



UNC
GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

BACHELOR OF SCIENCE IN PUBLIC HEALTH PROGRAM

DEPARTMENT OF HEALTH POLICY AND MANAGEMENT

Student Handbook

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Revised May 2018

Program Mission

Welcome! The mission of the BSPH Program is to improve the health of individuals and communities and reduce health inequities in the US and abroad by educating future health leaders, managers, policymakers, practitioners, and researchers. Our graduates will excel in a broad range of positions and graduate and professional degree programs.

Our vision and [values](#) are the same as those of the Department of Health Policy and Management:

Vision: High quality, accessible, and affordable health systems that achieve optimal population health in North Carolina, the United States, and around the world.

BSPH Program in HPM Sakai Site

Please study carefully the web site for the BSPH Program in HPM. See especially the Resources section for **extremely valuable information about electives, internships, and other professional development resources (e.g. resume, cover letter, interviews).**

I. Curriculum/Graduation Requirements

Program Prerequisites

Prospective students are expected to complete the following prerequisite courses (with a grade of C or better) prior to beginning the program:

All of the following courses:

- BIOL 101 & 101L - Principles of General Biology and Lab
- ECON 101 - Introduction to Economics
- STOR 155 - Introduction to Statistics (or ECON 400)

One of the following Financial or Managerial Accounting Courses:

- BUSI 51 - First-Year Seminar: Financial Reporting and Analysis
- BUSI 102 – Financial Accounting
- BUSI 105 - Financial Accounting, Summer School
- BUSI 106 - Financial Accounting, Continuing Studies
- BUSI 107 - Management Accounting, Summer School
- BUSI 108 - Management Accounting, Continuing Studies

One of the following Pre-calculus or Calculus Math Courses:

- MATH 130 - Precalculus
- MATH 152 - Calculus for Business and Social Sciences

- MATH 231 - Calculus of Functions of One Variable
- MATH 232 - Calculus of Functions of One Variable II
- MATH 233 - Calculus of Functions of Several Variables
- STOR 112 - Decision Models for Business
- STOR 113 - Decision Models for Economics

Health Policy and Management Competencies

The curriculum is designed to help students develop the knowledge, skills, and behaviors necessary to be successful upon graduation. Competencies define what students should know and be able to do upon completion of their degree program. They guide our curriculum planning and assessment processes. For more information on how the individual courses contribute to these competencies, please see Appendix A.

As a program in Health Policy and Management, students will gain:

Knowledge

- Health Industry Knowledge: Demonstrate knowledge of the health industry, including current policies and trends in healthcare, public health, and health policies.

Skills

- Communication and Teamwork Skills: Apply effective communication, teamwork, and consulting skills; create effective products for organizations
- Research, Analysis & Problem Solving Skills: Demonstrate and apply research, analysis, and problem-solving skills to public health problems.
- Business Skills
 - Financial Management
 - Information Management
 - Strategic Planning and Marketing
 - Organizational Understanding
 - Leadership and Management

Behaviors

- Professionalism: Apply skills in professionalism: developing effective working relationships, effective business communication, job search, interviewing, resume development and other related skills.

Core Public Health Competencies

As a program in public health, students also core public health competencies as described in the Gillings Schoolwide Handbook. To do so, they take four core courses: biostatistics, epidemiology, environmental health, and social and behavioral science. As a result, they are expected to demonstrate skill in those domains. Refer to Appendix B to

review the learning experiences through which students develop and attain these competencies.

Public Health Domains, Competencies, and Concepts

To enable students to strengthen individual and community health and reduce health inequities in the US and abroad, our curriculum addresses the following domains, competencies, and concepts, as specified by the Council on Education in Public Health:

Domains:

- the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
- the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
- the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
- the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- the fundamental concepts and features of project implementation, including planning, assessment and evaluation
- the fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
- basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
- basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Competencies:

- the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
- the ability to locate, use, evaluate and synthesize public health information

Cross-cutting concepts:

Necessary for success in the workplace, further education and lifelong learning. These concepts include the following:

- advocacy for protection and promotion of the public's health at all levels of society
- community dynamics
- critical thinking and creativity
- cultural contexts in which public health professionals work
- ethical decision making as related to self and society
- independent work and a personal work ethic

- networking
- organizational dynamics
- professionalism
- research methods
- systems thinking
- teamwork and leadership

Program Curriculum

The table below includes the required HPM courses and the semester in which they must be taken. For detailed information about these courses, please refer to course syllabi available on the Department of Health Policy and Management website.

Junior Fall	Junior Spring	Summer	Senior Fall	Senior Spring
HPM 350 - Introduction to Health Services Systems I T/R 9:30 – 10:45	HPM 352 - Introduction to Health Services Systems II T/R 2:00 – 3:15	HPM 393 - Field Training Experience**	HPM 310 - Introduction to Law and Ethics in Health Administration T/R 2:00 – 3:15	HPM 351 - Policy Issues in Health Services Delivery
HPM 341 - Information Systems, Technology, and Tools in Health Services Administration M 3:35 – 6:35	HPM 320 - Introduction to Strategic Planning and Marketing R 3:30 – 6:15		HPM 330 - Introduction to Health Organization Leadership, Management, and Behavior M 9:05 – 12:05	HPM 697 - BSPH Capstone
	HPM 340 - Foundations of Health Care Financial Management T/R 11:00 – 12:15		OPTIONAL ELECTIVE HPM 691H Senior Honors Thesis W 10:10 - 1:10	OPTIONAL ELECTIVE HPM 692H Senior Honors Thesis M 12:20 - 3:20

** Students complete the internship during the summer, but register for HPM 393 during their Senior Fall. HPM 393 is 2 credit hours.

Below are additional course requirements for the degree. They may be completed in any semester.

School Core	Non-HPM Electives
BIOS 600 - Principles of Statistical Inference	
ENVR 600 - Environmental Health	
EPID 600 - Principles of Epidemiology	
HBEH 600 - Social and Behavioral Science in Public Health	

Electives

We have listed electives available in HPM and other departments in Gillings and around the university that many students have been interested in. **These important lists** are found in the BSPH Program in HPM Sakai site Resources section (“Recommended Electives for BSPH Students”) and we encourage students to study these carefully.

Internship

A 10-week full-time internship (400 hour minimum, many standard internships are up to 12 weeks) in a health-related setting is required during the summer between the junior and senior years. Students are not assigned to their internships; they must find their internship placement. The BSPH program has many resources to assist students with the internship search, including staff member Cathy Padgett and your academic advisors, as well as spreadsheets and frequent mailings with current opportunities. Students register for two credit hours for HPM 393 during their senior fall semester. A field training fee of \$400 is also required.

The practicum provides students an opportunity to apply the knowledge and skills being acquired through their coursework and further develop and demonstrate attainment of program competencies.

The syllabus for the internship (HPM 393) is found in the BSPH Program in HPM Sakai site. It contains full information about the internship.

It is also very important to note: In the BSPH Program Sakai site, several folders have extremely helpful information about internships taken by prior HPM students.

- “Internships Recently Taken by BSPH Students” lists nearly all internships taken since 2011, coded by Organization type (e.g. Research, Consulting, Hospital/Health Care System, Global) along with notes about how the student found out about the opportunity and their responses to it.
- Internships in Global Health – Suggestions on How to Find
- Internship Announcements Sent out to Students in Recent Years – shows what kinds of internships were sent out to students and when in recent years. These internships may not always be available every year, or their due dates may change. However, these announcements can help you identify the kinds of internships that interest you, and when they are most likely to be “open” for applications.

General Graduation Requirements

- Minimum hours required (not counting required physical education): 120
- Credit hours not to exceed 165
- Junior-Senior distribution of approximately 60 semester hours

- Students should check with Lynnette Jones, Department Registrar, to make sure they are on track to graduate. This is advisable during the junior year or early in the senior year.

Senior Capstone Project

During fall and spring semester of the senior year, students complete a major team project in a community organization in which they have the opportunity to synthesize, integrate, and apply knowledge and skills gained through their coursework and further develop and demonstrate attainment of program competencies. Typically these projects are completed under the direction of faculty and a preceptor within a public health department, community health center, hospital, medical office, or non-profit organization. They might require students to assist with the evaluation of a program, strategic planning, program development or improvement, business planning, marketing, or other key skills developed in our program. Teams begin planning and working with preceptors in the senior fall semester's leadership course.

Senior Honors Thesis Option - Research

Students who meet eligibility criteria have the option of completing a senior honors thesis. Students pursuing this research option enroll in HPM 691H (Fall) and HPM 692H (Spring) for a total of 6 credit hours, and present their work to faculty and other students in April of the senior year. Students identify mentors and topics of high interest to them, with mentors from HPM and other departments as appropriate for their topic. A broad variety of research or program evaluation topics, approaches and methods are permissible depending on student interest and faculty mentor availability. Normally projects are not lab science - which would fit better as a thesis in a natural science department - but rather involve social science methods applied to public health or health care management topics.

Dr. Umble will send out the eligibility criteria early in the fall semester of the junior year, but it includes a good GPA and interest in learning to conduct and report on research.

Overview

Fall semester: The purpose of HPM 691H is to facilitate the development of an honors thesis project. Given the diversity of topics and approaches that students pursue in completing their honors projects, it is not possible to cover all approaches in detail. Instead the course introduces research issues and methods to facilitate further individualized learning about areas of interest, as well as to stimulate thoughtful interaction and group learning among students. For the course, each student will write a defensible thesis proposal that outlines the purpose and importance of the project, presents research questions or hypotheses, reviews relevant literature, identifies a guiding theoretical framework, and describes the methods to be employed for completing the project. Students successfully completing a thesis proposal in HPM 691H are eligible for enrollment in HPM 692H, pending IRB approval of their proposal.

Spring semester: HPM 692H is designed to facilitate a student's progress from the thesis proposal to a completed honors thesis. The HPM 692H seminar will meet to discuss topics

relevant to all honors projects. In addition, students should meet individually with their faculty readers to discuss progress and receive feedback. The ultimate goal for each student is a complete honors thesis in time for May graduation.

Who should consider doing an Honors Thesis?

1. To learn more about how to conduct and write up research
2. To investigate a particular problem or question in depth
3. Small (\$500) competitive grants are available from UNC to help with research expenses

What is required?

1. Take two classes (3 credits each):
 - a. HPM 691H in Fall of Senior Year, in which you write your proposal, and learn about research methods
 - b. HPM 692H in Spring of Senior Year in which you conduct your research and learn about data analysis and the writing process.
2. Find one or two faculty advisors to mentor you (we can help you find them)
3. Complete an acceptable research project proposal by December and a final Thesis by April and present it orally before fellow students and faculty

For more information on the Honors Thesis option, contact Karl Umble at umble@email.unc.edu.

Health Policy and Management Elective Courses

Below is a *partial list* of elective courses commonly available and taken by BSPH students. Some courses may require instructor permission and/or have limited capacity. **We list these and many more from other departments in the HPM BSPH program Sakai link on electives- please definitely look there. Also, see a list of Global Health Electives in other SPH Departments at the web site for the Gillings Research, Innovation and Global Solutions. Many will accept BSPH students.**

HPM 420* – Community and Public Health Security: Disasters, Terrorism, and Emergency Management Systems (3)

HPM 422* – Emergency Management I: Analytic Methods (3)

HPM 423* – Emergency Management II: Disaster Management (3)

HPM 435 – Marketing for Not-for-Profit Organization (3)

HPM 522 – Aging, Family, and Long-Term Care: Cultural Ethnic and Racial Issues (3)

HPM 620 – Implementing Health Informatics Initiatives (3)

HPM 660 – International and Comparative Health Systems (3)

HPM 664 – Globalization and Health (3)

HPM 690 (section 11) – Six Sigma Training (1)

HPM 758 – Underserved Populations and Health Reform (3)

HPM 762 – Quality of Care (3)

PLCY 565 – Global Health Policy (3)

PLCY 570 – Health and Human Rights (3)

PUBH 510 – Interdisciplinary Perspectives in Global Health (3)

PUBH 610 – Introductory Spanish for Health Professionals (3)

PUBH 613I – Intermediate Spanish for Health Care I

*These courses are part of the certificate program in Community Preparedness and Disaster Management. BSPH students are eligible to obtain this certificate. Contact Bill Gentry for more information.

II. Student Resources & Support

There are many resources available to students. Please refer to the table below to determine the first point of contact for various needs.

Where Can I Find Forms for Drop Add, Exam Excuse, Overload or Underload?

For any issue like this, see <http://sph.unc.edu/students/academic-and-policies/> Note that you will have to plan ahead - many of these forms have strict deadlines!

You can also talk with Lynnette Jones or Jackie Siler - our registrars - about all such issues. Their offices are in the suite next to Cathy's office.

Resource	Available Support	Contact Information
Lynette Jones, Student Department Registrar	General college requirements; graduation audits; course registration; drop/add forms; minor declaration forms; overload forms	ljones3@email.unc.edu
Jackie Siler-Coleman, Assistant Registrar	Course registration; drop/add forms; minor declaration forms; overload forms	jsiler@email.unc.edu
Karl Umble, Program Director, Clinical Asst. Professor	Program-related issues or concerns; academic advising and support; 2 nd major declaration sign	umble@email.unc.edu
Karl Umble, Clinical Asst. Professor	Honors thesis	umble@email.unc.edu
Cathy Padgett, Career Services Coordinator	Career services; jobs; internships	cathy_padgett@unc.edu
BSPH Program in HPM	Student handbook; internship	https://sakai.unc.edu

Sakai Site	postings; job postings; professional development resources	
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Faculty Advising

Each student in the program is assigned a faculty advisor. Faculty advisors can help with general academic advising needs such as course selection and signing drop/add forms and minor declaration forms. Faculty advisors also help students with the following:

- Help exploring internship options and career interests
 - Connecting students with others (faculty, students, alumni, professionals) based on his/her interests and needs
- Help with professional development needs
 - Reviewing resumes, cover letters, personal statements
 - Preparing for interviews
- Supervision of the summer internship
 - Reviewing and approving internship plans
 - Supporting students, as needed, throughout the internship experience
 - Reviewing the results of internship evaluations with students

Students are also free to ask any faculty member in our program, or the program director, for guidance and advising in accordance with their needs and emerging interests. Please feel free to ask anyone for assistance or guidance! We are delighted to talk with you at any time. They may suggest electives or experiences/internships that can help.

III. Student Organizations

This is a partial list of organizations that students might want to become involved with. Additional information about student organizations is available on the Gillings School of Global Health website: http://sph.unc.edu/student_pages/get-involved/

Organizations in the BSPH Program

BSPH Student Board

This student-led committee is made up of HPM juniors and seniors. Students plan professional development events, plan social events for HPM juniors and seniors, and help with program promotion.

Organizations in the Department of Health Policy and Management

AcademyHealth

AcademyHealth promotes professional development in the arenas of health services research and health policy. The mission of AcademyHealth is to promote and facilitate the professional development of students interested in all aspects of health services research and health policy.

Healthcare Executives Student Association (HESA)

HESA gives students the opportunity to further their professional and academic goals as well as give back to the community through philanthropic events. HESA provides networking opportunities with fellow students, alumni and event speakers to learn more about careers in the field of healthcare.

Healthcare Improvement Group

UNC's Healthcare Improvement Group (HIG) is a chapter of the Institute for Healthcare Improvement's (IHI) Open School. HIG works on quality improvement projects, and organizes speaker series and healthcare improvement discussion panels.

HPM Committee on Diversity and Inclusion

Contact: Professor Peggye Dilworth Anderson and see <http://sph.unc.edu/hpm/diversity-and-inclusion-in-health-policy-and-management/>

Organizations in the Gillings School of Global Public Health

GlobeMed

GlobeMed aims to strengthen the movement for global health equity by empowering students and communities to work together. The UNC chapter has a partnership with Health Alert - Uganda, an NGO that works with youths affected by HIV/AIDS. Committees fundraise, build our network, raise awareness, and educate about global health issues.

Minority Student Caucus

The Minority Student Caucus (MSC) is for all students of color in the School and anyone else interested in supporting the Caucus' mission. MSC advocates for issues and promotes research and programs that are of concern to students of color. The MSC is also responsible for organizing and managing the Annual Minority Health Conference.

Student Global Health Committee

Student Global Health Committee is an organization comprising undergraduate and graduate students who are interested in learning more about global health. It has various sub-committees, including Global Health Topics, Service, and Fundraising.

SPH Student Government

The SPH Student Government serves as a liaison between faculty and the student body. The Student Government department representatives each lead a SG-related effort or event, including Hunger Lunch, Blood Drive, Scholarship Fund, and the Charity Gala. *In recent years BSPH students have served as co-president of the school-wide Student Government, so if you are interested, you could play major roles.*

Organizations in Health Affairs

Student Health Action Coalition (SHAC)

The Student Health Action Coalition clinic is a free clinic located in Carrboro and run completely by UNC students. Volunteers work together to provide health services on Wednesdays from 6-10 pm. BSPH students often serve as public health counselors and health insurance application counselors.

Come Here Go Anywhere

About 75% enter the workforce at graduation while about 25% go directly to graduate or professional school. Nearly all are placed in a job or schooling within a few months of graduation. (Another 20-30% of those who enter the workforce right after

graduation go back to school within 2-6 years for another degree). Talk with your advisor and the program director/other faculty/Cathy early about things you are interested in; they may suggest electives or experiences/internships that can help.

Our graduates have successfully pursued careers in all of the following areas and more:

- Hospital and healthcare leadership and management, both large systems like UNC Healthcare, Duke, Carolinas, and Novant, and smaller practices like Providence Anesthesiology Associates (Charlotte)
- The practice of medicine, dentistry, law, and other professions in many types of organizations
- Health management and policy consulting firms, such as EY, Deloitte, Navigant, Huron, McKinsey, Triage, PricewaterhouseCoopers, Aon Hewitt
- Health insurance firms, such as Blue Cross and Blue Shield of NC, Aetna (Hartford)
- Professional, advocacy, and policy associations, such as the Children's Hospital Association, American Public Health Association, National Health Law Program
- Research organizations, such as Research Triangle Institute, Yale Center for Outcomes Research and Evaluation, Center for Studying Health Systems Change, UNC-Chapel Hill Sheps Center for Health Services Research, UNC School of Medicine, Duke University, National Academy for State Health Policy
- Government agencies, such the Centers for Disease Control, NC Division of Public Health (Raleigh), Cabarrus Health Alliance, Maricopa County Department of Public Health
- Global health organizations, such as Peace Corps, IPAS, Centers for Disease Control, and the US Agency for International Development
- Health care start-ups, such as TowerView Health

Sample of Recent Graduate and Professional Schools Attended

Graduate Schools

- UNC Gillings School of Global Public Health (virtually all departments)
- Other schools of Public Health including: Harvard, Johns Hopkins, Yale, Michigan, Minnesota, Columbia, Emory, UC Berkeley, London School of Hygiene & Tropical Medicine
- Public Policy (MPP): Harvard Kennedy School of Government, Duke Sanford
- London School of Economics

Professional Schools

- Schools of Medicine: UNC-Chapel Hill (MD, MD-MPH, MD-MBA), Harvard, Johns Hopkins, Dartmouth, Tufts (MD, MBA), Mt. Sinai, Einstein, Case Western, Michigan, New Mexico, East Carolina, VCU, Eastern Virginia
- UNC Schools of Physical Therapy, Pharmacy, Social Work
- Schools of Dentistry: UNC, ECU, Florida
- Schools of Law: UNC, Michigan, Houston
- Schools of Business: UNC Kenan-Flagler, Harvard, Stanford, Duke, Penn (Wharton), Johns Hopkins, UC Berkeley, UNC-Charlotte

Does the HPM program provide a strong foundation in business and management? Yes. To strengthen the health of individuals and communities, public health and healthcare professionals need core business skills. We teach health organization finance, strategic planning and marketing for health organizations, health information technology and data analysis, teamwork, and leadership skills. Our students complete a lengthy team consulting project in a local health organization. Our courses on the health system, policy, law, and core public health sciences emphasize making quality health services available to all members of society. Many graduates excel in health management firms and jobs - such as in hospitals and consulting companies – in which they combine our business preparation with a sound grasp of the health sector and policy. Our advisors and career services staff help students obtain challenging internships, jobs, and admission to top graduate programs. Some students supplement an HPM major with a business minor; this is an excellent combination for building additional business skills.

Is the HPM program a strong path for a global health career? Yes. The great majority of the HPM BSPH coursework focuses on the US health system. Yet, the skills and concepts we teach are relevant for any health system. Students may also pursue global internships, service learning topics, or honors research. The core curriculum includes international examples, and the school calendar

is replete with global health speakers. Many students participate in global or cross-cultural research or global health clubs. Recent graduates have attained global health jobs or fellowships, while others have thrived in global health graduate programs at top schools of public health including UNC, Harvard, Johns Hopkins, and the London School of Hygiene and Tropical Medicine. Talk with your advisor or the program director about crafting a path toward global health.

Guidelines for HPM Student Concerns and Complaints

The Department of Health Policy and Management (HPM) is governed by the policies and procedures established by the University. Specific University policies are listed at the following webpage: <http://policies.unc.edu/>

In addition to compliance with University policies, HPM follows guidelines from the Gillings School of Global Public Health (GSGPH) when addressing student concerns. These can be found at <https://sph.unc.edu/files/2015/07/Addressing-Student-Concerns1.pdf>

Specifically, students in HPM should follow these steps when seeking to address a specific concern or to file a formal complaint.

Process

1. Contact and discuss with the course instructor or the individual with whom you have a concern. If the issue is unresolved, proceed to Step 2.
2. Discuss your concern with the director of the program in which you are enrolled.
If the issue continues to be unresolved, proceed to Step 3.
3. Discuss your concern with the Department Chair. Depending upon the nature of the issue, at this point the Chair may convene a committee of faculty members to review the concern, interview the involved parties, and determine an appropriate course of action.
4. At any point in the process it may be determined that a University policy takes precedence and will be followed.
5. As stated in the GSGPH guidelines, if you are not comfortable interacting with the Instructor, Program Director, or Department Chair, at any time in the process, the Assistant Dean for Student Affairs, Charletta Sims Evans will meet with you. sph-osa@unc.edu 919-966-2499

6. If all preceding steps do not result satisfactorily, then continue to follow the GSGPH guidelines, steps 5 and 6. Appeal to the UNC Graduate School is also an option.

Timeliness

The timeliness in addressing any concern will initially be determined by the student who brings forth the concern. Factors influencing timeliness will be the nature of the issue, degree of seriousness of the issue and/or the urgency of the issue, once brought to the attention of the Instructor, Director, Department Chair, or Assistant Dean. If a concern has programmatic implications the issue will also be reviewed by the appropriate committee. In any case, all effort will be made to engage the student and to resolve quickly, equitably and satisfactorily the issue or concern.

Confidentiality

Concerns or issues are handled in a confidential manner in compliance with University FERPA, (<http://registrar.unc.edu/academic-services/uncferpa/ferpa-documents/>) and/or HIPAA regulations, (<http://research.unc.edu/offices/research-compliance-program/privacy/hipaa/hipaa-basics/>).

The “Student Grievance Policy and Procedures, University of North Carolina at Chapel Hill” is found at <https://deanofstudents.unc.edu/sites/deanofstudents.unc.edu/files/Revised%20Student%20Grievance%20Policy%20and%20Procedures%20%2800046292-12%29.pdf>