




MPH Global Health Concentration



**GILLINGS SCHOOL
OF GLOBAL
PUBLIC HEALTH**

A group of diverse students, including men and women of various ethnicities, are gathered around a table or screen, looking intently at something off-camera. They appear to be in a classroom or workshop setting. One student in the foreground is wearing a striped shirt and glasses, while another next to him is wearing a black jacket and glasses. A woman on the right is holding a small blue water bottle. The background shows a wooden wall with some decorative elements.

Provide students with the knowledge and skills in qualitative and quantitative methods to plan, implement and evaluate programs designed to advance the health and well-being of populations in diverse global settings.

Global Health Program Leaders

Four Program Leaders, Four Areas of Study

Rohit Ramaswamy,
PhD, professor,
Public Health
Leadership

Ilene Speizer,
PhD, professor,
Maternal and
Child Health



Jill Stewart,
PhD, professor,
Environmental Sciences
and Engineering

Suzanne Maman,
PhD, professor,
Health Behavior

Global Health Competencies

Competencies

Analyze how the roles, relationships, and resources of entities influencing global health policies and practices affect disparities in health outcomes.



Competencies



Develop methods to select, recruit and engage a diverse range of stakeholders to advance research, policy and practice in global health and to achieve sustainable results in resource-constrained settings.

Competencies

Develop skills for monitoring and evaluating the processes and outcomes of global health programs and policies.



Competencies



Apply strategies to work effectively in diverse local and global sociocultural and political settings.

Competencies

Apply ethical approaches in global health research and practice.



MPH Curriculum

12 credits (Gillings MPH Core)

+

15 credits (Global Health Core)

+

9 credits (Global Health Electives)

+

3 credits (Practicum)

+

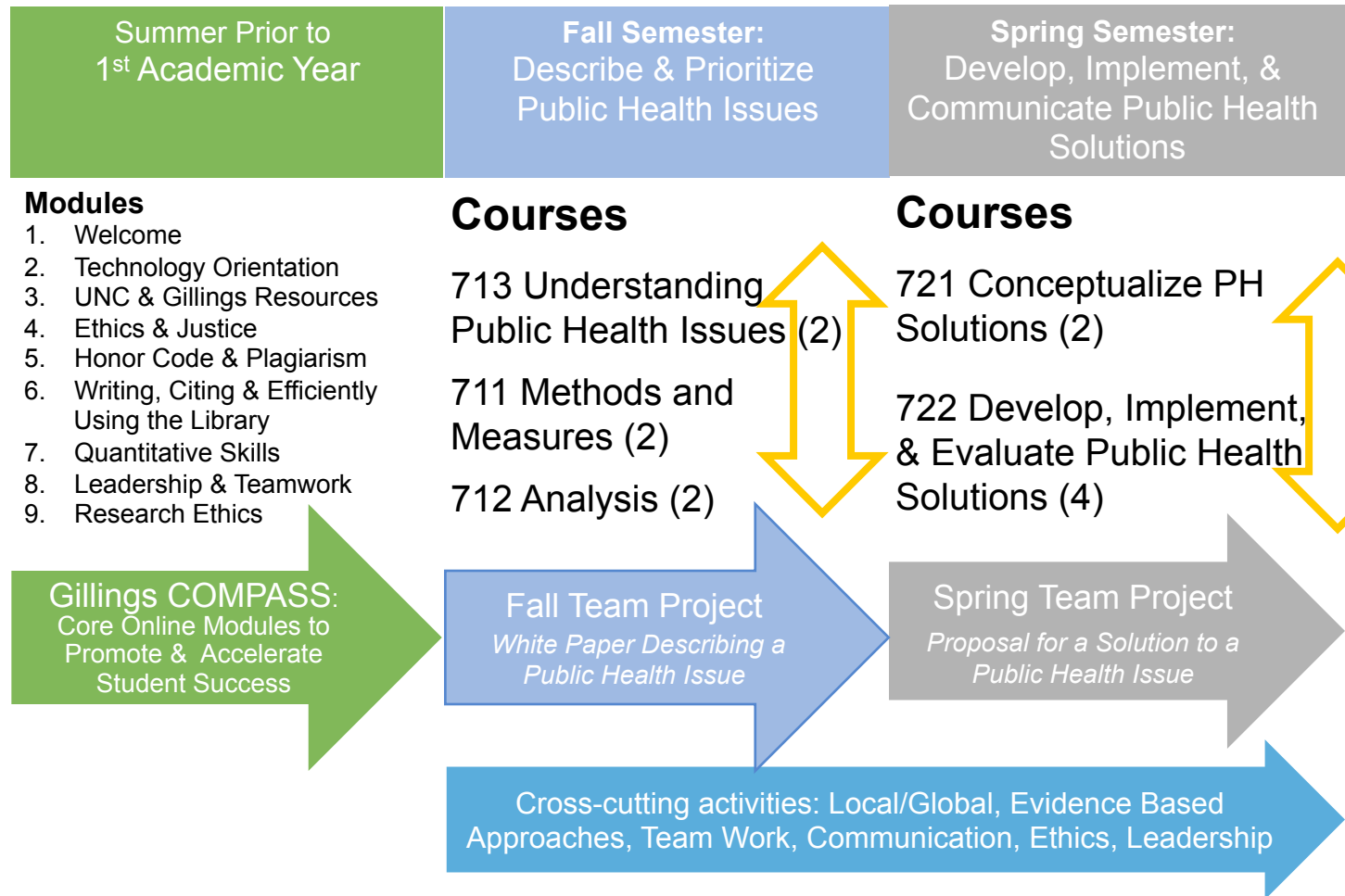
3 credits (Culminating Experience)

= 42 credits

MPH Core Curriculum



MPH Core Curriculum Overview



Global Health Core

(15 credits)



Concentration Core Course

1. Critical issues for GH
2. Program Planning for GH
3. Implementation Science for GH
4. Monitoring and Evaluation for GH
5. Cultural Humility, Global Health Ethics and Professional Development



Critical Issues for Global Health

This course explores contemporary issues, problems, and controversies in global health through an interdisciplinary perspective; examines the complex tapestry of social, economic, political, and environmental factors that affect global health; analyzes global health disparities through a social justice and human rights lens; and exposes students to opportunities in global health program and research.

Karine Dubé: Instructor of Critical Issues for Global Health



Dubé, DrPH, M.Phil. is a a socio-behavioral researcher and experienced research program manager.

- Integrating socio-behavioral research in HIV cure trials in the United States.
- infectious diseases, sexual and reproductive health and family planning.

Program Planning for Global Health

This course introduces key concepts in global health program planning and proposal development. Students emerge prepared to consider context when designing programs, design programs based on theory and evidence, and consider key operational issues in planning. Course assignments are structured around the sections of funding proposals to prepare students to compete for global health funding.

Nora E. Rosenberg: Instructor of Program Planning for Global Health



Rosenberg, PhD, MSPH, is an epidemiologist.

- Interventions for HIV testing, prevention, care and treatment in sub-Saharan Africa.
- Male engagement interventions in Malawi's Option B+ PMTCT program.
- Prevention of pregnancy, HIV and intimate partner violence among adolescent girls and young women in Malawi and South Africa.

Implementation Science for Global Health

This course introduces the concepts, theories, and methods of implementing evidence-based health, behavioral health, and social service interventions, and examines the methods for conducting rigorous research on implementation. The course includes a weekly lecture in class, which is supplemented with guest speakers, small group discussions, in-class exercises, case studies and examples from the public health literature.

Vivian Go and Bryan Powell: Instructors of Implementation Science for Global Health

Go, PhD, a social epidemiologist, focuses on HIV interventions among marginalized populations in Asia, especially Vietnam.

- RCTs on multi-level interventions for people who inject drugs to prevent HIV
- Scale- up of interventions into practice.



Powell, PhD, is a mental health, policy and services research professional

- Member Consortium for Implementation Science (UNC/RTI)
- Fellow at Cecil G. Sheps Center for Health Services Research and at Frank Porter Graham Child Development Institute.

Monitoring & Evaluation for Global Health

This course covers basic concepts and methodologies needed to undertake monitoring and evaluation of global public health programs. It includes monitoring and evaluation systems, conceptual frameworks and logic models, indicators, information sources, evaluation designs and current related topics. The focus is on practical issues and skills for program monitoring and evaluation for health programs in developing country settings.

Janine Barden-O'Fallon: Instructor of Monitoring and Evaluation for Global Health



Barden-O'Fallon, PhD, has worked extensively in monitoring, evaluation and research in international health and development.

- Family planning & reproductive health
- Quantitative and qualitative data
- M&E tools and methodologies
- Director of the MEASURE Evaluation project from 2009-2014.

Cultural Competence, Ethics and Professional Development

This seminar-style course is designed to give students the skills to identify and effectively address ethical issues that arise in global health research and practice. The class meets weekly and students are expected to complete the readings before class and come to each class prepared to discuss the texts.

Aunchalee Palmquist and Suzanne Maman: Instructors of Cultural Competence, Ethics . . .

Palmquist, PhD, IBCLC, a medical anthropologist, is an assistant professor in the Department of MCH and works with the Carolina Global Breastfeeding Institute. Her research and advocacy focus upon breastfeeding disparities globally and locally.



Suzanne Maman, PhD, a social scientist trained in public health, is a professor in the Department of Health Behavior. Her influential research in sub-Saharan Africa has focused upon issues including HIV, violence prevention and engagement of men.

Electives

(9 credits)



Elective Course Examples

- Social and Peer Support in Health: An Ecological and Global Perspective
- Global Sexual and Reproductive Health
- WaSH and Global Health
- Globalization and Health
- Global Health Ethics
- One Health: Integration of Human, Animal, and Environmental Health





Practicum

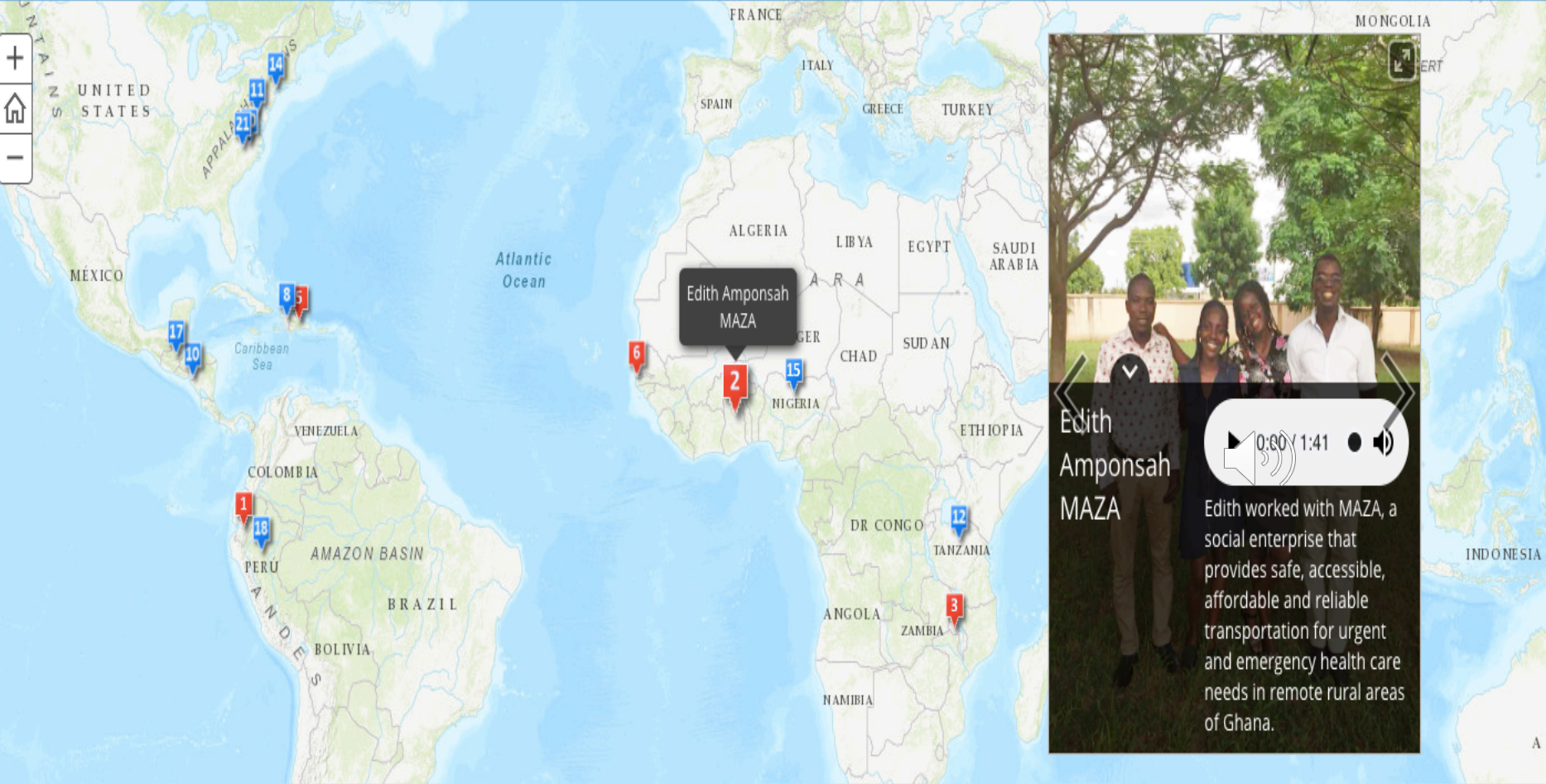
(3 credits)

Practicum

- 200 (minimum) hours
- Produces at least 2 products demonstrating foundational and concentration competencies
- Mentored by a public health professional
- In a country approved for student travel



Use the slider below to learn about our students and press play to hear them talk about their global practica experiences.
Red numbers indicate students who completed their global experience in 2018.
Blue numbers indicate students who completed their global experience in 2017.



 1 Karla Jimenez-Magdaleno Cecil G. Sheps Center for	 2 Edith Amponsah MAZA	 3 Rodrigo Costa Liao UNC Project-Malawi	 4 Jessica Simons Shifra	 5 Nastacia Pereira Institute for Latin American	 6 Fanny Njle United Nations Population	 7 Sara L. Shifra	 8 Hayley Welgus Save the Children	 9 Ellison Henri IntraHealth Interr
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Culminating Experience

(3 credits)

Culminating Experience

- Yields a **high-quality written product** that is ideally developed and delivered in a manner that is **useful to external stakeholders**, such as non-profit or governmental organizations.
- Demonstrates synthesis of **3** foundational and concentration-specific **competencies**
- Completed at or near the **end of the program of study**.



Gillings Around the Globe

80+ global health faculty working in 62 countries

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Gillings Around the Globe

A world map is visible in the background, with numerous colorful location pins (blue, green, orange, red) placed across various continents, primarily in North and South America, Europe, and Africa, indicating the global reach of the faculty.

Linda Adair	Bill Gentry	Benjamin Meier	Lindsey Smith Taillie
Sandra Albrecht	Vivian Go	Steve Meshnick	Ilene Speizer
Gustavo Angeles	Penny Gordon-Larsen	Beth Moracco	June Stevens
Ralph Baric	Emily Gower	Kate Muessig	Jill Stewart
Clare Barrington	Annie Green Howard	Shu Wen Ng	Mirek Styblo
Jamie Bartram	Carolyn Halpern	Kari North	Chirayath
Sylvia Becker-Dreps	Dean M. Harris	Aunchalee Palmquist	Suchindran
Jeannette Bensen	Jim Herrington	John Paul	Sean Y. Sylvia
Peggy Bentley	Sheila Leatherman	Brian Pence	James "Jim" Thomas
Richard Bilsborrow	Alexandra Lightfoot	Herbert Peterson	Amanda Thompson
Dorothy Cilenti	Jacqueline MacDonald	Audrey Pettifor	Christine Tucker
Myron Cohen	Gibson	Barry Popkin	Kat Tumlinson
Sian Curtis	Suzanne Maman	Kimberly Powers	Karl Umble
Shufa Du	Steve Marshall	Rohit Ramaswamy	Tran Viet Ha
Karine Dube	Stephanie L. Martin	David Richardson	William Vizuete
Andrew Edmonds	Joanna "Asia" Maselko	Nora Rosenberg	Heather Wasser
Jessie Edwards	Philip May	Kavita Singh Ongechi	David Jay Weber
Larry Engel	Elizabeth Mayer-Davis	Jason Smith	Jason West
Stephanie Engel	H. Luz McNaughton Reyes	Jennifer Smith	Daniel Westreich
Ed Fisher			Dale Whittington
Michael Fisher			Courtney Woods
Nora Franceschini			Steven Zeisel
Bruce Fried			Donglin Zeng

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Student Panel

Questions?

