

DEPARTMENT OF HEALTH BEHAVIOR (GRAD)

Contact Information

Department of Health Behavior

Visit Program Website (<http://www.sph.unc.edu/hb>)

Kurt M. Ribisl, Chair

Health Behavior is a department within the Gillings School of Global Public Health.

Professors

Noel Brewer, Biases in Health Decisions, Health Communication, Decision Making, Cancer Prevention and Control

Eugenia Eng, Community-Based Participatory Research, Structural Issues of Race and Class, Lay Health Advisor Interventions

Edwin Fisher, Diabetes, Community and Peer Interventions, Chronic Disease Management, Smoking and Smoking Cessation

Vivian Go, Global Health, Opiates, HIV/AIDS, Sexually Transmitted Diseases, Substance Abuse, Violence Prevention

Carol Golin, Adherence to Chronic Medical Therapy, Patient-Provider Communication, Medical Decision Making for HIV Therapy and Prevention

Lisa Hightow-Weidman, mHealth, Social Media, Technology-Based Interventions, HIV/AIDS, HIV Care Continuum, LGBT

Laura Linnan, Applied Research in Worksites and Other Community-Based Settings, Multiple Risk Factor Behaviors, Organizational Change

Leslie A. Lytle, Obesity, Nutrition, Cardiovascular Disease, Evidence-Based Public Health

Suzanne Maman, HIV/AIDS, International Health, Associations Between HIV and Violence

Kurt Ribisl, Tobacco Control Policy, Built Environment and Health, Cancer Prevention and Control

Barbara Rimer, Cancer Control and Prevention, Tailored Print Communications

Deborah Tate, Obesity, Computer/Internet Interventions, Health Communication

Associate Professor

Clare Barrington, Global Health, Infectious Diseases, Minority Health, Sexually Transmitted Diseases

Assistant Professors

Nisha Gottfredson, Statistical Models, Research Methods, Substance Abuse

Megan Ellenson Landfried, Community Engagement, Culturally Relevant Interventions

Derrick Matthews, Minority Health, HIV/AIDS, Sexual Behavior, LGBT

Kate Muessig, Global Health, Health Communication, Infectious Diseases, Mental Health, Minority Health, Sexually Transmitted Diseases

Nora Rosenberg, HIV/AIDS, Adolescent Health, Global Health, Women's Health, Sexual Behavior

Professor of the Practice

Jim Herrington, Global Health

Research Associate Professors

Carolyn Crump, Worksite Health Promotion and Evaluation, Program Planning, Management

K. Elizabeth (Beth) Morocco, Women's Health, Violence Against Women, Evaluation Research

Research Assistant Professors

Alexandra Lightfoot, Community-Based Participatory Research, Health Disparities, Healthy Choices and Behaviors to Support the Growth and Development of Youth, Educational Inequities

H. Luz McNaughton Reyes, Adolescent Health, Reproductive Health, Global Health

Ha Viet Tran, HIV/AIDS, Substance Abuse, Global Health

Clinical Associate Professors

Lynn White Blanchard, Research Around Public Service (Including Community Partnerships and Collaborations), Program Evaluation, Service Learning

Jason B. Smith, Women's Health, Global Health, Sexual Health

Clinical Assistant Professor

Shelley Golden, Health Policy, Injury and Violence Prevention, Tobacco Control, Women's Health

Adjunct Professors

Robert DeVellis, Scale Development, Research Methods, Chronic Disease Management

Vangie Foshee, Adolescent Violence Prevention

Robert Foss, Alcohol and Transportation-Related Injury, Adolescent Injury, Social Policy Approaches to Injury Prevention

Daniel Halperin, HIV Epidemiology and Prevention, Behavior Change Approaches, Family Planning/Population, Public Health Research in Developing Countries

Krista Ferreira, Child Development and Adolescence, Mental Health and Substance Abuse, Latino Health, Education, and Employment, Demography of Immigration

Christopher Ringwalt, Drug Prevention, Survey Research, Program Evaluation

Carol Runyan, Injury Control, Violence Prevention, Worksite Injury Prevention

Michael Schulman, Occupational Injury; Injury Prevention and Control; Work, Violence and Health among Adolescents

Paschal Sheeran, Social Psychology, Health Behavior Change

Adjunct Associate Professors

Johanna Birckmayer, Health Policy, Tobacco Control

Lori Carter-Edwards, Aging, Evidence-based Public Health, Minority Health, Women's Health

Kristie Foley, Cancer Prevention, Global Health, Minority Health, eHealth, Public Health Ethics and Law, Tobacco Prevention and Control

Susan Gaylord, Alternative Therapies and Integrative Health Care, Aging, Health Beliefs and Care Pathways

Christine Jackson, Parenting and Family-Based Public Health, Health Communication, and Community-Based Intervention

Kathleen MacQueen, Qualitative Research Methods and Approaches in Research Design, Ethics in Public Health and Research (Including Applied Ethics Research), Social and Behavioral Dimensions of Clinical Trials Research (Especially HIV Prevention Trials)

Kathryn Pollak, Patient-Physician Communication, Smoking Cessation, Health Disparities

Wizdom Powell, Men's Health, Population Health Disparities, Social and Health Behavior Theory

Scott Rhodes, Sexual Health, HIV and Sexually Transmitted Disease Prevention, Health Disparities Among Vulnerable Communities

LaHoma Romocki, HIV/AIDS, Reproductive Health, Health Literacy, Diabetes, HPV Vaccine Feasibility, Cancer

Celette Skinner, Cancer Screening, Cancer Genetics, Tailored Interventions

Paige Hall Smith, Violence Against Women, Women's Health, Breastfeeding

Brian Southwell, Health Communication

Deborah Stroman, Diversity and Inclusion, Sport Business, Entrepreneurship, Marketing, Leadership Development

Anna Waller, Injury Prevention and Control, Data System Users (especially Database Design), Emergency Department Data and Surveillance

Godfrey Woelk, Project Design, Execution, and Analysis in HIV Prevention and Care, Maternal Health, Hypertensive Diseases of Pregnancy, Child Health, Community-Based HIV and Sexually Transmitted Disease Prevention

Michael Yonas, Social and Contextual Factors Associated with Youth Violence and Dating Violence, Community-Based Participatory Research

Adjunct Assistant Professors

Mary Altpeter, Health Promotion and Older Adults, Particularly Older Women; Community-Based Research and Health Promotion with Older Adults; Community-Based Research with Rural Populations

Justin Byron, Health Communication, Tobacco Control

Ewan Cobran, Cancer, Health Disparities

Delesha Miller Carpenter, Chronic Disease Self-Management, Patient-Provider Communication, Social Support

Lori Carter-Edwards, Cardiovascular Disease, Community Engagement, Evidence-based Public Health, Faith-based Organizational Health Promotion, Diabetes, Obesity, Health Disparities, Health Equity, Hypertension

Mary Davis, Prevention Education, Program Evaluation, Program Planning

Robert Flewelling, Substance Abuse Prevention, Community-Based Intervention, Adolescent Health Risk Behaviors

Moses Goldman, Minority Health, Obesity, Public Health Leadership, Community Engagement

Jennifer Gierisch, Cancer Prevention/Control, Health Communication, Chronic Disease Management, Mental Health, Tobacco Use Prevention/Control, Women's Health

Lisa Gilbert, Sexual and Reproductive Health, STD/HIV Prevention and Sex Education, Health Communication, Behavior Change Theory and Practice, Adolescent and Women's Health

Susan Haws, Adolescent Health, School-based Health, Substance Abuse

Megan Lewis, Social Relationships and Health, Cardiovascular Disease, Social Ecology

David McCoy, American Indian Health, Health Care of Rural and Minority Populations, Budgetary and Policy Aspects of the Delivery of Health Care

Margaret Molloy, Prevention, Health Behavior Change, Health Policy

Allison Myers, Tobacco Control, Public Health Policy, Health Equity

Melva Fager Okun, Tobacco Cessation, Nutrition, Physical Activity

Robert Pleasants, Injury Prevention and Control

Cherie Rosemond, Aging, Interdisciplinary Community Engagement

Arjumand Siddiqi, Social Epidemiology, Children's Health and Development, Social Policy and Health

Maihan Vu, Qualitative Research, Adolescent Health, Obesity and Physical Activity

Adjunct Instructors

Margaret (Molly) Cannon, International Health, Diabetes Prevention/Control, Health Care Delivery, Injury Prevention/Control

Denise Dickinson, Intervention Design and Program Management, Home-Based Interventions for Families

Elizabeth French, Patient Advocacy, Professional Development

Bernard Glassman, Emerging Technologies for Health Communication, Communication About Emerging Health Technologies, Writing About Science for Results

Deborah (Debbie) Grammer, Health Promotion, Project Management

Sally Herndon, Health Policy, Tobacco Use Prevention/Control

Alexis Moore, Community-Based and Rural Health Promotion, Lay Health Advisors, Breast and Cervical Cancer

Ingrid Morris, Health Policy, Health Promotion, Obesity Prevention

Carol Patterson, Obesity Prevention, Coping Mechanisms for Chronic Illness, Community Networking in Research Endeavors

Elizabeth Stern, Intimate Partner Violence, Training and Education, Latino Health, Sexual Violence

Karen Strazza, Community-Based Public Health, Community-Based Participatory Research, Minority Health, International Health

Katherine Turner, International Women's Health, Education and Training, Sexual and Reproductive Health Education and Counseling, Cultural Competency (Especially on Lesbian, Gay, Bisexual, and Transgender Health)

Gina Upchurch, Health Policy, Aging, Pharmaceutical Care

Amy Vincus, Global Monitoring and Evaluation, Adolescent Health, Substance Use Prevention, Sexual Violence

Karen Webb, Mental Health, Substance Abuse Prevention, Coalition-Building

Professors Emeriti

Karl Bauman

Brenda DeVellis

Jo Anne L. Earp

John W. Hatch

Ethel J. Jackson

Elizabeth Mutran

Allan Steckler

HBEH

Advanced Undergraduate and Graduate-level Courses

HBEH 561. Environmental and Science Video Storytelling. 3 Credits.

Students work in teams to produce, shoot, script, and report environmental, science, and medical stories for broadcast on "Carolina Week", the award-winning, student-produced television newscast.

Grading status: Letter grade

Same as: MEJO 561, HPM 551.

HBEH 562. Environmental and Science Documentary Television. 3 Credits.

Students work in teams to conceive, produce, and script mini-documentaries on environmental and science topics for broadcast on North Carolina Public Television.

Grading status: Letter grade

Same as: MEJO 562, HPM 552.

HBEH 600. Social and Behavioral Sciences in Public Health. 3 Credits.

This course focuses on social and behavioral science theories, research and interventions aimed at promoting health of individuals, groups, communities and populations. Two lecture hours per week. Enrollment is restricted to junior, senior, graduate, and certificate students in programs or majors within the School of Public Health.

Grading status: Letter grade.

HBEH 601. Principles of Statistical Inference for Health Behavior. 3 Credits.

Required preparation, knowledge of basic descriptive statistics. Majors only. Major topics include elementary probability theory, probability distributions, estimation, tests of hypotheses, paired and independent samples t-tests, ANOVA, linear and logistic regression, correlation and chi-squared procedures. SAS, a statistical software package, is used in the course.

Grading status: Letter grade.

HBEH 610. Alternative Spring Break. 2 Credits.

This course will explore issues, theories, and experiences relevant to social action, coalition building, and social change. The content of this course will be examined by confronting the possibilities and limitations of service and service-learning as it relates to APPLES Alternative Spring Break experiences.

Gen Ed: EE- Service Learning.

Grading status: Pass/Fail.

HBEH 611. Philanthropy as a Tool for Social Change. 3 Credits.

In this course students learn about and experience the process of awarding grants to local agencies. In addition to participating in the grant-making process, students learn about the nonprofit sector and the philosophy and practice of philanthropy through readings, class exercises, and guest speakers.

Gen Ed: EE- Service Learning.

Grading status: Letter grade.

HBEH 625. Injury as a Public Health Problem. 3 Credits.

This course examines unintentional injuries from a public health perspective. The course covers core concepts in injury prevention and control, including the epidemiology of unintentional injury, prevention strategies, behavioral models, child and adolescent injury, messaging framing, the Haddon matrix, and injury surveillance.

Requisites: Corequisite, EPID 600.

Grading status: Letter grade

Same as: EPID 625, MHCH 625.

HBEH 626. Violence as a Public Health Problem. 3 Credits.

This course covers core concepts in violence prevention and control, including the epidemiology of violence, prevention strategies for interpersonal and intra-personal violence, behavioral models that describe power structures that reinforce personal and societal factors affecting self-harm and violence towards others, and violence directed towards children and adolescents.

Requisites: Prerequisite, EPID 625.

Grading status: Letter grade

Same as: EPID 626, MHCH 626.

HBEH 660. Environmental and Science Journalism. 3 Credits.

Prepare students to work as environmental and science journalists. The course emphasizes writing skills in all delivery formats and interpreting environmental, science, and medical information for consumers. Honors version available

Grading status: Letter grade

Same as: MEJO 560, HPM 550.

HBEH 660H. Environmental and Science Journalism. 3 Credits.

Prepare students to work as environmental and science journalists. The course emphasizes writing skills in all delivery formats and interpreting environmental, science, and medical information for consumers.

Grading status: Letter grade

Same as: MEJO 560H, HPM 550H.

HBEH 690. Special Topics in Health Behavior. 1-3 Credits.

Special topics in health behavior. An experimental course designed for faculty who wish to offer a new course. Content will vary from semester to semester.

Repeat rules: May be repeated for credit. 6 total credits. 6 total completions.

Grading status: Letter grade.

Graduate-level Courses**HBEH 700. Foundations of Health Equity. 3 Credits.**

This is a required course for masters' students in the EQUITY concentration. The course will expose students to the broad context through which public health practitioners and researchers understand and address public health issues in regards to health equity, social justice and human rights. This course will provide students with an overview of the field, as well as an introduction to concepts and topics that are relevant across the MPH curriculum

Grading status: Letter grade.

HBEH 703. Professional Development Part I. 1 Credit.

Topics included in the fall semester focus on knowledge and skills to manage programs. Specific topics include leadership, followership, emotional intelligence, communication, conflict management, negotiation, and participatory decision making. The primary assignment involves a self-assessment and identification of a self-development plan.

Grading status: Letter grade.

HBEH 704. MPH Professional Development Part II. 1 Credit.

The spring semester will focus on knowledge and skills to manage programs with an emphasis on personnel and resources management. Specific topics include: supervision, interviewing, salary negotiation, non-profit management, organizational culture, budgeting, and proposal development. Majors only.

Grading status: Letter grade.

HBEH 705. Lesbian, Gay, Bisexual, and Transgender Health: A Population Perspective. 3 Credits.

This seminar course explores health challenges faced by LGBT populations. Discussions will span a variety of health behaviors and outcomes, determinants of health, developmental stages, identities, and settings. Students will be able to identify conceptual frameworks and considerations relevant in LGBT health research and practice.

Grading status: Letter grade.

HBEH 706. Effective Training for Global Health. 1 Credit.

Students are introduced to adult learning principles, effective training methods, course design and evaluation for international audiences and settings, and characteristics of culturally-competent trainers. Students work in teams to: design a course and activity; facilitate the activity; and provide and incorporate feedback to foster peer sharing and learning.

Grading status: Letter grade.

HBEH 709. U.S. Populations of Color. 3 Credits.

This course explores the various structural forces that impact the health status and health behaviors of populations of color in the United States.

Grading status: Letter grade.

HBEH 710. Community Capacity, Competence, and Power. 3 Credits.

The nature and delineation of participatory action research and its relevance to concepts, principles, and practices of community empowerment. Students learn methods (such as photovoice) through learning projects.

Grading status: Letter grade.

HBEH 715. Communication for Health-Related Decision Making. 2 Credits.

Course provides foundation and skills to understand and improve decision making that affects people's health. It teaches theoretical basis and evidence-based applications of health-related decision making.

Grading status: Letter grade

Same as: PUBH 715.

HBEH 720. Leading for Racial Equity: Examining Structural Issues of Race and Class. 2 Credits.

This multidisciplinary seminar prepares participants from graduate programs and communities to address the challenges of racial, ethnic, and tribal equity. Co-instructors promote applied leadership through: a firm definition and analysis of racism, power, and privilege; historic and current structures that sustain inequities; and anti-racism tools and resources for system change.

Grading status: Letter grade.

HBEH 725. Injury as a Public Health Problem. 3 Credits.

This course considers the causes and consequences of traumatic injury within developmental, social, and economic contexts, and dilemma in injury prevention. Injuries associated with transportation, violence, and the home and occupational environments are included. Three lecture hours per week.

Requisites: Prerequisite, EPID 600.

Grading status: Letter grade

Same as: MHCH 725.

HBEH 726. Adolescent Health. 3 Credits.

Topics covered include the epidemiology of health problems, developmental issues, health services, and psychosocial influences on adolescent problem behaviors. Course materials are useful for research generation and practical application. Three seminar hours per week.

Grading status: Letter grade

Same as: MHCH 726.

HBEH 727. Patient Advocacy. 3 Credits.

Explore competing definitions of patient advocacy. Topics related to ethics, policy, and law will be covered in the context of what have often been termed patient rights and responsibilities. Three lectures hours per week.

Grading status: Letter grade.

HBEH 730. Theoretical Foundations of Health Behavior. 3 Credits.

This course will provide an overview of social and behavioral science theories and frameworks that are currently used to: 1) understand health related behaviors; and 2) guide development of interventions and policies designed to prevent, reduce or eliminate major public health problems. We will use an ecological framework to examine theories at multiple levels of the social ecology, focusing on applications that will impact health at the population level.

Grading status: Letter grade.

HBEH 733. Introduction to Program Management. 3 Credits.

An introductory overview of health education program management. A practical study of personnel and financial management issues including staff development, recruitment, performance appraisal, budget preparation and monitoring. Three lecture hours per week.

Grading status: Letter grade.

HBEH 740. Health Behavior Practice I. 3 Credits.

This is the first part of year-long course covering key principles of health education practice. The coursework will be conducted in modules.

HBEH Practice I will cover community engagement/assessment and intervention, development, adaptation, and implementation. The course will draw from the expertise of a wide range of faculty and practitioners.

Grading status: Letter grade.

HBEH 741. Health Behavior Practice II. 3 Credits.

This is the second part of a year-long course covering key principles of health education practice. Coursework will be conducted in modules.

HBEH Practice II will cover evaluation, as well as sustainability, dissemination, and translation. The course will draw from the expertise of a wide range of faculty and practitioners.

Grading status: Letter grade.

HBEH 742. MPH Practicum. 1 Credit.

The practicum is an individual field training opportunity that serves as a bridge between a student's academic training and applied public health practice. Majors only.

Repeat rules: May be repeated for credit. 2 total credits. 2 total completions.

Grading status: Letter grade.

HBEH 743. Program Intervention, Implementation, and Monitoring II. 1-4 Credits.

Application of methods to analyze and interpret data regarding the effectiveness of health education interventions. Students work under faculty advisers to assess the effectiveness of interventions implementation in HBEH 742.

Requisites: Prerequisite, HBEH 742.

Grading status: Letter grade.

HBEH 744. Research Practicum for MSPH-to-PhD Students I. 1-2 Credits.

Individually designed and mentored research practicum for enhancing knowledge and skills in research through work on a research project.

Repeat rules: May be repeated for credit. 2 total credits. 2 total completions.

Grading status: Letter grade.

HBEH 745. Research Practicum for MSPH-to-PhD Students II. 1-2 Credits.

Mentored research practicum in writing a publishable manuscript.

Requisites: Prerequisite, HBEH 744.

Repeat rules: May be repeated for credit. 2 total credits. 2 total completions.

Grading status: Letter grade.

HBEH 746. Community-Led Capstone Project. 3 Credits.

Capstone (HBEH 746/992) is a year-long, community-led, group-based, mentored service-learning course that gives students an opportunity to apply HB MPH knowledge and skills to community-identified public health projects in partnership with local organizations. As the culminating experience of the HB MPH program, the products produced for this course serve as a substitute to The Graduate School's master's thesis requirement.

Grading status: Letter grade.

HBEH 750. Quantitative Methods in Health Behavior. 2 Credits.

Permission of the instructor required for non-majors. This course reviews quantitative methods in health behavior research, focusing on validity of conclusions drawn from observational and evaluation studies. The goal is to help public health practitioners be savvy consumers of published research studies and to identify the strengths and weaknesses of planned programs.

Grading status: Letter grade.

HBEH 751. The Role of Evaluation in Health Education. 2 Credits.

Emphasis on methods to show the importance of evaluation in health education program planning and developing skills in formative evaluation design, emphasizing analysis that contributed to decision making regarding programs. Two lecture hours per week.

Grading status: Letter grade.

HBEH 752. Health Behavior Survey Methods. 2 Credits.

This course is a critical examination and application of the concepts and methodologies necessary for effectively selecting, adapting, implementing, and evaluating evidence-based public health interventions.

Grading status: Letter grade.

HBEH 753. Qualitative Methods in Health Behavior. 3 Credits.

Approaches to designing qualitative research studies for the development and evaluation of public health programs. Emphasis is on the practice of collecting and analyzing data from individual interviews, focus group discussions, and observations. All students in the course are required to have completed CITI Human Subjects Training. Information on completing the training can be found at the CITI website: <http://www.citiprogram.org/default.asp?language=english>.

Requisites: Prerequisite, HBEH 750.

Grading status: Letter grade.

HBEH 754. Advanced Qualitative Research Methods in Health Behavior and Health Research. 3 Credits.

This course provides advanced graduate students in public health and related fields the opportunity to explore different analytic approaches and techniques and develop analysis and writing skills. Students will apply methods they learn to analyze, interpret and write-up the results of their own qualitative research.

Requisites: Prerequisite, HBEH 753.

Grading status: Letter grade.

HBEH 755. Popular and Empowerment Education for Health Educators. 3 Credits.

Explore empowerment education and popular learning methodologies within the context of health education, creating opportunities for dialogue between theory and practice. Examine adult learning theories, participatory learning concepts, and community development techniques. Will also discuss issues of power between practitioners, health educators, and the community.

Grading status: Letter grade.

HBEH 756. Social and Peer Support in Health: An Ecological and Global Perspective. 3 Credits.

Course will survey social support in health, including the nature and key processes of social support, cultural influences in different countries, and approaches to promoting peer support in health promotion around the world. Term assignment will entail planning a peer support program or research project of the student's choice.

Grading status: Letter grade.

HBEH 760. Research Methods with Health Behavior Applications I. 3 Credits.

Permission of the instructor for non-majors. Fundamentals of quantitative research in health behavior, including conceptualization of research questions and hypotheses, sampling, and experimental and observational research designs.

Grading status: Letter grade.

HBEH 761. Generalized Linear Modeling with Health Behavior Applications. 3 Credits.

Permission of the instructor for non-majors. Fundamentals of regression with continuous and categorical outcome data, including techniques to assess mediation. Applications with health behavior data.

Grading status: Letter grade.

HBEH 762. Multilevel Modeling with Applications to Health Behavior. 1-3 Credits.

This course prepares students to analyze nested or longitudinal data using random coefficient models using SAS. Three hours per week.

Requisites: Prerequisite, HBEH 761.

Grading status: Letter grade.

HBEH 763. Scale Development Methods. 3 Credits.

The purpose of this course is to provide students with a foundational theoretical knowledge of psychological assessment and a skills-oriented understanding of common qualitative and quantitative analytical techniques for scale construction. A secondary course objective is to expose students to structural latent variable models and related advanced latent variable modeling techniques relevant to scale development. This course is intended for doctoral students. Previously offered as HBEH 852.

Requisites: Prerequisite, HBEH 750; Permission of the instructor for students lacking the prerequisite.

Grading status: Letter grade.

HBEH 765. Cancer Prevention and Control Seminar. 3 Credits.

An interdisciplinary overview of cancer prevention and control. Emphasis on projects and activities from perspectives of epidemiology, health behavior and education, and health policy and management. Appropriate research design and methodologies are covered.

Grading status: Letter grade

Same as: HPM 765, EPID 772.

HBEH 772. Planning, Implementing and Evaluating Health Behavior Interventions. 2 Credits.

This course will critically examine and discuss models and processes to systematically plan and evaluate public health interventions. Students will develop skills in needs assessment, program planning, implementation, and evaluation by reading and discussing literature in the field, working individually and in small groups on in-class activities and outside assignments. This is a graduate level course. Students should have a basic understanding of public health principles, theories/models, quantitative and qualitative research methods, and biostatistics.

Requisites: Prerequisites, SPHG 711, SPHG 712, SPHG 713, HBEH 730, and HBEH 750.

Grading status: Letter grade.

HBEH 775. Introduction to Public Health Policy and The Policy-Making Process. 3 Credits.

This course introduces students to skills they will need to effectively assess and influence a policy process.

Grading status: Letter grade.

HBEH 780. Program Planning for Global Health. 3 Credits.

This course is designed to introduce students to key concepts in global health program planning and proposal development. You will learn how to consider context when designing programs, design programs based on theory and evidence, and consider key operational issues in planning. This is a required course for the Global Health MPH concentration. For those outside of the concentration, permission to enroll will be considered on a case-by-case basis.

Grading status: Letter grade.

HBEH 782. Professional Development for Global Health. 1 Credit.

Professional Development is part of the required training sequence for second year MPH students in the Global Health concentration.

Grading status: Letter grade.

HBEH 785. Critical issues in work, worker and workplace health. 3 Credits.

This course prepares students to contribute as members of an interdisciplinary team to protect and promote workers' health. Students will learn that work is a social determinant of health and explore the context in which worker health protection/promotion practitioners work. Students will be able to summarize key regulations and policies that impact work and worker health.

Grading status: Letter grade

Same as: ENVR 795.

HBEH 786. Essential Methods for Evaluating Worker and Workplace Health. 3 Credits.

Required course for the graduate certificate in Total Worker Health. Students in this course will develop skills for deploying a comprehensive, multi-level assessment of worker and workplace health. Students will draw on the evidence base to articulate a plan for engaging employees in assessments; describe how to conduct individual worker assessments ethically and legally; conduct several types of organizational assessment; summarize administrative data (such as use of sick leave in the worksite) and practice communicating

Requisites: Prerequisite, HBEH 785.

Grading status: Letter grade.

HBEH 787. Planning, Implementing and Evaluating Total Worker Health Interventions. 3 Credits.

Required course for the graduate certificate in Total Worker Health. Students in this course will apply the Comprehensive Planning-Implementation-Evaluation Framework to recommend a Total Worker Health intervention to address the needs of a specific group of workers. They will learn to use multiple data sources to identify a priority worker health/safety issue; identify and/or adapt worker-health interventions from the literature; and write an implementation and evaluation plan for their Total Worker Health intervention.

Requisites: Prerequisites, HBEH 785 and 786.

Grading status: Letter grade.

HBEH 795. E-Health. 3 Credits.

An overview of the positive and negative impacts of the Internet on public health. Covers research, evaluation sites, ethics, and use of theory that addresses key public health problems.

Grading status: Letter grade

Same as: MEJO 795.

HBEH 799. Special Studies in Behavior Change. 1-6 Credits.

Experimental course to be offered by faculty to determine the need and demand for the subject. Topics will be chosen by faculty based on current public health issues.

Grading status: Letter grade.

HBEH 800. Social Psychological Theories of Individual Health Behavior. 3 Credits.

Selected social psychological theories and their relationship to health promotion, disease prevention, and patient education. Three lecture hours per week.

Requisites: Prerequisite, HBEH 730; permission of the instructor for students lacking the prerequisite.

Grading status: Letter grade.

HBEH 802. Social Determinants of Health: Theory, Method, and Intervention. 3 Credits.

Discussion and readings will focus on population vs. individual perspectives on health, risk conditions vs. risk factors, concepts of causation, and knowledge development as a historic and social process. Course will also examine macro-level determinants of population health.

Requisites: Prerequisite, EPID 600.

Grading status: Letter grade

Same as: EPID 825.

HBEH 811. Development and Evaluation of Health Promotion and Disease Prevention Interventions. 3 Credits.

Permission of the instructor for non-majors. Doctoral seminar on application of theory and empirical evidence to intervention development, evaluation paradigms, and methods of process and outcome evaluations.

Grading status: Letter grade

Same as: NUTR 811.

HBEH 812. Professional Development for Doctoral Students I. 2 Credits.

Focus is on professional development competencies needed for doctoral training and career advancement. Emphasis is on topics relevant to students early in training.

Grading status: Letter grade.

HBEH 813. Professional Development for Doctoral Students II. 1 Credit.

Focus is on professional development competencies needed for doctoral training and career advancement. Emphasis is on topics relevant to students nearing the dissertation phase and training completion.

Grading status: Letter grade.

HBEH 815. Foundations of Health Behavior I. 3 Credits.

A critical examination of the conceptual, theoretical, and empirical bases of public health and health education, health transitions, globalization, and issues around social justice. Restricted to doctoral students majoring or minoring in Health Behavior.

Grading status: Letter grade.

HBEH 816. Foundations of Health Behavior II. 3 Credits.

A critical examination of the social determinants of health, health disparities, principles of individual and collective behavior and behavior change, and the role of health behavior in emerging public health issues. Restricted to doctoral students majoring or minoring in Health Behavior.

Grading status: Letter grade.

HBEH 825. Seminar in Interdisciplinary Health Communication. 3 Credits.

Permission required for nonmajors. Interdisciplinary overview of communication theory and research and critical analysis of applications of theory to interventions using communication for health. Three hours per week.

Requisites: Prerequisite, HBEH 730.

Grading status: Letter grade

Same as: MEJO 825.

HBEH 826. Interdisciplinary Health Communication Colloquium. 1.5 Credit.

Open to Interdisciplinary Health Communication graduate certificate and master's track students only. This course is structured for interactive student/faculty discussion on health communication research and practice. Seminar and online blog format.

Repeat rules: May be repeated for credit.

Grading status: Letter grade

Same as: MEJO 826.

HBEH 840. Advanced Field Training in Health Education. 1-3 Credits.

Open to doctoral students in the department. Under guidance by faculty and field counselors, students assume major responsibility for planning, executing, and evaluating community health education projects. Field fee: \$125.

Grading status: Letter grade.

HBEH 841. Advanced Field Training. 0.5-21 Credits.**HBEH 842. Primary Practicum for Doctoral Students. 1-4 Credits.**

Individually designed and mentored practicum for gaining and strengthening skills in research.

Repeat rules: May be repeated for credit.

Grading status: Letter grade.

HBEH 843. Secondary Practicum for Doctoral Students. 1-4 Credits.

Individually designed and mentored practicum for gaining and strengthening skills in teaching, research, or another area relevant to professional goals.

Repeat rules: May be repeated for credit.

Grading status: Letter grade.

HBEH 850. Research Manuscript Development. 3 Credits.

This seminar is designed to help advanced students refine conceptual and writing skills essential to the production of a manuscript based on already collected qualitative and quantitative data. Three hours per week.

Requisites: Prerequisite, HBEH 751 or 860.

Grading status: Letter grade.

HBEH 851. Causal Modeling and Structural Equations. 3 Credits.

This seminar is designed to refine a wide range of research skills in health behavior by using data collected by others. Three seminar hours per week.

Requisites: Prerequisite, BIOS 545; Permission of the instructor for students lacking the prerequisite.

Grading status: Letter grade.

HBEH 860. Research Proposal Development. 3 Credits.

Restricted to doctoral students in department. Integration and application of detailed components of research methods to preparation and writing of a research grant proposal. Introduction to proposal submission and review process for various funding agencies.

Grading status: Letter grade.

HBEH 861. Global Mental Health. 3 Credits.

Global fundamentals, characteristics, public health impacts, prevention, and management of mental health and mental illness. Master's and doctoral students, fellows, and upper-level undergraduates.

Grading status: Letter grade.

HBEH 891. Special Studies in Behavior Change. 1-6 Credits.

An independent course designed for study areas of natural or planned change; personal and nonpersonal methods, in health related fields. To be arranged with faculty in each case.

Grading status: Letter grade.

HBEH 892. Special Topics in Program Design and Evaluation. 1-6 Credits.

Required preparation, to be arranged with the faculty in each case. An independent course of study designed for students who wish to pursue advanced studies in program design and evaluation. Repeatable within degree (for six hours).

Repeat rules: May be repeated for credit.

Grading status: Letter grade.

HBEH 893. Special Studies in Behavior Change. 1-6 Credits.

An independent course of study for students who wish to pursue studies in social class and variations in planned change. To be arranged with faculty in each case. Fall, spring, and summer.

Grading status: Letter grade.

HBEH 897. Advanced Topics in Health Behavior. 1-6 Credits.

For doctoral students who wish to pursue an independent study or research in a selected area. Student will work with a faculty member in designing the study.

Grading status: Letter grade.

HBEH 960. Principles and Practices of Alternative and Complementary Medicine. 3 Credits.

This course is designed to introduce medical students and other health professionals to the underlying philosophies, practitioners, techniques, and evidence of efficacy of alternative therapeutics currently in use in the United States, including chiropractic, dietary, mind-body, acupuncture, homeopathy, and healing.

Grading status: Letter grade.

HBEH 992. Master's (Non-Thesis). 3 Credits.

Capstone is a year-long, group-based, mentored, service-learning course. Over the course of two semesters, each team works with a partner organization and its stakeholders to produce a set of deliverables. Capstone sessions provide opportunities for students to prepare for, reflect upon, cross-share about, and present their Capstone projects. Majors only.

HBEH 994. Doctoral Research and Dissertation. 3 Credits.

Master of Public Health (M.P.H.) Health Behavior Concentration Description

The Health Behavior concentration (<https://sph.unc.edu/resource-pages/master-of-public-health-2/health-behavior-concentration>) prepares students for leadership positions in public health practice. Through coursework and a year-long service-learning project, students will gain experience using social and behavioral science to develop, implement, and evaluate programs and policies. Graduates of this concentration are equipped to promote health, prevent disease and injury, foster social justice, and reduce health inequities at all levels of the social ecological framework – from the individual to organizations, communities, and policies.

Requirements

Requirements for the M.P.H. degree in the **Health Behavior** concentration

| Code | Title | Hours |
|-------------------------------|---|-------|
| M.P.H. Integrated Core | | |
| SPHG 711 | Data Analysis for Public Health ^{Fall 1} | 2 |
| SPHG 712 | Methods and Measures for Public Health Practice ^{Fall 1} | 2 |
| SPHG 713 | Understanding Public Health Issues ^{Fall 1} | 2 |
| SPHG 721 | Conceptualizing Public Health Solutions ^{Spring 1} | 2 |

| | | |
|--|---|----|
| SPHG 722 | Developing, Implementing, and Evaluating Public Health Solutions ^{Spring 1} | 4 |
| M.P.H. Concentration | | |
| HBEH 730 | Theoretical Foundations of Health Behavior ^{Fall 1} | 3 |
| HBEH 750 | Quantitative Methods in Health Behavior ^{Fall 1} | 2 |
| HBEH 752 | Health Behavior Survey Methods ^{Spring 1} | 2 |
| HBEH 753 | Qualitative Methods in Health Behavior ^{Spring 1} | 3 |
| HBEH 772 | Planning, Implementing and Evaluating Health Behavior Interventions ^{Fall 2} | 2 |
| HBEH 746 | Community-Led Capstone Project ^{Fall 2} | 3 |
| M.P.H. Practicum | | |
| SPHG 701 | MPH Practicum Preparation ^{Spring 1} | 2 |
| Practicum: 200 minimum hours ^{Summer 1} | | |
| SPHG 702 | MPH Practicum Reflection ^{Fall 2} | 1 |
| M.P.H. Electives | | |
| Elective (Graduate-level courses) | | 3 |
| Elective (Graduate-level courses) | | 3 |
| Elective (Graduate-level courses) | | 3 |
| M.P.H. Culminating Experience | | |
| HBEH 992 | Master's (Non-Thesis) ^{Spring 2} | 3 |
| Total Hours | | 42 |

Competencies

Students will develop the following **Health Behavior competencies**, building on the foundational public health knowledge they attain in the Gillings M.P.H. Integrated Core courses.

| | |
|---------|---|
| HBEH01. | Identify health behavior and social science theories, integrate constructs across levels of social ecological framework, and apply conceptual models to public health practice. |
| HBEH02. | Critically evaluate the strengths and weaknesses of quantitative research findings and their relevance to health behavior practice. |
| HBEH03. | Develop qualitative data collection and analysis skills for health behavior practice. |
| HBEH04. | Develop, adapt and evaluate health behavior programs and policies and scale them up using implementation science. |
| HBEH05. | Engage with communities using participatory strategies and principles of effective partnerships to plan, implement, evaluate, and disseminate health behavior programs. |
| HBEH06. | Identify, adapt, and develop instruments and methods to accurately assess health behavior programs. |

Master of Public Health (M.P.H.) Global Health Concentration Description

Our signature philosophy is that there is no difference between global health and public health. Designed to train professionals to solve public health problems locally and globally, the Global Health concentration (<https://sph.unc.edu/resource-pages/master-of-public-health-2/global-health-concentration>) provides students with the skills to advance the health and well-being of populations in diverse global settings. Students will partner with governmental and non-governmental organizations, research institutions, and the private sector to develop and analyze public health programs that are aligned with local cultures, contexts, and resources.

Requirements

Requirements for the M.P.H. degree in the **Global Health** concentration

| Code | Title | Hours |
|-------------------------------|--|-------|
| M.P.H. Integrated Core | | |
| SPHG 711 | Data Analysis for Public Health ^{Fall 1} | 2 |
| SPHG 712 | Methods and Measures for Public Health Practice ^{Fall 1} | 2 |
| SPHG 713 | Understanding Public Health Issues ^{Fall 1} | 2 |
| SPHG 721 | Conceptualizing Public Health Solutions ^{Spring 1} | 2 |
| SPHG 722 | Developing, Implementing, and Evaluating Public Health Solutions ^{Spring 1} | 4 |

M.P.H. Concentration

| | | |
|----------|---|---|
| PUBH 711 | Critical Issues in Global Health ^{Fall 1} | 3 |
| HBEH 780 | Program Planning for Global Health ^{Spring 1} | 3 |
| MHCH 728 | Introduction to Implementation Research and Practice in Maternal, Child and Family Health ^{Fall 2} | 3 |
| HBEH 781 | ^{Fall 2} | 1 |
| MHCH 723 | Introduction to Monitoring and Evaluation of Global Health Programs ^{Fall 2} | 3 |
| HBEH 782 | Professional Development for Global Health ^{Spring 2} | 1 |

M.P.H. Practicum

| | | |
|--|---|---|
| SPHG 701 | MPH Practicum Preparation ^{Spring 1} | 2 |
| Practicum: 200 minimum hours ^{Summer 1} | | |
| SPHG 701 | MPH Practicum Preparation ^{Fall 2} | 2 |

M.P.H. Electives

| | | |
|-----------------------------------|--|---|
| Elective (Graduate-level courses) | | 3 |
| Elective (Graduate-level courses) | | 3 |
| Elective (Graduate-level courses) | | 3 |

M.P.H. Culminating Experience

| | | |
|-------------|---|----|
| ENVR 992 | Master's Technical Report ^{Spring 2} | 3 |
| Total Hours | | 42 |

Competencies

Students will develop the following **Global Health competencies**, building on the foundational public health knowledge they attain in the Gillings M.P.H. Integrated Core courses.

| | |
|---------|---|
| GLBH01. | Analyze how the roles, relationships, and resources of entities influencing global health policies and practices affect disparities in health outcomes. |
|---------|---|

| | |
|---------|--|
| GLBH02. | Develop methods to select, recruit, and engage a diverse range of stakeholders to advance research, policy, and practice in global health and to achieve sustainable results in resource-constrained settings. |
| GLBH03. | Develop skills for monitoring and evaluating the processes and outcomes of global health programs and policies. |
| GLBH04. | Apply strategies to work effectively in diverse local and global sociocultural and political settings. |
| GLBH05. | Apply ethical approaches in global health research and practice. |

Admissions

Please visit Applying to the Gillings School (<https://sph.unc.edu/students/how-to-apply>) first for details and information. Application to the residential M.P.H. is a two-step process. Please apply separately to (1) SOPHAS and (2) UNC–Chapel Hill (via the Graduate School application).

Visit <https://gradschool.sites.unc.edu/master-of-public-health/> for more details. If you are interested in the online M.P.H., please visit the M.P.H.@UNC (<https://onlinemph.unc.edu>) Web site and fill out an inquiry form.

Practicum

This 200 (minimum) hour planned, mentored, and evaluated work experience (paid or unpaid) gives students the real-world opportunity to integrate and apply knowledge, skills, and values from Year One of their Gillings M.P.H. training in a professional public health setting such as a nonprofit organization, hospital, local or state health department, or for-profit firm (public or private sectors). Please visit the M.P.H. Practicum Web site (<https://sph.unc.edu/resource-pages/master-of-public-health-2/mp-h-practicum>) for additional information. In order to meet graduation requirements, a Gillings M.P.H. practicum must:

1. Occur after a student has completed the Gillings M.P.H. Core courses, the M.P.H. practicum preparation course (SPHG 701), and at least one concentration-required course from the student's declared concentration. In extenuating circumstances and with the approval from the student's declared concentration, some exceptions may apply.
2. Yield a least two student-generated products, produced in the practicum setting for the practicum setting, that allow for attainment of at least three (CEPH) M.P.H. Foundational and two concentration-specific competencies (Appendix A). In extenuating circumstances and with the approval from the concentration, students can petition to substitute up to two CEPH Foundational competencies for the concentration-specific competencies.
3. Be mentored by a supervisor (preceptor) with an advanced degree in public health or equivalent experience with expertise in the practicum project area.
4. Comprise a *minimum* of 200 hours (equivalent to five weeks of full-time work) in a location approved for student travel (UNC Travel Policy (<https://global.unc.edu/files/2018/02/UNC-Travel-Policy-Final.pdf>)), and the student must complete *UNC Gillings International Pre-Departure Travel Requirements* prior to travel.

Culminating Experience

Each student completes a 3-credit culminating experience and produces a high-quality written product that is completed near the end of the

program of study. This culminating experience ideally is delivered in a manner that is useful to external stakeholders, such as nonprofit or governmental organizations, and could take the form of a course-based capstone project or master's paper, but will be tailored to the concentration a student chooses.

Academic Advising and Faculty Mentoring

We are committed to providing quality academic advising and mentoring for all students. We ensure that M.P.H. students get the guidance they need with several components: 1) an orientation program that provides an overview of the types and sources of M.P.H. advising; 2) cohort advising sessions to disseminate information that is relevant to course planning and registration; 3) faculty mentoring that provides students with tailored support for their academic, professional, personal development, and practicum support.

M.P.H. students will complete a 2-semester, 12-credit-hour **Integrated Core** taught by an interdisciplinary team of instructors. The 6-credit first semester (fall) focuses on understanding public health issues, and the second semester (6-credit spring courses) focuses on creating solutions to those issues.

All M.P.H. students take **COMPASS (Core Online Modules to Promote and Accelerate Student Success)**. These brief, self-paced online modules are open for students prior to their first academic year. Students can complete any and all parts of COMPASS up to and including the first week of class.

Electives: For the remaining 9 credits, students are free to choose elective courses from any of the 12 concentration areas listed above or from other courses in the Gillings School.

For information on policies and procedures, please visit the Gillings School Student Handbook (<https://sph.unc.edu/students/gillings-school-student-handbook>) Web site.