

Meg Landfried, MPH

Department of Health Behavior
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EDUCATION

- May 2008 **Master of Public Health**, Health Behavior and Health Education
Gillings School of Global Public Health, University of North Carolina at Chapel Hill
- May 2003 **Bachelor of Arts**, Sociology, *magna cum laude*
Mary Washington University, Fredericksburg, Virginia

PROFESSIONAL EXPERIENCE

- 2018-present **MPH Practicum Director**, UNC Gillings School of Global Public Health; Chapel Hill, NC
- 2018-present **Teaching Assistant Professor**, Department of Health Behavior, UNC Gillings School of Global Public Health; Chapel Hill, NC
- 2014-2018 **Lecturer** (faculty appointment), Department of Health Behavior, UNC Gillings School of Global Public Health; Chapel Hill, NC
- 2011-2014 **Lecturer** (adjunct appointment), Department of Health Behavior, UNC Gillings School of Global Public Health; Chapel Hill, NC
- 2010-2019 **MPH Program Manager**, Department of Health Behavior, UNC Gillings School of Global Public Health; Chapel Hill, NC
- 2008-2010 **Field Training Coordinator**, Department of Health Behavior, UNC Gillings School of Global Public Health; Chapel Hill, NC
- 2007-2008 **Research Assistant**, Department of Health Behavior, UNC Gillings School of Global Public Health; Chapel Hill, NC
- 2006-2007 **Research Assistant**, North Carolina Child Treatment Program, UNC Department of Pediatrics; Chapel Hill, NC
- 2005-2006 **Executive Assistant to the Chair**, Administration, UNC Department of Pediatrics; Chapel Hill, NC
- 2005 **Administrative Assistant**, Division of Gastroenterology, UNC Department of Pediatrics; Chapel Hill, NC

2005 **Research Assistant**, Smoke Free Kids Project, Pacific Institute for Research and Evaluation; Chapel Hill, NC

HONORS & AWARDS

- 2023 **Delta Omega Innovative Curriculum Nominee** in recognition of public health course curricula that are innovative and integrate actual public health practice experiences and examples into classroom discussions and exercises. Awarded by the Delta Omega Honorary Society in Public Health.
- 2020 **Teaching Innovation Award** in honor of faculty members who inspire students; enhance student learning through creative, engaging and innovative teaching methods; and/or support student success in the classroom and student growth as public health professionals. Recognized for HBEH 746/992 instruction. Awarded by the UNC Gillings School of Global Public Health.
- 2020 Inductee, **Delta Omega Honorary Public Health Society**, Faculty Member of Theta Chapter, University of North Carolina at Chapel Hill.
- 2019 **Office of the Provost Award for Engaged Teaching** in recognition of exemplary engaged scholarship in service to the state of North Carolina. Recognized for Capstone program. Awarded by the University of North Carolina at Chapel Hill.
- 2018 **Impact in Practice Award** in recognition of community-engaged work that makes a substantive impact on the delivery of services or community health. Recognized for Capstone program. Awarded by the UNC Gillings School of Global Public Health.
- 2013 **Staff Excellence Award** in recognition of work that demonstrates impact and a focus on the core values of the School UNC Gillings School of Global Public Health. Awarded by the UNC Gillings School of Global Public Health.
- 2008 **Robert E. Bryan Public Service Award** in recognition of outstanding engagement and service to the state of North Carolina that is characterized by: working in partnership with community members; inspiring and involving others, and/or helping others to serve; responding to a practical problem, issue, or concern of the state; and working to assure the impact in the community is lasting. Recognized for the North Carolina Art Therapy Institute's Burma Project. Awarded by the University of North Carolina at Chapel Hill.
- 2008 **Delta Omega Service Award**, National Public Health Honorary Society, in recognition of leadership outside the classroom. Awarded by UNC Gillings School of Global Public Health.

MEMBERSHIPS

International Association for Research on Service-Learning and Community Engagement

PUBLICATIONS

Book Chapters

Linnan, L., **Landfried, M.**, French, E., and Moracco, B. (2019). Expanding student learning while developing community capacity: Effective use of group-based, service-learning approaches. In: Galea, S and Sullivan, L. (Eds.) *Teaching Public Health* (pp. 221-234). Johns Hopkins University Press.

Book Chapters in Preparation

Landfried, M., Preparing students to work in the community. In: Galea, S and Sullivan, L. (Eds.) *Teaching Public Health, Volume 2*. Baltimore: The Johns Hopkins University Press.

Peer-Reviewed Articles

Landfried, M., Chen, E., Savelli, L. B., Cooper, M., Price, B. N., and Emmerling, D. (2023). MPH Capstone experiences: promising practices and lessons learned. *Frontiers in Public Health*, 11. <https://doi.org/10.3389/fpubh.2023.1129330>

Linnan, L., Steckler, A., Maman, S., **Ellenson, M.**, French, E., Blanchard, L., Bowling, M., Yamanis, N., Succop, S., Davenport, A., and Moracco, K. (2010). Engaging key stakeholders to assess and improve the professional preparation of MPH health educators. *Am J Public Health*; 100(10):1993-9.

Manuscripts Under Review

Landfried, M., Savelli, L. B., Price, B. N., Chen, E., and Emmerling, D. Using a Critical Service-Learning Approach to Prepare Public Health Practitioners. *Journal of Service Learning in Higher Education*. Under review.

McIntire, S., Emmerling, D., **Landfried, M.**, Lightfoot, A., and Polston, P. Lessons Learned to Inform Design Choices in Experiential Education for a Newly Proposed Bachelor of Science in Public Health. *Pedagogy in Health Promotion*. Revise and resubmit.

PRESENTATIONS

*student co-presenter

Landfried, M., Emmerling, D. “Measuring critical service-learning and its long-term impacts: a methodological discussion for community-engaged capstone programs” International Association for Research on Service-Learning and Community Engagement (IARSLCE) Annual Conference, New Orleans, Louisiana. (October 27, 2023).

Landfried, M., Emmerling, D. “A public health capstone program: Impacts and enduring tensions.” UNC Center for Faculty Excellence Faculty Showcase on Teaching, Chapel Hill, North Carolina (March 23, 2023).

Landfried, M., Steiner, J., Villarreal, N., and Cooper,* M. “Practicum program redesign: Prioritizing student preparedness and tuition savings.” American Public Health Association (APHA) Annual Meeting, Denver, Colorado (October 22, 2021).

Landfried, M., Emmerling,* D., Cooper,* M., Chen, L., and Moracco, K. “Capstone: A community-led integrative learning experience to prepare students for Public Health 3.0.” American Public Health Association (APHA) Annual Meeting, Denver, Colorado (October 26, 2021).

Merino, Y., Polston, P., Joshi, A., Zuercher,* A., and **Landfried, M.** “Calibrating the curriculum: Customizing multi-section course equity content to meet varied needs of students” American Public Health Association (APHA) Annual Meeting, Denver, Colorado (October 26, 2021).

Nilsen, R., **Landfried, M.**, Emmerling, D., and Krome-Lukens, A. “Making capstones community-responsive: Lessons from policy and public health.” Workshop, North Carolina Campus Compact 2020 Pathways to Achieving Civic Engagement (PACE) Conference, Greensboro, NC (February 12, 2020).

Landfried, M., Nilsen, R., Emmerling, D., and Krome-Lukens, A. “Community-Responsive Capstone Courses: Lessons from Public Policy and Health Behavior” Workshop, Engagement Scholarship Consortium 2019 Meeting, Denver, Colorado (October 9, 2019).

Ellenson, M., Schurmann, A., and Schwartz, M. How to conduct a needs assessment with refugees from Burma. North Carolina Refugee Conference, Atlantic Beach, North Carolina (August 28, 2007).

Decker, C., Cathcart, B., **Ellenson, M.**, Schurmann, A., Schwartz, M. and Singh, N. From southeast Asia to southeast United States: an action-oriented community diagnosis of the Burmese refugee community in central North Carolina. 135 Annual Meeting and Exposition of the American Public Health Association, Washington, D.C. (November 5, 2007).

In Preparation

Landfried, M., Price, B., Savelli, L., and Ingram, D. “Exploring Ungrading in a Community-Led MPH Integrative Learning Experience: Initial Insights and Reflections.” American Schools and Programs of Public Health Annual Meeting for Academic Public Health, Arlington, VA (March 21, 2024).

Landfried, M., Price, B., Savelli, L. “Community-led capstone program.” Delta Omega Innovative Curriculum Award Webinar Presentation (April 23, 2024).

TEACHING ACTIVITIES

Classroom Instruction

2023- present **Residential Faculty Lead.** MPH Post-Practicum Assignments (SPHG 704/707). 0.5 credit. Required course. Online format. 253 students in 2023.

Description: This course facilitates reflection on students’ practicum experiences and awards credit to practicum assignments.

2022-present **Residential Faculty Lead.** MPH Pre-Practicum Assignments (SPHG 703). 0.5 credit. Required course. Online format. 232 students in 2023. 22 students in 2022.

Description: This course provides supports for the practicum search process and awards credit to pre-practicum assignments.

2020-2022 **Faculty Lead.** Practicum Assignments & Interprofessional Practice (SPHG 702). 1 credit. Required course. Online format. 328 students in 2022. 172 students in 2021. 159 students in 2020.

Description: This course awards credit to required practicum assignments and the interprofessional practice activities (i.e., Partnership for Population Health activities) that

help students obtain MPH Foundational Competency #21, "Integrate perspectives from other sectors and/or professions to promote and advance population health."

- 2020-2022 **Faculty Lead.** Leading from the Inside-Out (SPHG 701) 2 credits. Required course. Online format. 295 students in 2022. 174 students in 2021. 152 students in 2020.
- Description:* This course prepares students for public health practice by introducing fundamental leadership skills necessary to advance equity and recognize and address bias in organizational settings.
- 2017-2019 **Instructor.** Professional Development Part I (HBEH 703) 1 credit. Required course. Residential format. 38 students in 2019, 40 students in 2018, 44 students in 2017.
- Description:* This course is designed to prepare students for practicum and Capstone experiences that advance their career goals.
- 2012-present **Instructor.** Community-led Capstone Project (HBEH 746/992). 6 credits (year-long course). Required course. Residential Format. 91 students in 2022-2023, 47 students in 2021-2022, 51 students in 2020-2021, 38 students in 2019-2020, 40 students in 2028-2019, 45 students in 2017-2018, 37 students in 2016-2017, 45 students in 2015-2016, 43 students in 2014-2015, 54 students in 2013-2014, 48 students in 2012-2013.
- Description:* Capstone (HBEH 746/992) is a year-long, community-led, group-based, mentored, critical (i.e., explicit aim of social justice) service-learning course that gives students an opportunity to synthesize and apply their MPH training to community-designed public health projects. Over an entire academic year, each team of 4-5 Capstone students works with a partner organization and its constituents to produce a set of 4-6 deliverables that are responsive to the community partner organization's self-identified needs. The deliverables produced for this course serve as a substitute for The Graduate School's master's thesis requirement and satisfy the Council on Education for Public Health's (CEPH) Integrative Learning Experience (ILE) requirements.
- 2011-2019 **Instructor.** MPH Practicum (HBEH 742) 1 credit. Required course. Residential Format. 38 students in 2019, 40 students in 2018, 45 students in 2017, 37 students in 2016, 45 students in 2015, 43 students in 2014, 54 students in 2013, 48 students in 2012.
- Description:* This course awards credit to the degree's applied practice experience requirement.
- 2009-2011 **Co-Instructor.** Health Behavior Practice I (HBHE 740). 4 credits. Required Course. Residential format. 52 students in 2011, 35 students in 2010, 41 students in 2009.
- Description:* This course has three primary goals: 1) to solidify, build on, and apply practice-based learning in Year 1 of the HBHE MPH program in the following content areas: community engagement/assessment and intervention selection/development/adaptation/ implementation; 2) to provide a structured environment to enhance experiential learning related to capstone team work; and 3) to successfully apply key lessons learned from engagement/assessment and intervention selection/ development/adaptation/ implementation modules to the capstone projects.

2010-2012 **Co-Instructor.** Health Behavior Practice II (HBHE 741) 4 credits. Required Course. Residential format. 52 students in 2012, 35 students in 2011, 41 students in 2010.

Description: This course is designed to offer students the opportunity to synthesize and integrate knowledge acquired through academic studies and other learning experiences, such as the practicum, and apply that knowledge to a public health issue faced by a community organization or research team.

ADVISING & MENTORING ACTIVITIES

BSPH Project Advising

2010 Katey Mote and Matthew Ragazzo
Hygiene Education & Sanitation in Moldovan Schools
The Daniel A. Okun Chapter of Engineers Without Borders (Ceadir Lunga, Gagauzia, Moldova)

MPH Academic Advising

2023-present Mayla Gilliam
Olivia Linn
Shannon Miller
Bex Orton
Madison Robertson
Madeline Van Husen

2021-present Jennifer Farris

2020-2023 Viviana Martinez
Kristin Podsiad
Emma Vinella-Brusher

2019-2022 Lauren Jensen

2018-2021 Morgan Cooper
Emily Gvino
Emma Stockton
Ellery Walker

2018-2019 Margaret Bryson

2017-2020 Anna Patterson

2016-2019 Karla Jimenez-Magdaleno
Michelle Plaugic
Hilary Pollan
Alison Salomon

2015-2018 Sarah Shaughnessy
Stephanie Tepperberg

2015-2016	Christina Galardi
2014-2017	Tianyuan Liu Jani Radhakrishnan
2014-2016	Julia Katz (co-adviser)

MPH Practicum Management/Direction

2022-2023	254 students
2021-2022	470 students
2020-2021	251 students
2019-2020	38 students
2018-2019	40 students
2017-2018	45 students
2016-2017	37 students
2015-2016	45 students
2014-2015	43 students
2013-2014	54 students
2012-2013	48 students
2011-20212	52 students
2010-2011	35 students
2009-2010	41 students
2008-2009	30 students

MPH Practicum Precepting

2010	Jessica Hopkins <i>Formative Assessment of the Appropriateness and Feasibility of Developing and Piloting a Hygiene Education Curriculum in Two Schools in Gagauzia, Moldova</i> The Daniel A. Okun Chapter of Engineers Without Borders (Gagauzia, Moldova)
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PhD Teaching Practicum Precepting

2021	Maleka Walker
2019	Kevin Smith Dane Emmerling

2018	Sable Watson
2015	Jayne Jeffries Susannah Zietz
2014	Cara Person
2012	Melissa Cox

DEPARTMENT SERVICE

2009-present	Capstone Project Review & Selection Committee, Chair
2021-2022	Curriculum Equity Action Team
2018	Academic Coordinator Search Committee, Member
2014-2018	MPH Admissions Committee, Member
2012-2017	Health Behavior Department Training Committee, Member
2008-2019	Health Behavior MPH Program Advisory Committee, Member
2008–2014	Department of Health Behavior Website Committee, Member

SCHOOL OF PUBLIC HEALTH SERVICE

2023-present	First Destination Survey Committee
2022-present	Annual Gillings Student Evaluation Survey Committee
2022-present	Gillings Event Planning Committee, Member
2022-present	Gillings Practice Coordinating Committee, Member
2021- present	Gillings Practice Advisory Committee, Member
2017-present	MPH Steering Committee, Member
2023	MPH Practicum Partnerships Coordinator Search Committee, Chair
2023	North Carolina Institute for Public Health Fellowship Director Search Committee, Member
2022	Associate Dean for Practice Search Committee, Member
2022	Career Services Coordinator Search Committee, Member
2022	MPH Practicum Coordinator Search Committee, Chair

2021-2022 Practice Task Force, Member
2020-2022 MPH Core Teaching Team, Member
2017-2019 MPH Steering Committee APE/ILE Subcommittee, Chair
2016-2019 Gillings Practicum Day Planning Committee, Chair
2014-2019 SPH Staff Excellence Award Committee, Member
2014-2018 SPH Practice Leads Committee, Member

UNIVERSITY SERVICE

2020-present Carolina Center for Public Service Public Service Awards Committee, Member
2020 COVID-19 Experiential Education Working Group, Member

COMMUNITY SERVICE

2023 WHOLE Schools Fund, Innovation Grants Review Committee Member
2017 Art Therapy Institute, Board Member

PRACTICE

I prepare students for public health practice through skills development in community engagement, leadership, project management, and interprofessional practice. My teaching and service efforts are conducted in partnership with over 350 governmental, non-governmental, non-profit, industrial, for-profit, and university-affiliated organizations. I direct the school-level practicum program and Capstone (HBEH 746/992), a practice-based culminating experience for Health Behavior and Health Equity, Social Justice and Human Rights (EQUITY) MPH students. These programs increase capacity among students and partner organizations to address public health issues and promote health equity. Practicum and Capstone partnerships yield more than 74,720 hours of student service¹ and over 1,000 student-generated products (e.g., conceptual models, curricula, databases, grant proposals, guides, instruments, literature reviews, logic models, program/evaluation/dissemination plans, policy briefs, presentations, reports, spreadsheets, tools, toolkits, websites, etc.) each year. Students' practicum and Capstone products aid in informing, assessing, developing, implementing, and evaluating public health policies, programs, and interventions. Students' products are disseminated through a myriad of channels such as community and academic meetings, journals, conferences, websites, social media, etc. and have a direct impact on addressing public health issues in North Carolina and across the globe. In sum, my work achieves public health practice impact through training the next generation of public health leaders and building capacity with community partners.

¹ 325 (average number of practicum students per year) x 200 (minimum hour requirement) = 65,000 practicum hours per year
54 (average number of Capstone students per year) x 6 hours per week (minimum hour requirement) x 30 weeks = 9,720 hours per year

ADDITIONAL PROFESSIONAL TRAINING

- 2023 Designing Higher-order Prompts for Class Activities and Assessments Workshop, UNC Chapel Hill
- Center for Faculty Excellence Pedagogy Reading Circle Improving Learning and Mental Health in the College Classroom by Robert Eaton, Steven V. Hunsaker, and Bonnie Moon
- Center for Faculty Excellence Pedagogy Reading Circle *Creating Wicked Students: Designing Courses for a Complex World* by Paul Hanstedt, UNC Chapel Hill
- Graduate Student Mentoring - Maintaining Effective Communication with Graduate Student Mentees, UNC Chapel Hill
- Wellness, Equity and Trauma Informed Pedagogy Skill-Building Workshop, American Schools and Programs of Public Health Annual Meeting, Arlington, VA
- Inclusive Excellence Summer Symposium: Disability Justice, Awareness, and Resources; Understanding International Student Experiences; and Military-Connected Student Experiences and Support, UNC Chapel Hill
- 2022 Inclusive Classrooms Summer Symposium: Creating Inclusive Classroom Discussions, Promoting Inclusivity in Classroom Discussions, and Facilitating Critical Conversations in the Classroom, UNC Chapel Hill
- 2021 Digital Accessibility Documents Part 1, UNC Chapel Hill
- Digital Accessibility in Course Design, UNC Chapel Hill
- Inclusive Classrooms Summer Symposium: Decolonizing Learning Spaces, UNC Chapel Hill
- Teaching & Learning Beyond the Pandemic, Elon University
- 2020 Health Behavior Equity in Teaching Workshop, UNC Chapel Hill
- Inclusive Classrooms Annual Symposium: Understanding and Addressing Structural Racism, UNC Chapel Hill
- Weekends with the Racial Equity Institute: A Groundwater Approach to Racial Equity, UNC Chapel Hill
- 2019 Equity in Teaching Institute, UNC Chapel Hill
- 2018 Current Events in the Classroom: What to Say and How to Say It, Duke University
- 2017 Innovation in Storytelling Workshop, UNC Chapel Hill
- Mental Health First Aid Training, UNC Chapel Hill

Racial Equity Institute Workshop, UNC Chapel Hill

Racial Equity Institute Phase I Training, Chapel Hill, NC

Safe Zone Training, UNC Chapel Hill

2016 Conflict Management Skills Training, Dispute Settlement Center, Carrboro, NC

2015 Course Development Institute on Service-Learning, UNC Chapel Hill

2014 Meeting Facilitation Skills Training, Dispute Settlement Center, Carrboro, NC

2013 Meeting Facilitation Skills Workshop, UNC Chapel Hill

2012 Opening Doors Diversity Awareness Training, UNC Chapel Hill

2011 Diversity in the Classroom training, UNC Chapel Hill

2011 Designing Good Survey Questions, UNC Chapel Hill

2011 Introduction to Qualtrics, UNC Chapel Hill

2010 Making Data Talk Training, Society for Public Health Education (SOPHE) Annual Meeting, Denver, CO

2010 Helping Advocates for Violence Ending Now (HAVEN) Training, UNC Chapel Hill