



UNC
GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

Master of Science in Public Health

Maternal and Child Health

2020-2021

Table of Contents

INTRODUCTION	4
Mission.....	4
Competencies.....	5
CHAPTER 1: MSPH DEGREE REQUIREMENTS	9
Core requirements for MSPH program	9
Departmental requirements: MSPH program.....	11
Current course offerings	14
Registration and tuition	14
Residency for Tuition Purposes	16
Departmental academic milestones.....	20
CHAPTER 2: ACADEMIC POLICIES	21
General academic policies	21
Course policies	22
Grading policies	23
CHAPTER 3: FACULTY, RESOURCES, AND POLICIES	24
Faculty	24
Administrative and research staff.....	25
Faculty advisors	25
Department resources	26
Computers, office equipment and supplies.....	27
Website.....	28
Alumni Committee	29
Department policies, employment, and events	29
Employment in the Department	29
A word about confidentiality	30
Scanned signature.....	30
APPENDIX A: FIELD TRAINING MANUAL.....	31
Purpose	31
Duration and registration.....	31
Timeline	32
How to find a field placement.....	35
Faculty, preceptor, and student roles.....	36
Forms, reports, and evaluations	37
Financial information.....	39
Field Report	41

APPENDIX B: CULMINATING EXPERIENCE – COMPREHENSIVE EXAMS43

APPENDIX C: CULMINATING EXPERIENCE - MASTER’S PAPER45

- Objectives45
- Credit hours45
- Timeline46
- Institutional Review Board (IRB)47
- Product and content.....45
- Format47
- Process.....49

APPENDIX D: MCH SKILLS COURSES51

APPENDIX E: CAROLINA GLOBAL BREASTFEEDING INSTITUTE53

Introduction

The Department of Maternal and Child Health is devoted to improving the health of women, children, adolescents, and families through teaching, research, and service programs. Within the US and around the world, maternal and infant mortality rates remain unacceptably high. Violence against women and children remains a widespread problem, and many children and women lack regular access to basic health services. U.S. health care delivery systems continue to grow more expensive and inefficient, while epidemics such as HIV/AIDS disproportionately affect the most vulnerable.

Maternal and Child Health programs in the 21st Century must address these unfinished agendas and be prepared to undertake new challenges. Grounded in an appreciation of the social determinants of health, highly skilled and well-trained MCH professionals will be needed to make informed decisions in a changing programmatic and policy environment. MCH programs will be increasingly scrutinized, and limited resources will focus the field on interventions with demonstrated effectiveness. New skills, embedded in knowledge of MCH policies and traditions, will be needed to strengthen our best efforts to prevent disease and protect and promote health among women, children, adolescents, and families.

The Department has been a national and global leader in maternal and child health for more than half a century. The interdisciplinary nature of the Department is one of its key strengths, as reflected in the diverse backgrounds and interests of our faculty and students. Education for MCH leadership, engagement with MCH practice, and advocacy on behalf of maternal and child health are crucial activities of the Department. The Department is also home to the [Carolina Global Breastfeeding Institute](#) (CGBI) (see Appendix E) and the National MCH Workforce Development Center.

The Department shares a devotion to the unique population we serve. By producing and disseminating high quality scientific knowledge and training the next generation of MCH leaders, we contribute directly to healthy and productive lives everywhere in the world.

MISSION

The Department's mission is to integrate its teaching, research, technical assistance, and consultation programs to promote and improve the health status of specific population groups – women in their reproductive years, children (including those with special needs), adolescents, and families in U.S. domestic and international settings. Health is defined in the broadest sense to include physical, political, economic, cultural and psychosocial factors.

The Department assumes the responsibility to plan, with each student, an individualized program of learning experiences that will develop their knowledge and understanding of ways to protect and promote health, to prevent disease, and to cope with illness in the populations of concern. Major emphasis is placed on population-based solutions to complex health problems that are multifactorial in origin, rather than on short-term solutions for resolving the immediate problems of individuals.

The Department strives to provide a mixture of disciplinary backgrounds and interests within the faculty and to recruit students of varying ethnic and educational backgrounds, disciplines, experience, interests, and skills. By complementing students' functional skills, the Department

seeks to prepare professional health workers who are sensitive to health needs and to the dynamic requirements of change in urban and rural societies, both domestic and international.

COMPETENCIES

1. Substantive knowledge: Critically analyze determinants of health among infants, children, adolescents, women, mothers, and families, including biological, behavioral, socioeconomic, demographic, cultural, and health care systems influences across the life course.
2. Research: Contribute to public health evidence by applying rigorous research methods to address problems relevant to the health of MCFH populations.
3. Leadership: Lead the development and implementation of MCFH research, policy, and practice across levels of the socio-ecological framework by incorporating family-centered, community-based, culturally competent, and interdisciplinary/inter-professional concepts.
4. Practice: Understand and apply implementation, monitoring, quality improvement, and evaluation strategies to improve MCFH programs in the U.S. and globally.
5. Policy: Advance MCFH policy and impact through critical analysis of research, monitoring, and evaluation evidence.

These basic competencies are informed by and expressed through Maternal and Child Health Leadership Competencies (Version 4.0, 2018), categorized by:

SELF

1. MCH Knowledge Base/Context
2. Self-Reflection
3. Ethics
4. Critical Thinking

OTHERS

5. Communication
6. Negotiation and Conflict Resolution
7. Cultural Competency
8. Family-Professional Partnerships
9. Developing Others through Teaching, Coaching, and Mentoring
10. Interdisciplinary/Interprofessional Team Building

WIDER COMMUNITY

11. Working with Communities and Systems
12. Policy

ADAPTED FROM ASPH CROSS-CUTTING COMPETENCIES

Upon completion of their program of study, students should be able to demonstrate competencies (listed below) in each of following six domains (Communication, Diversity &

Cultural Competency, Leadership, Professionalism & Ethics, Planning, and Systems Thinking). Coursework, prior experiences, relationships with mentors, committees, conferences, paper &/or poster presentations are all examples of ways students can document progress toward achieving the competencies.

Communication and Informatics

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

1. Demonstrate effective written and oral health communication skills appropriately adapted to professional and lay audiences with varying knowledge and skills in interpreting health information.
2. Use information technology tools effectively in core public health functions such as retrieval of institutional and online public health data and dissemination of public health information.
3. Engage in collective information sharing, discussion, and problem solving.

Diversity & Cultural Competency

The ability to interact with diverse individuals and communities to produce or influence an intended public health outcome.

1. Demonstrate awareness of and sensitivity to the varied perspectives, norms and values of others based on individual and ethnic/cultural differences (e.g., age, disability, gender, race, religion, sexual orientation, region, and social class).
2. Show effective and productive skills in working with diverse individuals including co-workers, partners, stakeholders, and/or clients.
3. Develop, implement, and/or contribute to effective public health programming and conduct research that integrates: (1) knowledge levels of health access among individuals and within communities, and (2) culturally appropriate methods for conducting practice or research.

Leadership

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

1. Demonstrate basic team building, negotiation, and conflict management skills.
2. Create a climate of trust, transparency, mutual cooperation, continuous learning, and openness for suggestion and input with co-workers, partners, other stakeholders, and/or clients.
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.

Professionalism & Ethics

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

1. Review, integrate, and apply ethical and/or legal principles in both personal and professional interactions, as well as public health practice and/or research.
2. Apply evidence-based concepts in public health decision-making.
3. Appreciate the need for lifelong learning in the field of public health.
4. Consider the effect of public health decisions on social justice and equity.

Program Planning

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

1. Discuss social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes.
2. Identify needed resources for public health programs or research.

Systems Thinking

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

1. Identify characteristics of a system.
2. Respond to identified public health needs within their appropriate contextual setting.

Chapter 1: Master's Degree Requirements

This chapter describes the requirements related to the Master of Science in Public Health degree offered by the Department of Maternal and Child Health for those who have a terminal health-professional or allied health-professional degree (completed or in-progress):

CORE REQUIREMENTS FOR THE MSPH PROGRAM

All Master's students (MPH, MSPH, and dual degree students) must fulfill the following School of Public Health core requirements:

1. **The One MPH Integrated Core:**

SPHG 711: Analysis

SPHG 712: Methods and Measures

SPHG 713: Understanding Public Health Issues

SPHG 721: Conceptualizing Public Health Solutions

SPHG 722: Implementing Public Health Solutions

2. **Master's paper (MHCH 992)**

DEPARTMENTAL REQUIREMENTS: MSPH PROGRAM

The MSPH program is an option only for students who have, or are in the process of completing, a terminal health professional or allied health professional degree. Students, for example, who are currently in the physical therapy doctoral program, medical students, medical residents or fellows, or physicians may choose this option. The degree is intended for those who, by virtue of their prior health training, would benefit from more specialization.

Certain courses are required by the School of Public Health; others are required by the Department of Maternal and Child Health. In some instances, these requirements can be waived if the student provides evidence of previous course experience that adequately covers the particular requirement, although the 12-credit public health core does not accommodate substitutions. (See Chapter 2 of this Handbook under "Course Policies" for additional information.) An attempt has been made to hold required courses to the minimum necessary to ensure that each student has the basic knowledge to function effectively in a leadership role in maternal and child health. Students may challenge out of any Departmental course except MHCH 717: Field Training in MCH and MHCH 992: Master's Paper. Arrangements for exemption procedures for other courses must be discussed with faculty advisors and formally approved by course instructors.

In addition to the core School of Public Health requirements (see *Core Requirements for all Master's programs* above), students seeking an **MSPH** degree from the Department of Maternal and Child Health must fulfill the following Departmental requirements:

1. **Minimum of 42 Credit Hours**

At least two semesters and two summer sessions of full-time residence are required to graduate with an MSPH.

2. **Core Courses**

The core course, Foundations in MCH, consists of two classes, MHCH 701 (fall semester) and MHCH 702 (spring semester). Descriptions of these and all other classes can be found on the MCH Department [website](#).

3. **Skills Courses**

MSPH students are required to successfully complete *two* skills courses, one of which must be offered by the MCH Department:

- Research Methods in MCH (MHCH 713)
- Introduction to Monitoring and Evaluation of MCH Programs (MHCH 723)
- MCH Program Evaluation (MHCH 862)

4. **Block Field Training (MHCH 717, MHCH 718)**

MSPH students are required to complete at least six (6) credit hours (equivalent to 5 1/2 weeks of full-time work) of field training. Field training (also referred to as the Field Practicum) provides opportunities for the student to apply academic experiences to an individualized block period of experiential learning in a work setting. Learning objectives are designed to specify the unique knowledge, skills, attitudes, and end product that the field training will achieve. A more detailed description of the field training and related requirements are provided in Appendix A.

5. **Electives**

MSPH students, in collaboration with their advisors, are encouraged to select electives from the wide range of courses offered by the School of Public Health and across campus in addition to those offered by the MCH Department. Any relevant course at the 600 level or above that is not needed to meet a requirement is considered to be an elective. This does not pertain to language courses other than Spanish for Health Care Professionals (PUBH 613/615).

Culminating Experiences

6. **Master's Paper (MHCH 992)**

Each Master's student is required to submit a Master's paper to the Department of Maternal and Child Health that deals with a subject relevant to maternal and child health. It can be completed in one of four ways: (1) an in-depth study; (2) research application and utilization; (3) original research; or (4) an individualized alternative. The Master's Paper is discussed in more detail in Appendix C.

NOTE: Duke University requires all medical students in their research year to write a paper utilizing quantitative analysis. In addition to the two UNC faculty readers, the Director of the MD-MSPH Program at Duke Medical School must also approve both the proposal and the paper for Duke medical students but is NOT required to actually sign the paper.

7. **Comprehensive Exam**

The purpose of the exam is to ensure basic competence in core MCH content, to demonstrate the ability to integrate core content with MCH skills in a dialogue with MCH Department and adjunct faculty, to provide an opportunity for the student to make a professional oral presentation, and to satisfy the University requirement. The

Department of Maternal and Child Health's comprehensive examination is administered orally during the examination period at the end of the spring semester. Any exception must be approved in writing by the Chair of the Master's Committee. The MCH core courses, MHCH 701 and 702: Foundations in MCH, must be completed prior to the exam. Additional information about the Comprehensive Exam appears in Appendix B.

AN ILLUSTRATIVE MSPH PROGRAM

The following provides an example of how students might choose to complete the requirements for the MSPH degree. Students should complete an official Plan of Study in Google Docs.

Fall Semester

SPHG 711	Analysis	2
SPHG 712	Methods and Measures	2
MHCH701 ^{†‡}	Foundations in MCH	3
MHCH 713/713L [†]	Research Methods in MCH	4
SPHG 713	Understanding Public Health Issues	2
ELECTIVE	Elective	3

Semester Credit Hours 16

Spring Semester

MHCH 702 ^{†‡}	Foundations in MCH	3
SPHG 721	Conceptualizing Public Health Solutions	4
SKILLS	Skills Course	3
SPHG 722	Implementing Public Health Solutions	2
ELECTIVE	Elective	3
MHCH 718 [†]	Concurrent Field Training	3

Semester Credit Hours 19

First Summer Session

MHCH 717 [†]	Block Field Training	3
-----------------------	----------------------	---

Semester Credit Hours 3

Second Summer Session

MHCH 992 [†]	Master's Paper/Thesis	3
-----------------------	-----------------------	---

Semester Credit Hours 3

Total Credit Hours 42

[†] Fulfills MCH requirement

[‡] Fulfills SPH core requirement

CURRENT COURSE OFFERINGS

Current course offerings can be found by accessing the following link:

<http://sph.unc.edu/mch/mch-courses/>

REGISTRATION & TUITION

Registration

Students register for classes via the "Connect Carolina" web site (my.unc.edu) Notice of the beginning of registration periods is sent to each student's UNC email address. In order to add courses, a student must know her/his ONYEN and password to log into the system. All courses available for each term are searchable through this system, and there is a complete list of MCH courses available on the Department's website. A student should discuss course selections with her or his advisor prior to registering.

Students enrolled in the Graduate School are permitted to enroll for a maximum of 16 hours in any semester. Overload requests are considered on an exceptional basis and should be approved by the faculty mentor and by the Director of Graduate Studies. The form will be initiated by the academic coordinator in the student's department and forwarded to the Graduate School for approval.

The Connect Carolina Student Center has many features with which all students should be familiar. For example, it allows students to print unofficial grade reports or change addresses. It also provides information regarding any registration holds or outstanding balances at the cashier's office.

Inter-Institutional Registration

Students registered for at least three credit hours on this campus may take a maximum of two graduate-level courses at North Carolina State University, The University of North Carolina at Greensboro, The University of North Carolina at Charlotte, North Carolina Central University and Duke University. The student must complete a Request for Inter-Institutional Registration form and acquire his or her advisor's signature certifying that:

- 1) the course is appropriate for the student's degree program;
- 2) an equivalent course is not available on this campus; and
- 3) the course is not a pass/fail course.

Tuition and Fees

Electronic bills are issued around the 16th of each month and will be due the next month. Tuition, fees and other charges for the term are due prior to the first day of classes for the term. Interim bills include other charges incurred during the term. Enrolled students and Authorized Users will receive email notification when bills are available in the ConnectCarolina Student Center. Past due accounts are subject to holds that prevent registration and transcript/diploma release, as well as collection activity.

Tuition and fees for graduate students who have registered for the fall semester are due no later than August 1. Accounts not paid by this date will result in cancellation of

registration for the fall semester. Students who register after the designated pre-payment deadline (generally mid-July) will be required to pay tuition and fees before registering. Research Assistants and Teaching Assistants are responsible for the student fees which are not covered by the tuition remission / in-state award. Anyone registering on/after the first day of classes, will be charged a \$20.00 late registration fee in addition to normal tuition and fees. Payments can be made online after logging into the student's Student Center page. A processing fee will be added to credit card payments. Include your full name and student PID number on all payments.

RESIDENCY FOR TUITION PURPOSES

According to the North Carolina Statute, in order to establish residency for tuition purposes a student must:

1. establish domicile (physical presence and intent to make North Carolina his/her permanent home for an indefinite duration) 12 months prior to the beginning of the term (1st day of classes)
2. maintain that domicile for at least 12 consecutive months, and
3. not be in North Carolina solely to attend college

Establishing a domicile: To prove the first requirement for residency, a "preponderance of evidence" must be established, which includes a cluster of significant events demonstrating domicile (physical presence and intent to stay). This is subject to the final decision of the residency status committee. "Significant events" include things like:

- a. Reporting when you physically come to NC (Where do you live and for how long?)
- b. Showing that you made NC your domicile of indefinite duration outside the context of your academic program and its related activities (Where are/were you employed? When/where did you serve on jury duty? Where/when did you file tax returns? When/where did you get your driver's license? Where did you register/insure your car? Where/when did you register to vote? Did you vote if an election was held? Where do you keep your personal property? How long has it been there?)
- c. Listing other times you came to NC, and documenting events (dates/places) that led you to decide to establish your domicile in NC (Where/when did you spend vacation time?)
- d. Showing what have you done (documentable events) to make plans for your future in NC: Where/when did you spend vacation time?
- e. Other residency events: Do your parents claim you as a dependent? What are your sources of financial support? Where/when do you maintain memberships in professional associations, civic groups, religious bodies, or similar organizations?)

Some Common Mistakes:

1. Student submits application for residency too early (the 12-month period begins once domicile and intent have been established)
2. Student does not finish the residency application
3. The application is not filled out completely, i.e. items are missing
4. Student does not provide accurate dates (this can have a significant effect on when the 12-month clock starts)

Appeals: The Residency Status Committee will hear appeals, which provides an applicant a second chance to present new information not included on the original application. The committee evaluates facts in the context of legal requirements to make decision.

Residency FAQ's

The two main reasons residency applications are denied are because the student: 1) filed an application before s/he has lived in the state for 12 months (before the first day of classes) and 2) did not adhere to the filing period dates (see 3. below). The following FAQ sheet summarizes information from the Graduate School webpage, <http://gradschool.unc.edu/student/residency/>.

1. What is "a preponderance of evidence"?

The Graduate School considers many different aspects of a student's application for in-state residency for tuition purposes in order to generate "a preponderance of evidence", which includes that you:

- Established and maintained a domicile in North Carolina at least 12 months before the first day of classes,
- Intend to make North Carolina your permanent home indefinitely (that is, you do not have an end date in mind),
- Are not in North Carolina solely to attend graduate school.

If you wish to change your residency status, you may request re-classification when you have satisfied the requirements for becoming a North Carolina resident for tuition purposes. Start this process by completing the online residency application within the filing period(s) listed below. If you have lived in NC for less than 3 years, you must submit PDF copies of evidence including your NC driver's license, your NC state tax receipts, visa/green card, military affidavits, or teacher certification. Be sure to have all your PDF evidence ready before submitting your evidence.

2. What is "domicillary intent"?

"Domicillary intent" refers to your intention to become a domicillary of North Carolina. A domicile is a permanent home for legal purposes (as opposed to a temporary residence).

The following items may be used by a classifier when determining your "domiciliary intent. This is not a check list, but may stimulate your thinking:

- Tax dependency
- Employment
- Voter registration and activity
- Jury duty
- Sources of financial support
- Car registration
- Driver's license
- Property ownership
- State income tax returns
- Time in and out of state
- Ties to community

3. What are the Application Filing Deadlines?

Refer to Graduate School website for deadlines and additional information:

<https://gradschool.unc.edu/studentlife/resources/residency/>

DEPARTMENTAL ACADEMIC MILESTONES

The Exit Interview

The purpose of the exit interview is threefold, (1) to review the development of the student's learning goals and competencies, (2) to consider how well the Department and the School facilitated the student's achievement of those goals and competencies, and (3) to consider the student's professional aspirations with the expectation that the interview will be useful for future recommendations. The exit interview Qualtrics survey will be e-mailed to students for prompt completion and should schedule an interview with their advisor shortly prior to graduation.

Graduation

There are several deadlines with respect to graduation for which no extensions may be granted:

- Filing the application for graduation (ConnectCarolina and Graduate School);
- Passing comprehensive exams (Master's); and
- Submitting electronically a copy (with scanned signatures for both readers) of the Master's Paper to the [Carolina Digital Repository](#).

A student MUST BE registered for the semester in which s/he

- Takes an exam (oral or written); and
- Submits signed copies of the final Master's paper. A student may be unable to meet the graduation deadline, but may be able to submit his or her paper before the first day of the following semester or summer session. If so, the student would graduate at the end of the next semester or summer session but would not have to register for any more courses or pay additional tuition.

Chapter 2: Academic Policies

GENERAL ACADEMIC POLICIES

Attendance

Because we consider ourselves a community of scholars who learn from each other, class participation is a requirement of the Department. Students are expected to schedule work and other activities around their courses, in order to attend classes, arrive on time, and stay until the end of class. The contribution of class participation to the course grade is at the discretion of the instructor.

University Honor Code

All student academic work falls within the domain of the Honor Code. According to the Code of Student Conduct (Instrument of Student Judicial Governance II.A):

It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.

In accordance with the ideals embodied by this Code, the Honor Code pledge must be written on all submitted work. The pledge reads, "On my honor, I have neither given nor received unauthorized aid on this assignment." The student must then sign her or his name below. Faculty cannot assign grades or credit for work that lacks the pledge.

Frequently, Honor Code violations occur because of misunderstandings rather than deliberate attempts at deception. It remains the responsibility of the student, however, to consult with instructors in order to clarify any ambiguities, especially in regard to proper citation and use of sources. Students' violations are investigated by the student judicial system.

Policy on Racial or Sexual Discrimination

Any aspect of the MCH program considered racially or sexually discriminatory is inappropriate and should be discussed with the person(s) involved. If the inappropriate behavior is expressed by an instructor, the behavior should be brought to the attention of the student evaluator(s) who will be expected to discuss the problem with the course instructor. If the matter is not resolved satisfactorily in that manner, it should be referred to the Director of Graduate Studies.

Student Records

Official files are maintained for each student. These include application and other materials required by the Graduate School to assure proper crediting of the progress of all students through the program. Students may review these records, with the exception of letters of recommendation, by approval of the Chair of the Master's Committee and/or the Director of Graduate Studies.

Important Note on Special Accommodations

If you need any special accommodation for an assignment or other course activity, students must be registered with UNC Accessibility Resources and Services (<http://accessibility.unc.edu/>), who will then provide the instructor with an official letter.

COURSE POLICIES

Sakai is the UNC course management system.

MCH Course Material

Course directors develop assigned materials from a variety of sources, many of which will not be easily available through library facilities. Usually, course directors post assigned reading to their particular course space within Sakai. The posted readings are accessible only by students enrolled in that course.

Auditing a Course

Auditing of courses is permissible only when sufficient class space is available and permission of the instructor has been secured. No quizzes or examinations are taken, and no written work is submitted by the student. However, student auditors are usually expected to complete all class reading assignments on time and to attend all class sessions. No official indication is given in the student's record that he or she has audited a course. Students do not register to audit a course, and no additional paperwork needs to be completed.

Students may petition for exemption from MCH Department course requirements by following these steps:

- Student consults with her or his advisor and, if necessary, the Chair of the Master's Committee
- Student prepares a petition to the Master's or Doctoral Committee
- Advisor submits the petition to the Master's or Doctoral Committee with a cover letter indicating whether or not the proposed course of study has her or his support
- Master's or Doctoral Committee makes a recommendation and shares it with the Director of Graduate Studies
- Recommendation, with comments (if any) from the Chair, are sent to the Student Services Manager, who communicates it to the student and the advisor and files a hard copy of all the documents in the student's file

Course Evaluations

Students are expected to complete an electronic evaluation for every course. **Evaluating a course or other learning opportunity is a key feature of professional conduct.**

Course evaluations are used to facilitate course planning. The Department continually examines procedures for course planning and evaluation, formally through the mechanism of the Master's and Doctoral Committees, and informally through the exchange of ideas in settings such as faculty meetings.

GRADING POLICIES

Grade of Incomplete

Experience has shown that, in general, carrying Incomplete grades is detrimental to an optimal learning experience. Approval for an Incomplete shall only result from a course director's determination that exceptional circumstances, such as significant illness or a personal crisis,

warrant extended time for completing course work. When such a situation occurs, the course director will develop with the student and faculty advisor the maximum allowable period of time for completion of the course work. Generally, the period should not exceed one month. Incomplete grades are automatically converted to "F" after one year on the last day of classes (not finals). However, once coursework has been completed and a permanent grade has been assigned, there is no indication on the student's official transcript that an Incomplete had been granted.

Students seeking an Incomplete grade should submit a written request to the course director no later than the last day of the class of the semester which specifies (1) the reason(s) for requesting the Incomplete and (2) the date the course requirements will be completed.

Procedure for Appeal of a Grade

University policy regarding the appeal of a grade is described in the [Graduate School Handbook](#). An appeal of a grade must be based on one of the following:

1. Arithmetic or clerical error;
2. Arbitrariness, including possible harassment and discrimination based on color, age, disability, creed, veteran's status, sexual orientation, gender identity, gender expression, race, sex, religion, or national origin;
3. Personal malice; and/or
4. Student conduct "cognizable" under the Instrument of Student Judicial Governance.

The University's Policy on Prohibited Harassment and Discrimination (<http://policy.sites.unc.edu/files/2013/04/PPHISMD.pdf>) 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 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.

According to University guidelines, a grade may not be changed as a result of re-evaluation of the quality of the student's work.

Before filing a formal appeal of a grade in a course offered by the Department of MCH, a student first should approach the course instructor directly to discuss the disagreement.

If the protest remains unresolved, the student may then initiate a formal, written appeal to the Chair, with a copy to the course instructor. The Chair must adhere to the following procedures, described in detail in the [*Graduate School Handbook*](#):

1. Solicit a reply to the charges in the student's letter from the course instructor.
2. Determine whether sufficient evidence exists to pursue the appeal. If the Chair denies the appeal at this stage, the student may appeal in writing to the Administrative Board of the Graduate School.
3. If in the opinion of the Chair sufficient evidence exists to warrant further investigation, he or she will empower a committee of no fewer than three graduate faculty to investigate the charges and render a recommendation. The Chair will forward the recommendation to the student, the course instructor, and the Graduate School. In the event that the committee recommends no grade change, the student may appeal, in writing, to the Administrative Board of the Graduate School.

Chapter 3: Faculty, Resources, and Policies

FACULTY

The MCH Department's faculty has great breadth of experience in teaching, research, scholarly publications, professional consultation, technical service, and advocacy activities. Our faculty represent many different MCH disciplines, including nutrition, epidemiology, social medicine, economics, social work, biostatistics, nursing, pediatrics, obstetrics, psychology, sociology, and demography. A list of our current faculty, with a link to their educational background and research interests, can be found on the Departmental [website](#).

The Department also has an extensive network of adjunct faculty and lecturers that give seminars and class lectures, serve on committees, and teach courses. A list of our adjunct faculty can be accessed at our website. Moreover, the Department also has several faculty emeriti who often participate through seminars and guest lectures.

The faculty members have many responsibilities within the Department. These include student-centered activities such as teaching courses and graduate student advising. However, in addition to these roles within the walls of Rosenau Hall, faculty members also assume substantial research and service commitments. These commitments are essential to the viability of the Department's academic programs. Without such involvement, the Department would become increasingly irrelevant and stagnant. Such roles may occasionally conflict with teaching and advising. Faculty and the Department do their best to arrange for back-up when they have to be off-campus for extended periods of time.

Research

The Department's commitment to improving the health of mothers, children, adolescents, and families is exemplified by our outstanding research program which contributes greatly to enlarging the scientific knowledge base upon which practice depends. Our faculty has been successful in securing research funds from federal, state, and foundation sources.

The Department's research program is diversified, involving an array of projects concerned with human reproduction, woman's health, child health, child care, and child and adolescent development. Each year the Department's annual report includes brief descriptions of completed research projects as well as those that are in progress. A list of current research staff can be found on the department's website.

Service and Practice

The Department's level of service activity continues to be high. Such activity keeps our faculty and staff up to date with current professional MCH practice issues as well as new research opportunities and needs. In addition, service activities expose our students to the many facets of MCH experiences and provide potential field placements.

Faculty members serve on a number of standing and ad hoc committees of the School of Public Health and the University. They are also involved in service to a number of local, state, national, and international committees, task forces, and councils that develop policies, standards, and expert opinion regarding maternal and child health. An important, related activity is the provision of consultation and technical assistance to programs and communities within North Carolina, in the nation, and abroad. In addition, faculty members provide continuing education to public health personnel in the form of short courses, seminars, conferences, and workshops.

ADMINISTRATIVE AND RESEARCH STAFF

A significant amount of staff support is needed to facilitate the academic aspects of Departmental functioning. A list of the staff with their student-focused functions can be found on the Department [website](#).

FACULTY ADVISORS

The Chair of the Master's Committee in the Department of Maternal and Child Health is responsible for assigning all incoming Master's students to faculty advisors. Assignments are made in consultation with the Student Services Manager and the Master's Committee.

Conferences between student and advisor are planned during the orientation period. Sometimes, these initial meetings are scheduled earlier if the student is in the area or available by email or telephone. Ample time for student-advisor conferences is essential if the student is to take optimal advantage of the educational resources available.

The roles of the faculty advisor for the Master's student are to assess student status with regard to MCH competence at time of enrollment and throughout the student's academic career; to assist in planning curriculum, field placement, and Master's Paper to meet individualized learning objectives and strengthen competencies; to serve as first reader and primary mentor for the Master's Paper in most cases; and to meet regularly with the student to monitor academic progress, well-being, and career planning. Students are free to discuss academic or personal concerns with their advisors, and advisors can refer students to appropriate University resources when specialized counseling is needed.

Students are encouraged to communicate as often as needed with their advisors. Student-faculty communication is viewed as a mutual responsibility. Meetings are scheduled on a periodic basis as needed by the student or the advisor.

In addition to the faculty advisor, students may seek support and guidance from other faculty members in the Department. In addition, students frequently select other faculty members in MCH or other Departments with whom to work on special projects. Such relationships are encouraged.

Upon completion of the program, students will be asked to evaluate their advisee experience. The anonymous Exit Interview has been designed to monitor the quality of faculty advising in the Department. The Department uses the aggregated results to evaluate the advising process as a whole.

Occasionally, for a variety of reasons, a student's advisor assignment may not work out as well as anticipated when the assignment was made. In some situations, the advisor and student both may agree that a change is desirable. In other situations, only the student or only the advisor may seek a change. This policy establishes the procedure for responding to all of these situations. Neither students nor advisors should request changes without careful consideration. This policy is intended to assure that there is due process and fairness in handling changes of assignment.

If the *student and advisor* agree that a change in faculty advisor is desirable, the student must submit a letter to the Chair of the Master's Committee requesting the change, indicating the reason and the concurrence of the advisor. The Chair may also ask to meet with the advisor and/or student to discuss the change. It is expected that most such changes would be accommodated.

If only the *student* wants to initiate a change, s/he must discuss this with the advisor. Following this discussion, the student should then arrange to discuss the request to change advisors with the Chair of the Master's Committee.

If only the *advisor* wants to initiate a change, s/he should discuss this with the student and explain the rationale for the change. Following this discussion, the advisor should then arrange to discuss the request with the Chair of the Master's Committee. In either case, (whether initiated by the student or the advisor) the Chair may ask to meet with the advisor and/or student to discuss the request for faculty advisor change before recommending assignment to a new advisor, subject to the approval of the Chair.

The Chair, for reasons of current or anticipated disagreement or misunderstanding among the student, the advisor, and/or the Associate Chair, may determine that a faculty third party who is mutually acceptable to both the student and the advisor would be in a position to offer support and guidance to both parties. After meeting with the student and the advisor, the faculty third party may recommend to the Chair whether re-assignment to a new advisor is indicated.

DEPARTMENT RESOURCES

Student Space

The Department is located in Rosenau Hall, one of three School of Public Health buildings at UNC. The School's Rosenau Hall, McGavran-Greenberg, and the Hooker Research buildings provide ample classroom space, as well as many other ancillary needs – SPH administration, a computer lab, a videoconference theater, centralized records, student lounge, and snack bar. Classroom space is shared by all Departments within the School, and MCH courses will be taught throughout all three buildings. Additionally, there is office and research space available to students and faculty in the buildings that house the many UNC Centers and Institutes.

Student Rooms

Designated rooms have been designated as a Master's, Doctoral, and Research student work areas.

You have access to the School with your UNC OneCard. The building is generally locked from 11:00 pm to 7:00 am.).

Break Room

Room 417A is a break room often used for lunch. Students can use the microwave and store food in the refrigerator. Please mark any food you store in the refrigerator. Please be courteous of others and clean up after yourself, as there is no housekeeping service for the kitchen. The refrigerator will be cleaned out weekly, meaning that any food left in the refrigerator on Friday will be discarded.

COMPUTERS, OFFICE EQUIPMENT & SUPPLIES

Computers and Printers

Individual student printing must be done either at one of the ATN-supported computer labs, the libraries, or on personal printers.

MCH also provides faxing facilities. The fax machine is available during MCH business hours of 7:30-4:30. **Students are not allowed to fax internationally.**

All students have a UNC e-mail account, which they are expected to check regularly.

Mailboxes

Mailboxes are provided for each student, staff member and faculty whose office is in Rosenau Hall. Mail from outside the University is delivered twice daily. You may use the mailbox in Room 401 for stamped, outgoing mail or interdepartmental/campus mail.

Copiers

The Department has one copier in Room 401 and one in Room 422 which is used by faculty and staff only (including students who are serving as TAs or RAs).

Please note that students are not allowed to photocopy copyrighted materials in the Department. This policy follows legal guidelines from the University and is for the Department's protection.

Telephones

Phones are restricted to Departmental business. For long distance calls related to field work or course work, RA/TA's can use the phone in Room 415 (919-843-7073). Advance approval is needed for international calls.

WEBSITE

The Department maintains a website that houses such information as history, faculty, and staff information; course listings; and current news. The address for the website is: <http://www.sph.unc.edu/mch/>. From this site, you can link to important information about field training, funding, and employment. The entire student handbook and the master's and doctoral supplements are also contained on the website. The site is maintained in-house by Julie Theriault.

ALUMNI COMMITTEE

The MCH Alumni Committee is a group of volunteer graduates, staff, and students of our Department. They work to enhance learning and networking opportunities for graduates and students and provide the Department with leadership from public health practitioners in the field. The Committee meets six times a year in the Triangle area and is open to all students and graduates. Throughout the degree program and after graduation, the alumni are an important source of information and networking. Some of the current activities of the Alumni Committee include:

Career Planning Support for Students

The Committee provides new and graduating students with MCH career resources as they anticipate their next steps. They invite all students to attend their Career Roundtable programs through which they can network with MCH graduates to discuss career choices and specific job openings. Alumni interested in sharing their experiences with current students are invited to join them for this program, which has become a popular annual event with students.

Find a Classmate

Reconnect with classmates and discuss career opportunities with graduates from any class. Students can link to the Alumni Directory at <http://www.sph.unc.edu/alumni>.

GET INVOLVED! You can help by participating in the Career Roundtables, nominating colleagues for alumni awards, keeping the School informed of MCH-related news, and joining the Alumni Committee. Please visit the Alumni Directory website above for contact information.

DEPARTMENT POLICIES, EMPLOYMENT, AND EVENTS

Room Access and Keys

In the rare event that a student requires regular access to a room that has a key-requiring lock, the Department will loan a key to that student. To check out a key, the student must follow these procedures:

1. A key request must be made by the faculty member who will oversee the student's work. This request can be made in writing or by email.
2. The student must sign a "Key Issuance Agreement." Contact Lisa Perry (Rosenau 401) to sign the agreement and to obtain the key.

When the key is returned, the original Agreement will be noted to reflect this. If the key is not returned, a fine will be issued. Failure to pay the fine (or return the key) will result in a hold on registration or graduation.

EMPLOYMENT IN THE DEPARTMENT

Research Assistantships (RA)

To supplement their classroom learning, and to increase financial resources, some students work as research assistants during the fall and/or spring semesters. Generally, after a faculty member's research grant has been funded, that faculty member will notify the Student Services Manager that s/he is looking for a research assistant. To increase the possibility of finding research assistantships within the Department, students should notify both the Student Services Manager and the faculty advisor of their research interests.

The number of hours that an RA may work varies and is decided by the faculty researcher and the student. Generally, RAs work between 10 and 15 hours per week.

The exact pay is negotiated between the researcher and student and depends on project requirements, budget, and student skills and experience.

Although student employees do not receive paid time off for holidays, sick leave, or vacation, there are added benefits. If the student earns at least \$5,700 during the entire academic year (Fall and Spring), the employer will also pay for the student's health insurance during employment. For example, if a student works 10 hours per week at the minimum pay of \$13.00 per hour for the entire academic year, that student will qualify for health insurance for that period.

Moreover, if a master's student working as a research assistant earns at least \$5,700 per semester or a doctoral student working as a research assistant earns at least \$7,850 per semester, the employer will pay the amount equivalent to the in-state tuition **if** the student receives a tuition remission/in-state award from the Department. This means a student works from 15–20 hours per week for the entire semester. The number of tuition remissions available to the Department is allocated according to a formula by the Graduate School.

Presentations related to an externally-funded grant should be reimbursed by the grant. Please see the Principal Investigator's support staff for help completing the travel reimbursement form.

A WORD ABOUT CONFIDENTIALITY

In the course of your student career in the Department, you may become privy to certain private or sensitive information. This may come in the form of human subjects' data on a research project or the grades of fellow students. Personal and/or sensitive information viewed, whether it is through your own work or the work of other students in your proximate area, must be treated as strictly confidential. To that end, the Department requires that all faculty, staff, and students sign a Confidentiality Agreement which is distributed during Orientation by the Student Services Manager and placed in the student's permanent files. Any student may refuse to sign this agreement; however, that student will not be allowed access to the student room because of confidential information that may be accessible in that room.

SCANNED SIGNATURES

Scanned signatures can be used for several required documents in the department, including your field placement Learning Agreement and your Master's paper. Your signature will be sent to you as a Word file in an email attachment. The file with your scanned signature will be securely deleted immediately after it is sent to you.

Scanned Signature Primer:

- Save your signature in a Word document on your personal computer
- Open document and click on your signature to create a box around your name
- Select *copy* from the home ribbon or use Ctrl-C
- Place the cursor in the area of a document where you wish the signature to appear
- Select *paste* from the home ribbon or use Ctrl-V

Adjust the size of your signature by placing the cursor with one of the small squares or circles on the box around your signature and drag it to change its size

Appendix A: Field Training Manual

PURPOSE

Field training, which may also be referred to as field placement, internship, or practicum, is required of all Master's students in Maternal and Child Health. Field training consists of individualized, experiential learning that provides students with opportunities to strengthen their competencies while applying their academic training to a Department-approved field site. Because the field of MCH is so broad and includes many different facets of public health, there are few restrictions placed on the type of site that can serve as a field placement. The site must:

1. include as a major focus some aspect of maternal and child health;
2. provide training that the student has not received before; and
3. be a place where the student has never worked before, unless the role is different and the project is approved by the student's advisor.
4. The practicum cannot be purely clinical in nature. If you have questions about this, please contact the Career Development Director.

DURATION AND REGISTRATION

Block Field Training

All MCH Master's students are required to enroll in a Block Field Training experience during the first and second summer sessions. Students must enroll for a minimum of 5 hours in SSI. On occasion, a student may begin the field placement course during the spring semester prior to the summer block field experience or extend the required number of weeks over a longer period. All alternative plans for meeting the field placement requirement must be recommended by MCH Department student advisors and approved by the Associate Chair for Graduate Studies.

MSPH students:

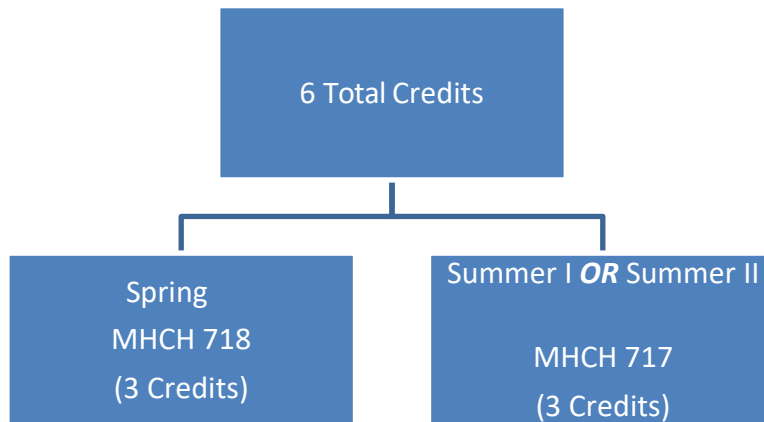
Must complete at least 6 weeks of full-time work (40 hours per week) for a total of 6 credit hours. Students usually register for MHCH 717 for the first summer session (6 credit hours).

Concurrent Field Training

Students who wish to get additional field training experience may opt to register for Concurrent Field Training (MHCH 718) during the school year (fall or spring semesters). Such concurrent Field Training (MHCH 718) experiences do not substitute for any of the credits required of MPH and MSPH candidates described above. Students negotiate this option with their Faculty Advisors to establish timelines, work days, learning goals and objectives. A student may enroll for one credit for every 4 clock hours per week during a semester. Concurrent Field Training does not meet or reduce the 6 hour full-time Field Training requirements for MSPH

candidates, respectively. A student may only apply a total of 10 credits of Field Training (full-time and concurrent combined) to his or her degree.

MSPH:



FIELD TRAINING TIMELINE

The planning, implementation, and evaluation of the field training experience is a cooperative effort among the student, the advisor, the Career Development Director, and the Field Preceptor. The Career Development Director provides resources, guidance, and facilitates the process. The following text provides the general procedures and the month in which each activity occurs. The content and timing of the activities may be flexible depending upon the needs of the student and the field site. Please note that although the faculty and Student Services Manager are available to assist students with this process, *it is the student's responsibility to initiate the discussion and search for a site.*

Month: August

Activity: Student Panel Discussion

Notes: During orientation, in-coming students will attend a panel discussion in which students who have recently completed their field training will provide information and advice on finding a placement.

Month: September/October

Activity: Begin discussing career goals and potential general placements with faculty advisor and the Career Development Director.

Notes: Some things for students to consider when discussing placement needs:

- Are you more interested in research (such as data collection and analysis), program development (such as needs assessments, program planning, and evaluation), or other competencies and skill areas?
- Would you prefer to train in a large nationally or internationally known organization, or would you prefer a smaller grassroots organization?
- Where would you like (or need) to train? In North Carolina? Another state? Another country?
- Are you interested in international or domestic issues?
- Are you in the dual degree program?
- Are you interested in the Certificate in Global Health, the Certificate in Health Disparities, or the Certificate in Public Health Ethics?
- Do you have a specific public health topic on which you would like to focus?

Month: October

Activity: Submit your Resume or CV via the Sakai site.

Activity: Begin exploring options.

Notes: Advisors may be able to assist in finding potential sources of funding and placement opportunities. Information about fellowships and paid internships will be posted on the MCH Field Training Sakai site and in a weekly MCH internship newsletter.

In addition, the website and listservs associated with the [Office of Global Health](#) and the [Student Global Health Committee](#) are excellent sources of information for placements and funding for students interested in global health.

NOTE: *If an international placement or placement at certain national agencies, such as the Centers for Disease Control and Prevention (CDC)*

is desired, begin search and application process early. These deadlines are often in November and December.

Month: November

Activity: Nitty Gritty Session

Notes: In this session, the Career Development Director and Student Services Manager will discuss the general requirements of the field placement, such as registration, goals and objectives, funding, and deadlines.

Activity: Field placement solicitation (initiated by the Career Development Director's office).

Notes: The Career Development Director will send letters to agencies and organizations around the state, country, and world, seeking potential field placements. Generally, agencies begin responding with available positions around January. As these responses arrive in the Department, they will be posted on the MCH Practicum Sakai site and in the weekly MCH internship newsletter.

Activity: Networking

Notes: The Annual Conference of the American Public Health Association is generally held in late October or November. This is an excellent opportunity to network for potential field placements. Students are advised to create or update their resumes and take copies to the meeting. It is possible to register for a job networking service at the conference. Networking is not limited to APHA and should be considered for other conferences and meetings as well.

Month: December

Activity: Submit applications to agencies with early deadlines.

Month: January

Activity: Begin targeted placement search.

Notes: Soon after the beginning of the spring semester, begin focusing on field training opportunities.

Month: February/March

Activity: Interview with potential placement sites.

Activity: Attend Logistics Meeting organized by the Career Development Director

Notes: This mandatory workshop explains the documentation process in which students will need to follow in order to receive a grade.

Activity: Register for summer session(s).

Notes: The Student Services Manager will share relevant information and assist with registration.

Activity: Submit IRB application, if applicable.

Notes: See information regarding IRB applications online at <http://ohre.unc.edu/forms.php>. Consult with Dr. Sandra Martin if you are uncertain about the application of IRB guidelines for your field placement.

Activity: Apply for Departmental International Field Training Awards and the Center for Global Initiatives International Internship Awards, if you are eligible.

Notes: A call for applications will be made in March, depending on availability of funds.

Month: April

Activity: Finalize field training site by the posted deadline in early April.

Activity: Work out the details of your learning agreement with your Faculty Advisor and Field Preceptor.

Activity: Submit one copy of the Learning Agreement, signed by the Faculty Advisor, Field Preceptor, and student, via Sakai AND to the Career Development Director by the posted deadline.

Activity: Submit copies of the Learning Agreement to the Faculty Advisor and Field Preceptor.

Month: May

Activity: Career Development Director's Office will send confirmation letters to Field Preceptors.

Month: May/June

Activity: Begin field placements.

Month: July/August

Activity: Complete field placements (with exception of second-year dual degree Social Work students and students in other unique circumstances).

Activity: Complete necessary paperwork. (See Appendix D for sample forms.)

Notes: Dates for turning in all your paperwork necessary for a course grade will be disseminated after the fall semester opens. All evaluations and the database entry form are completed online. The field report must be submitted via Sakai.

Month: August

Activity: Thank you letters sent to preceptors by Career Development Director's Office. Students are also encouraged to send their own thank you notes to their preceptors and other staff with whom they worked.

Month: September

Activity: Field Training Database updated by Career Development Coordinator.

Activity: Students enrolled in MCH 718 are required to add the following to the Final Field Report. Please elaborate on the specific competences you described in your learning agreement with the following information:

- Discuss the competencies you identified, how they were addressed, and how you achieved them.
- Discuss how your practicum experience has influenced your career trajectory.

- Discuss the greatest impact you had on your practicum experience.

Activity: Students are also required to present their field placement experience at the Department's *Reflections from the Field* annual event in the fall and participate either in the *How to Find a Job Workshop* or a mock interview related to searching for a job.

HOW TO FIND A FIELD PLACEMENT

There are many ways for students to select their field training sites. The primary criterion for selecting field training sites is that both advisor and advisee believe the site is appropriate for the achievement of student learning objectives. Sites should have a focused maternal and child health activity and have both the physical and human resources to support a full-time student intern. Ideally the student should be responsible for a project or product of her or his own that is also useful to the agency. Sites which have accepted placements for MCH students in the past include: non-profit organizations and agencies, health departments (state and local), international non-governmental organizations, universities, research institutions, community health centers, and hospitals. With the recommended timeline in mind, here are some suggestions that will facilitate finding your placement site.

Begin Your Search Early in order to avoid missing application deadlines

Use the Department's Resources

Career Development Director's Office /Student Services Manager's Office
The Career Development Director and Student Services Manager facilitate the field training process. They organize several events throughout the school year to orient students to the field training process.

The Career Development Office offers a weekly internship/job newsletter which includes local, domestic and international opportunities related to student interests. This valuable resource includes the opportunities the CDO researches and postings from organizations interested in recruiting UNC MCH graduate students.

The Career Development Director and Student Services Manager share information about fellowships, funding, and grant opportunities available for internships. The Career Development Director updates the MCH Field Training Sakai site and manages a computerized database with information about past field training sites.

The updated Field Practicum Site database includes organizations which have previously participated in the practicum program and would like to continue to do so. This database consists of the

- Name and scope of the organization,
- Contact person including complete contact information
- Areas of focus (e.g., reproductive health, needs assessment, children's rights)

The Comprehensive Preceptor Database is a document in which the potential preceptor has consented to have their contact information along with organization description and

focus area included in a database with the understanding that our MCH students will be directly contacting them for opportunities.

Field Training Meetings

These meetings are **mandatory** and provide everything necessary to have a successful field training experience and receive a course grade.

Departmental Faculty

The Department faculty is a diverse group, and faculty members often have valuable connections with potential preceptors or field training sites around the state, country, and world.

Develop Your Goals and Objectives

Goals and objectives are vital to the field training experience. Students should begin to define these with their Faculty Advisors during the latter part of the fall semester, so that exploration of sites and opportunities can begin. The Faculty Advisor plays a key role in this process and should be consulted for guidance and feedback. Field training goals and objectives define a skill or skills the student may want to acquire or enhance and the specific tasks to be performed. Goals and objectives for field training should be developed within the context of the student's overall learning goals and achievement of the School of Public Health competencies. Once the site is identified, the student should share her/his draft goals and objectives with the future Field Preceptor, including identifying specific responsibilities designed to achieve them. The student will negotiate the final goals and objectives with the Field Preceptor and then ask the Faculty Advisor to approve them. The Advisor will assure that the student's learning needs are not eclipsed by organizational demands and should advocate that the final goals and objectives acknowledge the priority of the student's learning experience. These goals and objectives comprise the bulk of the Learning Agreement.

Contact Potential Preceptors and Sites

It is the student's responsibility to begin the search for the field training site. The advisor meets regularly with the student to discuss options, often initiating contacts with agencies and/or suggesting organizations to contact. The Career Development Director's Office is available for resources and consultation during this time. However, the student will have many opportunities with guest lecturers, at conferences and seminars, through class projects, and through the faculty, to network with many leaders in public health.

FACULTY, PRECEPTOR, AND STUDENT ROLES

Faculty Advisor

Advising

The Faculty Advisor should help the student to clarify career goals and field training learning objectives. S/he is available to help explore options and guide the student to potential preceptors or sites. Throughout the field placement, the advisor is available to support the student as needed and to facilitate the completion of a successful experience for both the student and the field preceptor.

Approval

The Faculty Advisor approves the student's field training site and signs the Learning Agreement, taking into consideration the student's goals and the field site needs. The Department sends a letter to the preceptor along with the Learning Agreement

confirming the goals, objectives, and competencies to be addressed. This letter also outlines the responsibilities of the field preceptor and how the field training experience will be monitored. A copy of the preceptor evaluation form is attached to the letter for the preceptor's reference. Copies of the letter are given to the student and the Faculty Advisor.

Monitoring

The Faculty Advisor monitors the advisee's field training experience. This is done through visits to the field site if possible, e-mail, phone calls, and/or letters to the preceptors and students. The student should take responsibility for keeping her/his advisor informed and updated on any issues, questions, or problems that may surface during the field training experience. The Advisor, in consultation with the preceptor, assigns the final grade for the field training based on the preceptor and student evaluations and the student's Field Training Report.

Field Preceptor

The Field Preceptor is a vital part of the field training experience. There is no fixed requirement for preceptors' credentials; many will have either the MPH or another degree related to public health, but that is not necessary in every case. The important qualities are experience and understanding of MCH and public health, willingness and commitment to spend time consistently mentoring the student during the internship, and ability to help the student achieve her/his learning objectives. The appropriateness of the preceptor should be determined by the student's advisor. Before the start of the placement, the field preceptor will assist the student with establishing learning goals to determine the scope of the field training. At the beginning of the placement, the preceptor will orient the student to the agency's program, its structure, and the key people with whom the student will be working. S/he will also make sure that the student has adequate work space. For the duration of the placement, the preceptor will serve as the student's key liaison at the field training site, meet regularly with the student to provide guidance and direction, and communicate with the Faculty Advisor who monitors the field training. At the end of the placement, the preceptor completes the student evaluation form.

Student Responsibilities

The student is ultimately responsible for identifying and negotiating the field training process. It is the student's responsibility to draft the Learning Agreement, with guidance from the Field Preceptor, Faculty Advisor, and Career Development Director. It is the student's responsibility to ensure that all forms, evaluations, and reports are completed on time. Grades will not be assigned without completion of all forms, evaluations, and reports.

FORMS, REPORTS, AND EVALUATIONS

Field Training Forms

There are several forms, reports, and evaluations that must be completed throughout the field training process. It is the student's responsibility to ensure that the forms are completed in a timely manner. Failure to complete certain items can result in delay or cancellation of funding or reimbursement or delay in receiving a grade for the field training requirement. The required forms, reports, and evaluations are as follows:

Field Training Learning Agreement

The Learning Agreement is completed prior to beginning the field training. It includes the student, preceptor, and field training site information as well as a summary of the goals and objectives for the field placement. The Learning Agreement must be signed by both the Field

Preceptor and Faculty Advisor and can be submitted electronically via the MCH Field Training Sakai. (If digital signatures are not available, the form can be submitted without signatures via Sakai).

Student Evaluation

The student evaluation should be filled out within 72 hours of completing the field training, or upon the deadline. The evaluation can be submitted via Sakai and emailed to the Career Development Director.

Preceptor Evaluation

The Field Preceptor submits the completed evaluation to the STUDENT. It is the student's responsibility to upload the preceptor's evaluation form onto the Sakai site and emails the document to the Career Development Director. The Career Development Director then forwards copies of the student and preceptor evaluation forms and a copy of the practicum report to the Faculty Advisor. The Faculty Advisor reviews this material, consults with the Field Preceptor and assigns a grade.

Field Training Report

The Field Training Report is required in order to receive a grade for the MCH 717 for MSPH students and MCH 718 for MPH students.

Students may use the following guidelines in preparing the field report. At the discretion of the Faculty Advisor, there may be some modification. The student may submit a copy of a completed field training project, for example, a study or program plan s/he had undertaken, and a supplementary report describing and assessing the activities undertaken to accomplish it.

Cover Page

- The field training report should include a cover page

Text Body

- Description of the problem(s) or programmatic concepts under investigation.
- Background information on the agency/institution/organization and community of which the agency/institution/organization is a part.
- Description of the project or program in which the student participated.
- Description of the activities in which the student was engaged.
- Recommendations for the agency/institution/organization related to the problem(s) under investigation.
- Assessment of achievement of learning objectives and of the total experience.

Faculty Evaluation

The Faculty Advisor completes the Faculty Advisor Evaluation Form after reviewing a copy of the student and preceptor evaluations and the field training report.

Please note in order for the student to receive a grade the following documents **MUST** be submitted to the Career Development Director as well as uploaded onto the Sakai site.

- Learning Agreement (submitted before practicum begins)
- Preceptor Evaluation (it is the student's responsibility to obtain this from their preceptor)
- Student Evaluation
- Final Field Report

Institutional Review Board (IRB) Application

Some students will be conducting research using human subjects as part of their field training. Because the distinction between research and program evaluation, implementation, and assessment is not always clear, students may need to obtain Institutional Review Board (IRB) review for projects that are not “research” in the traditional sense. The best procedure is to review the “[IRB Guidance for Student Research and Class Projects](#)”.

For complete instructions on this course, please refer to the IRB website at <http://ohre.unc.edu/index.php> <http://research.unc.edu/offices/human-research-ethics/index.htm>
Note: IRB approval must be obtained before any data collection takes place. It is usually a good idea to submit the form on the website called “Determination Whether Research or Similar Activity Requires IRB Approval” to get the IRB’s opinion of whether or not you need to go any further in the process. You will receive a letter with instructions for necessary submissions, or a determination that your project does not constitute known human subjects research.

For students who wish to use field training data for their Master’s paper, IRB approval must be secured. The student might be added as a research assistant to an existing project (in which case the Principal Investigator submits a modification to the IRB, and verifies that the student has completed the required ethics training). However, the original IRB approval may not have included papers, products, or publications for which the student takes the primary role (i.e., the student is the Principal Investigator for this product). IRB approval cannot be granted retroactively for research activities with human subjects, but may be sought for secondary analysis of existing data. If the study subjects cannot be identified, the analysis is likely to be considered “Not Human Subjects Research” but submission of the determination form will clarify this. When possible, it is preferable to seek a determination about practicum activities, including potential publications, before commencement of the internship.

A Note on Receiving Your Field Training Grade

After the paperwork has been received and reviewed by the Faculty Advisor, s/he will assign a grade according to the H, P, L, F scale.

FINANCIAL INFORMATION

Field Training Fee (in conjunction with enrolling in MCH 717)

Students register for field training as if it were a class and pay appropriate fees and tuition. The field fee covers field training-related costs including but not limited to liability insurance, international emergency insurance, and activities of the field office. For updated information about fees and tuition rates, please refer to: <http://cashiers.unc.edu/stufininfo.htm>

If a student takes out federal loans during the school year and s/he has taken out the maximum amount allowed, s/he is NOT eligible for federal or school financial aid over the summer. Plan accordingly! If a student does not take out the maximum amount during the school year, then s/he may take out the remainder over the summer by filling out a FAFSA and the school summer aid form.

In addition, while students are required to register for either 6 (MSPH) or 8 (MPH) credit hours of field training, some hours can be carried over to the fall semester if the student will not go over 16 credit hours in the fall. When you enroll in MHCH 717, it must be under your advisor’s section number.

Funding Opportunities

The Career Development Office and the GrantSource Library collaborated on a comprehensive MCH Funding Guide to which MCH students now have access.

<http://grantsource.unc.edu/resources/funding-guides/MCH>

This new funding information resource uses the [COS funding opportunities database](#) to provide a list of potential funding opportunities for MCH graduate students. New opportunities are being vetted and added by the funding guide's administrator on an on-going basis.

Grants, Fellowships, and Other Sources of Funding

Although funding options change from year to year, there are several competitive opportunities that remain fairly consistent. This is not, by any means, an exhaustive list, and students are strongly encouraged to consult their Faculty Advisors and the MCH Field Training Sakai website. Other places to conduct searches include large public health agencies and organizations such as MCHB, CDC, HRSA, APHA, ATMCH, ASPH, NIH, and ATPM.

- **Foreign Language Area Studies (FLAS) Grants**
These grants provide \$2500 stipends plus tuition and fees for an intensive language course over six weeks. Because these courses are time consuming, the student would need to conduct the field training before or after this intensive course. For more information, including application deadlines, please visit <http://cgi.unc.edu/awards/flas>
- **Center for Global Initiatives International Internship Awards**
These provide up to \$2000 for an international internship. For more information, please visit <http://cgi.unc.edu/awards/internship>
- **C.V. Starr Scholarships**
These awards are intended to support international students who have a strong financial need and wish to pursue an international internship. For more information, please visit <http://cgi.unc.edu/awards/cv-starr>

FIELD REPORT

The Field Training Report is a concise analysis of your training experience. This report must be approved by your advisor and then submitted to the Career Development Director (via online drop-box or email). This report is required to receive a field training course grade.

Students may use the following guidelines in preparing the field report. At the discretion of the Faculty Advisor, there may be some modification. The student may submit a copy of a completed field training project, for example, a study or program plan s/he had undertaken, and a supplementary report describing and assessing the activities undertaken to accomplish it.

The field training report should be in the following format:

Cover Page

University of North Carolina at Chapel Hill
School of Public Health
Department of Maternal and Child Health
Field Training Final Report

Student: _____
Field training site name: _____
Field training site address: _____
Field Preceptor: _____
Inclusive dates of field training: _____
Date report submitted: _____
Faculty Advisor: _____
Report abstract: _____

Text Body

- Description of the problem(s) or programmatic concepts under investigation.
- Background information on the agency/institution/organization and community of which the agency/institution/organization is a part.
- Description of the project or program in which the student participated.
- Description of the activities in which the student was engaged.
- Recommendations for the agency/institution/organization related to the problem(s) under investigation.
- Assessment of achievement of learning objectives and of the total experience.

Appendix B: Culminating Experience – Comprehensive Exams

COMPREHENSIVE EXAM

The comprehensive exam is a component of the student's culminating experiences at UNC. The purpose of the exam is to ensure basic competence in core MCH content, to demonstrate the ability to integrate core content with MCH skills, to provide an opportunity for the student to make a professional oral presentation, and to satisfy the University requirement.

The Department of Maternal and Child Health's comprehensive examination is administered orally during the examination period at the end of the spring semester of the student's first year. Any exception must be approved in writing by the Chair of the Master's Program.. The MCH core courses, MHCH 701 and 702: Foundations in MCH, must be completed prior to the exam.

Comprehensive Exam Procedures

- Five questions will be distributed approximately two weeks ahead of time (including at least one question which could be answered either from a domestic or a global perspective or requires domestic/international comparison). Material to be covered in the exam will come directly from the 701 and 702 readings and lectures. Students are encouraged to refer to examples from the course readings in their answers.
- One student will present to two faculty members (one full time and one adjunct or retired).
- Students will select one question, and the faculty examiners will select a second.
- Students have the opportunity to respond for up to five minutes per question. Faculty may question the student for another ten minutes per question.
- After the two questions, the student is excused for five minutes while the two faculty examiners decide upon a grade (pass/fail).
- The student then returns for feedback and a grade.

Failure of one of the two questions constitutes failure of the entire exam. The entire exam must then be re-taken.

In the event that the student fails the examination, either by agreement of the two examiners or by the vote of a third faculty member, the student must wait three months to retake the exam. A third exam, in the case of a second failure, is allowed only with the approval of the Administrative Board of the Graduate School. *Registration is required in the semester in which the comprehensives are taken.*

The following protocol will be followed when a student does not pass her or his oral comps:

1. The examiners will notify the Chair of the Master's Committee.
2. The Chair of the Master's Committee will immediately notify the student's advisor.

The following is the procedure to re-take the exam:

1. The Chair of the Master's Committee will appoint two new examiners.
2. The Chair of the Master's Committee will set a date for the examination and will notify the student.
3. The student will be examined on two of the remaining three original questions: one question will be chosen by the student and the other by the examiners.

Appendix C: Culminating Experience – Master’s paper

OBJECTIVES

The Master’s paper is a component of the student’s culminating experiences. The main objectives of the MCH Master’s Paper/Product include the following:

1. To demonstrate ability to communicate ideas in writing.
2. To demonstrate knowledge of a specific MCH content area.
3. To produce a product that is a contribution to the field.
4. To demonstrate competence and a theoretical base in an MCH content area.
5. To be able to formulate and test a hypothesis or hypotheses (in the case of original research).

CREDIT HOURS

MHCH 992 (Master’s Paper) is three credits, as required by the Graduate School. While registered for MHCH 992, a student is considered full-time. *Students must be registered for the semester in which they submit their Master’s paper.*

Please follow this [link](#) for instructions about submitting an electronic copy of the Master’s paper, with scanned signatures on the Title page from both readers, to the [Carolina Digital Repository](#). The Student Services Manager will get a copy automatically, and can monitor when submissions have been made.

MASTER’S PAPER TIMELINE

Task	Months before Graduation	August	December	May
		November	March	October
Meet with advisor to discuss topic and IRB application, if necessary	9			
Select second reader; develop agreement and timeline	5	March	July	December
First draft	3	May	September	February
Second draft	2	June	October	March
Submit final paper	1	July	November	April
Master’s Paper Presentations				April

EXAMPLE Graduation Master's Paper Timeline

In order to assist students and their advisors in producing the Master's project, the Department has established the following timeline. An updated timeline will be provided at the beginning of each semester for future graduation dates:

Date	Activity	Acknowledgment by Student	Acknowledgment by Advisor/First Reader
October 4	Student and advisor agree on a topic and the type of activity. At this time, the student and advisor should decide if the advisor or another faculty member will serve as the first reader.		
November 25	Student secures the participation of a second reader.		
November 30	Student and advisor/first reader agree on a specific set of activities and associated deadlines.		
	Second reader agrees to the plan developed by the student and advisor/first reader.		
February 15	Completed draft of paper/project is submitted to the readers.		
March 1	Final draft is submitted to the readers for comments.		
March 20	Final version is submitted to both readers for their review.		
April 10	Final version, signed by both readers, is submitted to the Student Services Manager.		

The student is responsible for notifying the Academic Coordinator that each step of this timeline has been completed **no later** than the indicated dates. Students will be held accountable for these dates. **Please note, that failure to meet the draft deadline 2 months prior to the final version due date may jeopardize graduation.**

THE INSTITUTIONAL REVIEW BOARD (IRB)

Some students may conduct original research using human subjects as part of their field training and propose to write this up for their Master's papers or theses. For such students, IRB approval must be secured. Students should also seek guidance from the IRB about the need for approval of Master's Paper projects involving analysis of data from faculty or other investigators' prior research. Original research conducted for the Master's Paper must receive IRB approval prior to the commencement of research activities. A letter of determination to the IRB will clarify whether or not secondary data analysis constitutes human subjects research. Please see the IRB website at <http://ohre.unc.edu/index.php> for more information on this application process.

PRODUCT AND CONTENT

The student may choose one of the following options, with the consent of the advisor. The recommended content is outlined under each type of product.

Review paper

A systematic review of the literature/research related to a specific topic. The review must be systematic and include a critical approach for the purpose of making policy or program recommendations. The paper should include the following.

- Title page
- Abstract (use *AJPH* guidelines as follows):
Use complete sentences and spell out acronyms at first mention. Abstracts should be 120 words or less (not including headings). Research articles have structured abstracts with four headings: Objectives, Methods, Results, and Conclusions. Other articles (such as reviews) have unstructured (without headings) abstracts. Number the abstract page as page 2. (The title page is page 1, but does not need to be labeled as such.)
- Table of contents
- Problem statement and its relevance to MCH
- Search strategy including criteria for selection of articles
- Critical review of the selected literature
- Interpretation of findings
- Policy implications/recommendations and significance for MCH
- Conclusions
- References/Citations (*AJPH*-adapted Vancouver style required)
- Acknowledgements
- Appendices

Original research

This involves study design, data collection, analysis, and policy-related discussion that addresses a specific MCH issue/problem. Duke medical students are required to conduct quantitative analysis or equivalent with prior approval of the Duke Medical School Director of the MD-MPH program. The research report should include the following:

- Title page
- Abstract (use *AJPH* guidelines as follows):
Use complete sentences and spell out acronyms at first mention. Abstracts should be 120 words or less (not including headings). Research articles have structured abstracts

with four headings: Objectives, Methods, Results, and Conclusions. Other articles have unstructured (without headings) abstracts. Number the abstract page as page 2. (The title page is page 1, but does not need to be labeled as such.)

- Table of contents
- Problem statement
- Hypotheses and/or research questions and their relevance to MCH
- Literature review
- Methods: design, sampling, data collection, data analysis
- Results and interpretation of results
- Policy implications/recommendations and significance for MCH
- Conclusions
- References/citations (*AJPH*-adapted Vancouver style required)
- Acknowledgments
- Appendices

Individual alternative

Any of the following would need to be fully justified and negotiated individually between the student and his/her advisor in advance of developing the project. Some form of assessment (e.g., pilot effort with audience evaluation and reflective self-assessment) must be part of the activity.

- a paper for publication
- a technical report
- a grant proposal
- an instructional video (with accompanying script and other written materials)
- a computerized, interactive, self-instructional module (with accompanying script and written materials)
- a training curriculum
- a 50 minute lecture, including objectives, slides, handouts, reading list, exams, etc.

Content guidelines for alternative options are as follows:

- Any non-print option (such as an instructional video, a computerized self-instructional module, etc.) must be accompanied by a manual including learning objectives, target audience, instructor's guide, readings, questions for discussion or self-assessment, examination(s), and evaluation of the material by the student(s). In the case of a video, it should be a maximum of 30 minutes long.
- Occasionally, a student will submit a Master's paper based on a team project in a course, or original research that generates a manuscript for publication. If the Master's paper is the result of work resulting from a team project, the student must prepare a statement explaining the team project and describing what portion of the paper is her or his own independent work. All the students or others who worked on the project must give their written permission to use the project for a Master's paper. If the Master's paper is being submitted for publication and has authors in addition to the Master's student, the other authors must give their written permission in writing for the data to be submitted as a Master's paper.
- Other individual alternatives to the Master's paper (such as a training curriculum or formal lecture) should be the equivalent of a single class or training session. As with the non-print options above, this alternative must include, in addition to the outline of the lecture/curriculum itself, a manual including learning objectives, target audience, instructor's guide, readings, questions for discussion or self-assessment, examination(s),

and forms for evaluation of the material by the student(s) or participant(s) framed as scholarly practice by including a literature review and developing evidence-based recommendations.

- An acceptable product could be the result of the field training experience. However, students who expect to submit a report, a plan, a grant application, a survey, etc., based on the field training experience to satisfy the Master's paper requirement should be prepared with an alternative in the event that the project falls through during field training. The alternative should be developed between the student and her or his advisor ahead of time.

Other

The student may have an idea for the Master's paper that does not fit into any of the above categories. In this case, the advisor will present the idea and how it will be operationalized to the Master's Committee for approval.

FORMAT

Written Products

- The length of the Master's paper typically ranges from 20 to 40 double-spaced pages.
- Margins should be as recommended by the University guidance for Master's theses: left margin one and one-half inches throughout the text, right, top, and bottom margins one inch throughout the text.
- A separate bibliography in addition to references/citations is *not* recommended.
- Footnotes are not desirable except as AJPB guidelines require them for unpublished sources.
- Structured abstract. (Overview, methods, results, discussion/conclusion).

Tables and figures should be integrated into the text and placed in the text close to where they are discussed. Titles of tables and figures should be complete and explicit so that the table and/or figure could stand alone. Tables and figures should not provide redundant information already discussed in the text.

Appendices are not necessary and should be limited to examples of forms such as questionnaires, data collection forms, informed consent, etc.

Students may also refer to previous years' Master's papers, which are available through <http://tinyurl.com/uncmchmasterspapers>

A grant proposal must follow the format suggested by the NIH for R01 applications, unless the student and the advisor agree that the format proposed by another agency would be more appropriate. See instructions for [PHS 398](http://grants1.nih.gov/grants/funding/phs398/phs398.html#forms) application forms at <http://grants1.nih.gov/grants/funding/phs398/phs398.html#forms>.

A technical report should follow the format generally used by the agency for which the report is written, unless another format previously agreed upon by the advisor and student is more appropriate.

Individual Alternatives

The format for these will depend upon the specific alternative proposed and should be agreed upon by the advisor and student.

Title Page for all Master's papers

**A STUDY OF THE RELATIONSHIP BETWEEN MATERNAL
PROTEIN DEPRIVATION AND THE INCIDENCE
OF TOXEMIAS OF PREGNANCY**

By

Jane Smith

A paper presented to the faculty of The University of North Carolina at
Chapel Hill in partial fulfillment of the requirements for the
degree of Master of (Master of Science in) Public Health
in the Department of Maternal and Child Health.
Chapel Hill, N.C.

(date)

Approved by:

First Reader

Second Reader

PROCESS

Students are encouraged to begin thinking about the Master's paper as early in their program as possible. Ordinarily, the advisor serves as the first reader. In the event that s/he is not sufficiently comfortable with the topic area to critically evaluate the paper, either the student or advisor may identify an alternative first reader within the Department, or the student, in consultation with the advisor and the second reader, may determine that the second reader will assume the major guidance for the paper. The roles of the second reader can be anywhere on a spectrum that extends from major guidance during the development of the paper through sharing equally with the advisor or first reader in the oversight of the paper, making general comments on the completed draft. Usually, the second reader is also an MCH faculty member, but any UNC faculty member (including adjunct faculty) may serve as the second reader with the advisor's consent.

For Duke medical students, in addition to the two UNC faculty members, the Director of the MD-MSPH Program at Duke Medical School must also approve both the paper and the proposal but is NOT required to actually sign the paper. Guidelines for the selection of the second reader are as follows:

All students should establish a written timetable and outline of mutual expectations for themselves, advisor, and readers. The Timetable should include the type of master's paper and specific dates when drafts will be due and returned with comments. A recommended schedule follows. Each student will adapt the timetable to his or her own situation, but note that the date to turn in the Master's paper will be firm to assure timely completion of this course requirement.

Appendix D: MCH Skills Courses

MPH students are required to complete 3 skills or methods courses; MSPH students are required to complete 2 such courses. Skills courses (e.g. research methods, program planning) are in contrast to topical courses (e.g. injury prevention, human sexuality). All students must take at least one skills course offered by the MCH Department. The MCH Department offers the following skills courses

MCH SKILLS COURSES

MCH Program Planning and Evaluation (MHCH 700)

This is intended to provide graduate students with the skills useful in MCH practice in public health agency settings, through a practical exercise in planning a public health intervention. Specific content and skills to be covered are how to:

- conduct a problem analysis and needs assessment;
- write goals and measurable objectives;
- conceptualize the problem and use theory to develop a program;
- critically review the literature for evidence of program efficacy;
- specify your program and plan for implementation evaluation;
- design an outcome evaluation and considering threats to validity;
- write proposals (how to turn a plan into a funding application).

Research Methods in MCH (MHCH 713 and 713L)

This course is intended to provide the student with the skills necessary to plan, implement and interpret basic research in the settings that most Master's level graduates may be expected to work. The emphasis is on skills, not theory, and on practical applications rather than more academic concerns. A practical exercise in conducting a limited research project is desirable. Specific content and skills to be covered are:

- how to formulate a research question;
- how to write hypotheses;
- what a theoretical model is and how to construct one;
- how to create a representative sample;
- how to identify and when to use experimental, quasi-experimental, and observational designs;
- how to recognize and when to use case control and time series designs;
- when to use primary versus secondary data sources, and in the case of the latter, how to access some common MCH data sets;
- application of research methods such as data collection, measurement, of variable operationalization, tests of validity and reliability, and data analysis;
- research ethics, especially human subjects' issues.

MCH Monitoring and Evaluation (MHCH 723)

This course provides students with the basic concepts and methodologies needed to undertake monitoring and evaluation of programs in global maternal and child health (MCH). The course covers monitoring & evaluation systems, conceptual frameworks and logic models, indicators, information sources, evaluation designs, implementation science, and current related topics. Specific content and skills to be covered are:

- Describe the role of monitoring and evaluation in the implementation of public health programs;
- Given a set of MCH program objectives and activities, formulate a conceptual framework and a logic model for how the program or intervention will lead to specific health outcomes and impacts;
- Describe the elements (inputs, processes, outputs, outcomes) that provide the context for monitoring and evaluation activities;
- Describe the primary sources of data, and their uses;
- Develop program indicators based on an understanding of program specific criteria;
- Determine the types of programs and questions that require formative research, operations research, process evaluation, and outcome evaluations;
- Describe evaluation designs and their relative strengths and weaknesses;
- Discuss the issues involved with measuring program impact; and
- Develop a monitoring and evaluation plan for an MCH program.

Additionally, students may find skills courses in other departments, as long as they take at least one in the MCH department. Students have enrolled in the following courses to meet the skills course requirement. We cannot guarantee that the courses are offered on a regular basis, nor that you will be able to enroll (all courses are offered at the respective Departments' discretion), but it may help you understand what may meet the skills course requirement. This list is not comprehensive. To get a course added to the list, please submit the syllabus to your adviser for approval. If approved, please let Carrie Aldrich know so she can mark that in your plan of study.

GEOG 541 – GIS in Public Health
NUTR 809 – Applied Qualitative Research Methods
PUBA 758 – Navigating Nonprofit Local Government
PUBH 735 – Policy Development PUBH 748 – Policy Development
SOWO 885 – Financial Management of Nonprofit Organizations
HBEH 710 – Community, Capacity, Competence & Power
HBHE 753 – Qualitative Research Methods
HPM 470 – Statistical Methods for Health Policy and Management
HPM 620 – Health Disparities and Vulnerable Populations
HPM 725 – Health Care Strategy and Marketing
HPM 738 – Health Operations Management
HPM 771 - Introduction to Regression Models for Health Services Research
HPM 881 – Linear Regression Models
HPM 882 – Advanced Methodology in Health Policy and Management
HPM 883 – Analysis of Categorical Data
EPID 750 – Fundamentals of Public Health Surveillance
SOWO 911 - Applied Regression Analysis and Generalized Linear Models
EDUC 784 – Statistical Analysis of Educational Data II

Appendix E: CGBI

The [Carolina Global Breastfeeding Institute](#) (CGBI), which is part of the Department of Maternal and Child Health, works with local, state, and international organizations to grow, innovate, and expand activities in the areas of breastfeeding research, service, and training. CGBI, along with its associates and affiliates, contribute to the “Three Bs”: optimal birth practices, optimal breastfeeding support, and optimal birth spacing, as well as related reproductive health policies and programs.

CGBI goals are to:

1. **Create and disseminate the evidence base for action:** breastfeeding-friendly operational and translational research and secondary data analyses.
2. **Educate and mobilize future leaders and influential groups:** developing new and innovative curricula and approaches including 1) a complete training course for preparation for the International Board of Lactation Consultant Examiners (6 credits plus practicum); 2) Survey Course - Public Health and Infant and Young Child Feeding (3 credits); 3) participation in teaching other courses; and 4) thesis and paper support and readership.
3. **Communicate/Share:** creating the go-to site for breastfeeding as a reproductive and health issue. CGBI’s [website](#) offers background and information on all project work, nearly all of which has student involvement.
4. **Serve, partner, provide technical assistance:** leveraging action at the state, national and international levels through partnering with individuals, communities, and organizations and providing technical assistance, including support for evaluation, meetings, policy enhancement, etc. through evidence-based advocacy.