faculty	PUBH 992 Master's Paper (3)	Graduation requirement	R	R	R	R	R	R	R	Schedule with your Adviser (send email requesting registration in section number for faculty adviser; adviser will approve and notify PHLP Student Services Manager via email)			
HC&P Student graduation requirement	Oral Presentation on an important topic in health care (10 minutes)	Graduation requirement	Graduation requirement	n/a	n/a	n/a	n/a	n/a	n/a			Residential in-person	
Stopford, Randolph	PHNU 423/ENVR 423 – Industrial Toxicology (3)	Assurance	E	E	E	E	E	E	R		Online		
Randolph	PHNU 744 Roles and Functions in Public Health Nursing (3)	Assurance							R			Online (offered odd years) (summer I only)	
Rogers, Randolph	PHNU 696 Independent Studies	Varies	permission required	permission required	permission required	permission required	permission required	permission required	permission required	permission required	IMPORTANT: Student & faculty to document Learning Contract prior to the start of the 1st Day of Class for the semester; Faculty to provide signed Learning Contract to PHLP curriculum committee for review and approval and then request PUBH 696 in their section be activated by PHLP Student Services Manager.		
Rogers	PHNU 781 Occupational Health Nursing I - Occupational Health Assessment (3)	Assessment & Assurance	permission required	permission required	permission required	permission required	permission required	permission required	permission required	R	Hybrid		
Rogers	PHNU 782 Occupational Health Nursing II - Occupational Health Programming (3)	Assessment & Assurance	permission required	permission required	permission required	permission required	permission required	permission required	permission required	R PHNU 781 prerequisite	Hybrid		
Randolph	PHNU 783 Occupational Health Nursing II - Field Practicum I (2)	Varies	permission required	permission required	permission required	permission required	permission required	permission required	permission required	E	Consult with Susan Randolph and obtain permission to register (section = 12)		
Randolph	PHNU 784 Occupational Health Nursing II - Field Practicum II (2)	Varies	permission required	permission required	permission required	permission required	permission required	permission required	permission required	E	Consult with Susan Randolph and obtain permission to register (section = 12)		

UNC Public Health Leadership Program Course Availability

updated 17-Aug-17

Instructor(s) or primary contact	COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention Track	Global Online MPH Track	Leadership Track by focus areas				Occupational Health Nursing Track	Fall: Aug-Dec 2017	Spring: Jan-May 2018	SUM I: May-June 2018	SUM II: June-July 2018
					Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health					
			R=REQUIRED CORE COURSE; ROnline=Online REQUIRED COURSE; R*=Pick 4 of the 8 courses; E=RECOMMENDED ELECTIVE (NOTE: Course substitutions may be allowed with your adviser's prior permission.)										
W. Jon Wallace	PHNU 786/ENVR 432 Occupational Safety & Ergonomics (3)	Assessment	E	E	E	E	E	E	R	Online			
Couch, Randolph	PHNU 787 Fundamentals of Industrial Hygiene (2)	Assessment	E	E	E	E	E	E	R	Online			
Randolph	PHNU 886 Field Practice in Community Health Nursing (3 to 6 credits)	Graduation requirement	n/a	n/a	n/a	n/a	n/a	n/a	Graduation Requirement	Consult with Susan Randolph and obtain permission to register (section = 12)			
BIOS	BIOS 600 Principles of Statistical Inference (3)	SPH Core		R (BIOS)	R	R	R	R	R	BOTH Online & residential in-person	BOTH Online & residential in-person		
Woods	ENVR 600 Survey of Environmental Problems (3)	SPH Core	R	R (EPID)	R	R	R	R	R	Online	BOTH Online & residential in-person		
Yeatts (residential offerings), EPID	EPID 600 Principles of Epidemiology (3)	SPH Core			R	R	R	R	R	BOTH Online & residential in-person	Residential in-person only	Online	
Alexander	EPID 750 Fundamentals of Public Health Surveillance (3)	Assessment		E				R	E Online	Online			
Alexander	EPID 758 Methods & Principles of Applied Infectious Disease Epid (3)	Assessment		E				R				Online	
Yeatts	EPID 759 Methods in Field Epidemiology (3)	Assessment		E				R			Online		
HB	HBEH 600 Social and Behavioral Science in Public Health (3)	SPH Core			R	R	R	R	R	Online	Online		
HPM	HPM 600 Introduction to Health Policy & Administration (3) - online course	SPH Core			R ^{600 or 660}	R ^{600 or 660}	R ^{600 or 660}	R ^{600 or 660}	R ^{600 or 660}	Online	Online	Online (summer t only)	
HPM	HPM 660 International and Comparative Health Systems (3) - residential course	SPH Core alt			R ^{600 or 660}	R ^{600 or 660}	R ^{600 or 660}	R ^{600 or 660}	R ^{600 or 660}	Residential in-person			
Vines	SPHG 600 Introductory to Public Health (3) or take PUBH 680 (online or residential) or SPHG 700 (GO MPH)	SPH Core	E		R ^{residential}	R ^{residential}	R ^{residential}	R ^{residential}	E	Residential in-person			
Yeatts	SPHG 620 Exploring Public Health (1)									Residential in-person			
Dube	SPHG 700 Intro to Global Public Health (3)	SPH Core (GO MPH)	E	R (Core)					E	Online			
Yeatts & Golden	SPHG 710 Foundations of Public Health Practice (4)	SPH Core (GO MPH)		R (Core)							Online		

UNC Public Health Leadership Program Course Availability

updated 17-Aug-17

	COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention Track	Global Online MPH Track	Leadership Track by focus areas				Occupational Health Nursing Track	Fall: Aug-Dec 2017	Spring: Jan-May 2018	SUM I: May-June 2018	SUM II: June-July 2018
					Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health					
Instructor(s) or primary contact			R=REQUIRED CORE COURSE; Ronline=Online REQUIRED COURSE; R*=Pick 4 of the 8 courses; E=RECOMMENDED ELECTIVE (NOTE: Course substitutions may be allowed with your adviser's prior permission.)										
Ammerman	SPHG 780 Public Health Entrepreneurship (3)										Residential in-person		
Student graduation requirement	Take & Pass Comprehensive Exam	Graduation requirement	R (April or May)	R (Oct or March)	R (Oct or March)	R (Oct or March)	R (Oct or March)	R (Oct or March)	R (Oct or March)	Consult with your Adviser and PHLP Student Services to schedule per offered dates during Fall, Spring and Summer (as appropriate for MPH Track)			
Student graduation requirement	Apply to Graduate (by deadline)	Graduation requirement	R	R	R	R	R	R	R	Student must complete this step; details provided at: Log in to ConnectCarolina → In your Student Center, under the "Academic" tab, choose "Apply for Graduation" in the drop-down box, and then click the double arrows.			
Student graduation requirement	Complete UNC Graduate School Exit Survey (by deadline)	Graduation requirement	R	R	R	R	R	R	R	Student must complete this step; look for email from the UNC Graduate School			
Student graduation requirement	Complete PHLP Exit Survey (by deadline)	Graduation requirement	R	R	R	R	R	R	R	Student must complete this step; see email from PHLP Student Services Manager concerning graduation clearance steps			

PHLP Students taking PUBH/PHNU Courses Register for:

- Section 966 Online MPH students
- Section 965 Online Certificate students
- Section 01W Residential students

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

- Section 971, 968 Online MPH students for SPH Core, EPID courses
- Section 001, 002 etc Residential students in On-Campus course
- Section 01W Residential MPH students in Online course

UNC Public Health Leadership Program Course Availability

updated 17-Aug-17

Instructor(s) or primary contact	COURSE NUMBER Title (credit hours)	PH Core Function	Health Care & Prevention Track	Global Online MPH Track	Leadership Track by focus areas				Occupational Health Nursing Track	Fall: Aug-Dec 2017	Spring: Jan-May 2018	SUM I: May-June 2018	SUM II: June-July 2018
					Public Health Practice	Public Health Nursing	Field Epidemiology	Global Health					
			R=REQUIRED CORE COURSE; ROnline=Online REQUIRED COURSE; R*=Pick 4 of the 8 courses; E=RECOMMENDED ELECTIVE (NOTE: Course substitutions may be allowed with your adviser's prior permission.)										

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

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

Faculty Adviser (alphabetic by last name)	Section # for PUBH 886 & PUBH 992		Section	Instructor
Lori Carter-Edwards	14	carter	001-LEC	ANNA SCHENCK
Anthony Charles	8	charles	002-LEC	WILLIAM SOLLECITO
Karine Dube	19	dube	003-LEC	ANTHONY VIERA
Lori Evarts	9	evarts	004-LEC	DAVID STEFFEN
Cindy Feltner	7	feltner	005-LEC	SUE TOLLESON-RINEHART
Dan Jonas	17	jonas	006-LEC	RUSSELL HARRIS
Aimee McHale	21	mchale	007-LEC	CYNTHIA FELTNER
Rohit Ramaswamy	11	ramaswamy	008-LEC	ANTHONY CHARLES
Susan Randolph	12	randolph	009-LEC	LORI EVARTS
Dana Rice	18	rice	010-LEC	CHERYLL LESNESKI
Sue Tolleson-Rinehart	5	rinehart	011-LEC	ROHIT RAMASWAMY
Bonnie Rogers	13	rogers	012-LEC	SUSAN RANDOLPH
Anna Schenck	1	schenck	013-LEC	M. E. ROGERS
Bill Sollecito	2	sol	014-LEC	LORI CARTER-EDWARDS
Julea Steiner	15	steiner	015-LEC	JULEA STEINER
Vaughn Upshaw	20	upshaw	016-LEC	KARIN YEATTS
Anthony Viera	3	viera	017-LEC	DAN JONAS
Karin Yeatts	16	yeatts	018-LEC	DANA RICE
			019-LEC	KARIN DUBE

Appendix 2: Adviser Section Numbers

Course	Number	Sections	Instructor
PUBH	886	001	Schenck, Anna
PUBH	886	002	Sollecito, Bill
PUBH	886	003	Viera, Anthony
PUBH	886	005	Tolleson-Rinehart, Sue
PUBH	886	007	Feltner, Cynthia
PUBH	886	008	Charles, Anthony
PUBH	886	009	Evarts, Lori
PUBH	886	011	Ramaswamy, Rohit
PUBH	886	012	Randolph, Susan
PUBH	886	013	Rogers, Bonnie
PUBH	886	014	Carter-Edwards, Lori
PUBH	886	015	Steiner, Julea
PUBH	886	016	Yeatts, Karin
PUBH	886	017	Jonas, Dan
PUBH	886	018	Rice, Dana
PUBH	886	019	Dubé, Karine
PUBH	886	020	Upshaw, Vaughn
PUBH	886	021	McHale, Aimee
PUBH	992	001	Schenck, Anna
PUBH	992	002	Sollecito, Bill
PUBH	992	003	Viera, Anthony
PUBH	992	005	Tolleson-Rinehart, Sue
PUBH	992	007	Feltner, Cynthia
PUBH	992	008	Charles, Anthony
PUBH	992	009	Evarts, Lori
PUBH	992	011	Ramaswamy, Rohit
PUBH	992	012	Randolph, Susan
PUBH	992	013	Rogers, Bonnie
PUBH	992	014	Carter-Edwards, Lori
PUBH	992	015	Steiner, Julea
PUBH	992	016	Yeatts, Karin
PUBH	992	017	Jonas, Dan
PUBH	992	018	Rice, Dana
PUBH	992	019	Dubé, Karine
PUBH	992	020	Upshaw, Vaughn
PUBH	992	021	McHale, Aimee

All other PUBH courses will use the numbers below

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

Appendix 3: Master’s Paper Title Page

Combining Population and Individual
Health Education Perspectives

By
Jane Smith

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

Chapel Hill
[semester] [year]

[Adviser Signature here]

[typed Adviser name here]

Date

[Second Reader Signature here]

[typed Second Reader name here]

Date

Appendix 4:
UNC-CH Public Health Leadership MPH PROGRAM WORKSHEETS

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

MPH Degree Requirement Worksheet		Date _____	Student's Name _____		
Matriculation: <input type="checkbox"/> Fall <input type="checkbox"/> Summer I <input type="checkbox"/> Spring <input type="checkbox"/> Summer II		_____	_____		
		2 nd (Non-UNC) email _____	PID _____		
Course Number	Course Title	Semester Completed	Credits	Pertinent notes: all substitutions and exemptions.	
School-wide CORE					
BIOS 600	Principles of Statistical Inference		3.0		
EPID 600	Principles of Epidemiology		3.0		
SPHG 710	Foundations of Public Health Practice		4.0		
DEPT CORE					
SPGH 700	Introduction to Global Public Health		3.0		
PUBH 793	Global Public Health Leadership		3.0		
PUBH 746	Program Planning and Evaluation		3.0		
PUBH 771	Communicating Public Health Through Writing		2.0		
PUBH 992	Master's Paper		3.0		
PUBH 886	Field Practicum In Public Health		3.0		
ELECTIVE					
PUBH 716	Applied QI Methods for Healthcare and PH		3.0		
PUBH 711	Critical Issues in Global Public Health		3.0		
PUBH 712	Global Health Ethics		3.0		
CONCENTRATION AREA					
WATER & POPULATION HEALTH					
PUBH 718	Designing Systems for Global Health Implementation		3.0		
PUBH 719	Intro to Implementation Research and Practice in PH		3.0		
PUBH 754 or PUBH 714	Research Frameworks and Methods or Monitoring and Evaluation of GH Programs		3.0		
PUBH 717	Gillings Global Implementation Lab		3.0		
NUTR 747	Issues in Global Nutrition		3.0		
TRANSFER CREDITS					

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

Health Care & Prevention Track (Residential: PUBH)

MPH Degree Requirement Worksheet		_____	_____		
		Date	Student's Name		
Matriculation: <input type="checkbox"/> Fall <input type="checkbox"/> Summer I <input type="checkbox"/> Spring <input type="checkbox"/> Summer II		_____	_____		
		2 nd (Non-UNC) email	PID		
Course Number	Course Title	Semester Completed	Credits	Pertinent notes: all substitutions and exemptions.	
School-wide CORE					
PUBH 741	Quantitative Methods for Health Care Professionals		4.0	BIOS 600 substitute	
ENVR 600	Environmental Health		3.0		
PUBH 760 / EPID 711	Clinical Measurement and Evaluation		3.0	EPID 600 substitute	
PUBH 750	Strategies of Prevention for Clinicians		3.0	HBEH 600 substitute	
PUBH 706	Advanced Health Policy for Clinicians		3.0	HPM 600 substitute	
DEPT CORE					
<input type="checkbox"/> Oral Presentation on an important topic in health care			n/a		
PUBH 886	Field Practicum in Public Health		3.0 to 6.0		
PUBH 992	Master's Paper		3.0		
ELECTIVES					
PUBH 749	Master's Seminar		1.0 (0.5+0.5)		
PUBH 751	Critical Appraisal of Health Literature		2.0		
PUBH 752	Seminar in Critical Appraisal of Health Literature		1.0		
PUBH 754	Research Methods for Public Health Practice		3.0		
PUBH 790	Leadership Workshop		2.0		

Leadership Track (Online: PUBX)

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

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

Leadership Concentration (Residential: PUBH)

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

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

Occupational Health Nursing Track (PHNU)

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

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