

DEPARTMENT OF MATERNAL AND CHILD HEALTH (GRAD)

The Gillings School's Department of Maternal and Child Health was founded in 1950 and is one of the world's leading academic departments for research, teaching and practice.

We are dedicated to improving the health of women, children, and families — domestically and globally. Our teaching program provides students with broad exposure to maternal and child health population needs and priorities, as well as with the skills to become leaders of tomorrow. Our faculty members represent a rich mix of academic backgrounds and interests and contribute their expertise and leadership in a wide range of disciplines. We invite you to join us as we embark upon an exciting new year of scholarship, leadership, and service.

Degrees and Programs

Master of Public Health (M.P.H.) Programs

Master of Public Health (M.P.H. Residential) (<https://sph.unc.edu/application-steps/?program=mch-MPH-r>)

The Master of Public Health (M.P.H.) concentration in Maternal, Child and Family Health (MCFH) focuses on the determinants, mechanisms, and systems that promote and maintain the health and safety of women, children, and their families to enhance the future health and welfare of society. Our field is population-based and interdisciplinary, and we provide a strong foundation of knowledge, frameworks, and methods for program monitoring, process/impact evaluation, and program planning and implementation. As graduates, students will be equipped with a highly adaptable toolkit and prepared to lead interdisciplinary efforts that require multiple perspectives and competencies in domestic and global contexts. The degree is designed for students who have a bachelor's degree and is intended for applicants who plan a practice career. It requires 42 credit hours, entailing SPH integrated core courses, MCFH core courses, and three elective courses.

Dual Master of Public Health and Master of Social Work (M.P.H.-M.S.W. Residential) (<https://sph.unc.edu/application-steps/?program=mch-MPH-msw-r>)

A cooperative arrangement between the Gillings School and the School of Social Work (SSW), the Dual Master of Public Health and Master of Social Work provides knowledge of the major factors associated with maternal health and child health, principles and methods for improving the health of mothers and children, and principles and methods of program planning, management, consultation, and policy analysis in the U.S. and in international settings. The program provides skills related to program planning, implementation, and evaluation; limited scientific investigation; computer applications; interdisciplinary functioning; and consultation as they relate to maternal and child health. The program objective is to develop a public health perspective consistent with population-based strategies for solving community health problems, addressing the responsibility of government and the contributions of scientific investigation and the interdisciplinary approach.

Dual Master of Public Health and Doctor of Pharmacy (M.P.H.-Pharm.D. Residential) (<https://sph.unc.edu/application-steps/?program=mch-mph-pharmd-r>)

The objective of the Pharm.D./M.P.H. dual degree is to prepare students for an ever-expanding pharmacist role that increasingly requires proficiency in medication therapy management and health promotion on an individual patient, regional, state, and national level. A public health

pharmacist is expected to use their pharmacotherapeutic knowledge and skills, in combination with their public health skills, to "plan, organize, manage, and perform drug-related activities within a specific public health focus or within a public health setting.

Doctoral Program (Ph.D)

The Doctor of Philosophy (Ph.D.) is a residential degree program which develops research scholars capable of producing and disseminating new knowledge and methods for the public health profession in the field of maternal and child health. Each doctoral student is expected to develop and demonstrate competence in at least three areas: core maternal and child health content, research methods, and a chosen area of specialization. The specialization area will be related to the student's dissertation research.

Following the faculty member's name is a section number that students should use when registering for independent studies, reading, research, and thesis and dissertation courses with that particular professor

Professors

Dorothy Cilenti (036), Improved Care Systems for Vulnerable Women and Children, Build Foundational Capabilities of Governmental Public Health Agencies, Systems Integration, Workforce Development, Evidence-Informed Decision-Making

Sian Curtis (049), International Reproductive and Maternal Health, Including Family Planning and Abortion, Monitoring and Evaluation of Population and Health Programs

Julie Daniels, Epidemiology of Reproductive Health, Infant and Child Growth and Development, Autism and Developmental Disabilities, Environmental and Nutritional Exposures Related to Reproductive and Developmental Outcomes

Claudia Fernandez (031), Workforce and Leadership Development, Inter-Professional Teams, Leadership Issues in Healthcare and Related Fields

Carolyn Halpern (032), Adolescent and Young Adult Sexual and Reproductive Health, LGBT Health

Sandra L Martin (040), Gender-Based Violence, Sexual, Physical and Emotional Violence

Herbert Peterson (001), Global Health, Maternal and Newborn Health, Including Family Planning, Implementation Science

Ilene Speizer (015), Unintended Pregnancy Prevention, Evaluation of Reproductive Health Programs in Developing Countries, Adolescent Health, Male/Couple Involvement, Gender-Based Violence, HIV Prevention

Alison Stuebe (069), Breastfeeding, Maternal Depression, 4th Trimester Needs

Clinical Professors

Pierre Barker, Improving the Reliability of Effective Health Programs in Europe, Africa, the Middle East, Australasia, and Latin America

John Thorp Jr., Preterm Birth, Birth Asphyxia, Episiotomy, Community Child Health

Associate Professors

Gustavo Angeles (075), Health Socio-economics, Research Methods, Program Evaluation, Design and Impact, International Health

Sherri Green (025), Maternal Health, Public Health Leadership, Substance Abuse, Violence Prevention

Larissa Jennings Mayo-Wilson, Improved Sexual and Reproductive Health/HIV in Adolescents and Young Adults, LGBTQ Health, Economic-Strengthening Interventions Reducing Sexual and Reproductive Health

Inequities, Biostatistical, Epidemiologic and Respondent-Driven Sampling and Qualitative Analysis

Kavita Singh Ongechi (010), Evaluation of Maternal and Child Health Interventions in Low and Middle Income Countries, Role of Social Factors on Maternal and Child Health Outcomes, Measurement of Maternal and Child Health Outcomes, Newborn Health

Meghan Shanahan (067), Diagnosis and Treatment of Child Abuse and Neglect, Program Evaluations, Prescription Drug Overdose

Bharathi Zvara (055), Early Childhood Adversities, Parent-Child Relationships, Childhood Health and Development Lifetime Consequences of Trauma across Generations

Assistant Professors

Janine Barden-O'Fallon (033), Family Planning, Reproductive Health, International Health, Monitoring and Evaluation Methods for Global Health Programs in Developing Countries

Aunchalee Palmquist (045), Breastfeeding, Birth Spacing, Health Disparities, Global Health, Humanitarian Maternal and Child Health, Infant Feeding in Emergencies,

Angela Parcesepe (048), Violence, Mental Health, Substance Use Disorders, Global HIV Prevention, Treatment in Low-Resource Settings

Catherine Sullivan (072), Breastfeeding, Lactation, Birth Practice, Nutrition Education and Support Services, Pediatric Obesity, Maternal Weight Management, Fourth Trimester

Christine Tucker (013), Maternal Health, Birth Outcomes, Practice-Based Research and Program Evaluation, LatinoHealth, Migrant Farmworker Health

Teaching Assistant Professor

Carolyn Chandler (85), Early Childhood and Adolescent Mental Health and Well-Being, Qualitative and Quantitative Methods

Jon M Hussey (34), Child Abuse and Neglect, Child and Adolescent Health, Injury Prevention, Population

Adjunct Professors

Jose Belizan, International Maternal and Child Health, Implementation Science

Janie Benson, Global Reproductive Health, Program Monitoring and Evaluation

Pouru Bhiwandi, Gynecology, International Women's Health, Public Health, Maternal and Child Health

Dorothy Browne, High-Risk Individuals and their Families (Drugs, HIV/AIDS, Sexual Behavior, etc.) Maternal and Child Health Disparities

Martha Carlough, Global Maternity Care, Global Health Education

Roldolfo Gomez Ponce de Leon, Global Sexual and Reproductive Health

Phillip Graham, Substance Abuse and Violence Prevention; Program Evaluation

Marcia Herman-Giddens, Child Development, Abuse and Advocacy, Infectious Diseases

Vijaya Hogan, Infant Mortality, Prematurity, Health Equity

Marian Johnson-Thompson, Microbiology, Environmental Health

Michael Kafrissen, Clinical Research, Product Development, Aging

Baker Maggwa, Sexual and Reproductive Health, Operations/Implementation Research

Elizabeth McClure, Maternal and Newborn Health in Low/Middle-Income Countries

Tekleab Mekbib, Implementation Science

Cathy Melvin, Behavioral Health, Dissemination and Implementation Science

Krista Ferreira, Immigrant Health, Reproductive Health, Mental Health, Cardiovascular Health, Public Policy Analysis

Rohit Ramaswamy, Implementation Science, System/Improvement Science with Maternal and Mental Health Focus

Doris Rouse, Maternal and Child Health, Global Health, Public/Private Partnerships

Robert Schepbier, Implementation Science

Joseph Telfair, Evaluation, Health Equity/Disparities, Multi-Cultural, Global Health, Public Health Practice-Based Leadership

Wendee Wechsberg, HIV Prevention, Women/Gender Issues, Substance Use, Gender-Based Violence

Adam Zolotor, Child Maltreatment, State Health Policy

Adjunct Associate Professors

Joy Baumgartner, Maternal and Child Health, Global Mental Health, Health Services Research and Evaluation

Deborah Billings, Global Sexual/Reproductive Health, Rights and Justice; Pre-, Post-natal Care, Intimate Partner and Sexual Violence, Abortion/Post Abortion Care

Shelah Bloom, Reproductive Health, Gender-Based Violence in Global Context

Dalia Brahmi, Sexual and Reproductive Health (Safe Abortion and Contraception), Primary Care

Amy Bryant, Family Planning, Obstetrics and Gynecology

Holly Burke, Family Planning, Contraception, HIV Prevention, Youth Sexual and Reproductive Health, Health Communication, Program Evaluation

Cynthia Cassell, Reproductive Health, Global Health, Children with Special Healthcare Needs

Kerith Conron, Social and Psychiatric Epidemiology, LGBT Health

Abigail English, Adolescent Health, Policy and Law, Human Trafficking

Alfredo Fort, Sexual and Reproductive Health, Population and Facility-Based Survey Design

Jean Fotso, Maternal and child Health, Adolescent Reproductive and Sexual Health

Dana Hagele, Policy and Program Development for At-Risk Child Populations, Child Behavioral/Emotional Difficulties

Dilshad Jaff, Global Public Health

Jack Leiss, Children's Environmental Health, Perinatal Epidemiology

Gerri Mattson, Child/Adolescent Preventive Health, Perinatal Depression and Substance Abuse, Foster Care, Mental Health

Donna McCarraher, International Health, Research/Programs in Maternal Health, Family Planning, Service Integration

Robert Murphy, Childhood Traumatic Stress

Constance Newman, Gender and Sexual and Reproductive Health, Gender-Based Violence in the Workforce

Tammy Ringel-Kulka, Children's Oral Health, Health Promotion, and Disease Prevention

Lucy Siegel, Health Care Access, Quality, Effectiveness and Cost

Paige Smith, Breastfeeding, Gender-Based Violence

David Sokal, Family Planning, Promoting Research on New Male Methods

John Stanback, International Family Health, Reproductive Health

Elizabeth Tolley, Health Behavior, Contraception, HIV Prevention and Treatment

Sarah Verbiest, Maternal and Child Health, Health Equity, Leadership, Implementation Science

Yudan Wang, Policy Evaluation, Injury Prevention, Quantitative Research Methods

Nancy Williamson, Monitoring and Evaluation, MCH Programs, Qualitative Research, International Public Health

Adjunct Assistant Professors

Kathryn Andersen, Global Health, Abortion, Contraception, Reproductive Health

Mary Ashinyo, Planning, Implementation, Monitoring and Evaluation of Global Healthcare Facility Quality Improvement

Courtney Bonner, Sexual and Reproductive Health, Mental Health, Substance Use, and Violence, Sustainable Intervention Development

Cecilia Casanueva, Child Maltreatment, Maternal and Child Health

Caroline Doherty, Grant Review, Grant Review Process Management

Renee Ferrari, Qualitative Methods, Preventative Health Services, Health Services Research, Maternal and Child Health

Shoshana Goldberg, LGBT, Adolescent and Sexual Reproductive Health, LGBT Socioeconomic Disparities and Social Determinants across Life Course

Melissa Green, Leadership, Social Media, Health Inequity

Rebecca Greenleaf, National Maternal and Child Health Workforce Development, Curriculum Development, Early Childhood

Joumana Haidar, Implementation Science

Stephanie Hernandez, Health Disparities, LGBT Health, Quantitative Methodology, Population Health

Nicole Kahn, Adolescent Sexual and Reproductive Health; Disability; the Life Course; Child Development; Teaching Skills/Course Development

Priya Nanda, Population Reproductive Health and Gender Equality

Logan Nickels, Family Planning, Male Contraception, Biochemistry

McLean Pollock, Adolescents and Young Adults, Substance Abuse, Violence Against Women, Child Maltreatment

Marcia Roth, Maternal, Child/Adolescent Health, Family-Centered Care, Cross-sector Efforts Addressing Health Care Access Inequities/Disparities

Mallory Turner, Child Development, Racial and Early Life Inequities and Disparities

Nana Twum-Danso, Quality Improvement, Large-Scale Change, Community Health and Maternal, Newborn and Child Health

Stephanie Watson-Grant, Global Health Policy Effects on Health Systems and Health Outcomes, Monitoring and Evaluation

Andra Wilkinson, Adolescent Health Issues, Program Implementation and Outcomes

Katie Wouk, Breastfeeding, Mixed Methods Quality Improvement, Equity Improvement for Quality Care Access

Jennifer Yourkavitch, Equity, HIV and Infectious Disease, Health Systems and Service Delivery, Data Quality, Infant Feeding; Domestic and Global

Adjunct Instructors

Leslie deRosset, Maternal and Child Health Inequities and Disparities

Amy Mullenix, Workforce Development, Women's Preconception Health

Faculty Emeriti

Trude Bennett

Anita M. Farel

Jonathan B. Kotch

Lewis Margolis

Diane Rowley

MHCH

Advanced Undergraduate and Graduate-level Courses

MHCH 605. Breastfeeding and Global Health Seminar. 3 Credits.

This survey course will briefly cover the principal topics in this broad field of knowledge, including domestic and global issues.

Rules & Requirements

Grading Status: Letter grade.

MHCH 610. Issues in Maternal and Child Health. 3 Credits.

Permission of the instructor. For students outside the department of MCH who desire a survey of current issues and programs in maternal and child health. Three lecture hours per week.

Rules & Requirements

Grading Status: Letter grade.

MHCH 611. Food And Your Life Stages. 3 Credits.

This course covers nutrition during the life cycle. Units include women during preconception, pregnancy, and lactation; infancy; childhood; adolescence; and older adults (65+). Nutrient and energy needs, assessment of nutritional status, and cultural and socioeconomic barriers are discussed for each phase.

Rules & Requirements

Requisites: Prerequisite, NUTR 240.

Grading Status: Letter grade.

Same as: NUTR 611.

MHCH 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.

Rules & Requirements

Requisites: Corequisite, EPID 600.

Grading Status: Letter grade.

Same as: EPID 625, HBEH 625.

MHCH 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 inter-personal 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.

Rules & Requirements

Grading Status: Letter grade.

Same as: EPID 626, HBEH 626.

MHCH 664. Globalization and Health. 3 Credits.

Globalization—its economic, environmental, political, technological, institutional, and sociocultural dimensions—historically and currently contributes to beneficial and adverse effects on population, community, and family and individual health.

Rules & Requirements

Grading Status: Letter grade.

Same as: HPM 664.

MHCH 665. Introduction to Racial and Ethnic Health Disparities. 1 Credits.

Eliminating health disparities is a national goal for improving the health of Americans. Little to no progress has been made on eliminating disparities among racial/ethnic subpopulations compared to the population of the United States. This course treats basic concepts about the origins of and contributing factors for health disparities.

Rules & Requirements

Grading Status: Letter grade.

MHCH 680. Global Sexual and Reproductive Health. 1 Credits.

Featuring international experts from UNC-Chapel Hill and Triangle-based nongovernmental organizations, this course will offer a series of lectures, panel discussions, and debates to inform students' critical thinking on key public health issues in global sexual and reproductive health.

Rules & Requirements

Grading Status: Letter grade.

MHCH 685. Human Sexuality. 1 Credits.

Through lectures and panel discussions this course will use a life span framework to examine selected aspects of sexual development, including perspectives on sexuality; the physical self; sexual attraction, behavior, and relationships; and the implications of these factors for physical and mental health. No prerequisites; all students are welcome.

Rules & Requirements

Grading Status: Letter grade.

MHCH 690. Special Topics in Maternal Health and Child Health. 1-3 Credits.

Special topics in maternal health and child health. Content will vary from semester to semester.

Rules & Requirements

Repeat Rules: May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 4 total completions.

Grading Status: Letter grade.

Graduate-level Courses**MHCH 701. Foundations of Maternal and Child Health I. 3 Credits.**

This course introduces the major issues affecting the health and well-being of women during the reproductive years, infants, children, and adolescents in domestic and international settings. First semester of a two-semester course. Permission of the instructor for non-majors.

Rules & Requirements

Grading Status: Letter grade.

MHCH 702. Foundations of Maternal and Child Health II. 2 Credits.

Permission of the instructor for nonmajors. Second part of a two-part course that introduces the major issues affecting the health and well-being of women during the reproductive years, infants, children and adolescents in domestic and international settings. Second semester of a two-semester course.

Rules & Requirements

Requisites: Prerequisite, MHCH 701.

Grading Status: Letter grade.

MHCH 704. Critical Review of an Infant Feeding Issue. 3 Credits.

This independent study will include selection of a research area that would allow preparation of a coauthored paper for peer-review publication on an approved subject related to infant and young child feeding and care and associated maternal health and nutrition issues.

Rules & Requirements

Grading Status: Letter grade.

MHCH 710. Leadership in Maternal and Child Health. 2 Credits.

This course is designed to integrate the theory, research literature, and evidence-supported practices related to leadership in maternal and child health. Students will consider each of the twelve core MCH Leadership Competencies within the spheres of influence that leaders experience as they advance in their careers. Students will hear from public health professionals in the field, consider perspectives of various stakeholders and examine/apply new skills.

Rules & Requirements

Grading Status: Letter grade.

MHCH 713. Research Methods in Maternal and Child Health. 3 Credits.

Permission of the instructor for nonmajors. The art and science of MCH research, with an emphasis on applied survey research. Student groups will design and carry out a small study, and present their findings in a poster presentation. Focuses on assessment of MCH population characteristics, secondary data analysis, and the evaluation of MCH programs. A practicum-based course. Three lecture hours per week.

Rules & Requirements

Grading Status: Letter grade.

MHCH 713L. Research and Evaluation Methods in Maternal and Child Health Lab. 1 Credits.

Permission of the instructor for nonmajors. The MHCH 713 lab, which is a companion course to MHCH 713, introduces students to statistical analysis using Stata. One hour and 15 minutes of lab per week.

Rules & Requirements

Requisites: Corequisite, MHCH 713.

Grading Status: Letter grade.

MHCH 716. International Family Planning and Reproductive Health. 3 Credits.

Permission of the instructor for nonmajors. Course provides overview of critical issues including major theoretical frameworks, patterns and trends over time, and overview of history of family planning and reproductive health policy development. Three lecture hours per week.

Rules & Requirements

Grading Status: Letter grade.

MHCH 720. Services for Children with Chronic Conditions. 3 Credits.

Permission of the instructor. This course focuses on the design, organization, and delivery of services for children with special needs and their families, and examines current program development and public policies. Participants analyze the range of services needed by these children.

Rules & Requirements

Grading Status: Letter grade.

MHCH 722. Global Maternal and Child Health. 3 Credits.

This course covers the main causes of maternal and under-five morbidity and mortality in developing countries and also the interventions, policies, and research which address these causes. Emphasis is placed on both distal and proximate determinants, measurement and indicators, and conceptual frameworks.

Rules & Requirements

Grading Status: Letter grade.

MHCH 723. Introduction to Monitoring and Evaluation. 3 Credits.

This course provides the students with the basic concepts and methodologies needed to monitor and evaluate programs of global health programs. Course covers M&E systems; conceptual frameworks/logic models; indicators; information sources; evaluation designs and related topics for health programs in developing country settings. This course is required for the MCFH and GH concentrations.

Rules & Requirements

Grading Status: Letter grade.

MHCH 724. Abortion Care and Policy. 2 Credits.

This course will provide an overview of the critical issues in abortion care and policy, both in the US and globally. We will cover the major theoretical frameworks defining abortion care and policy, and the epidemiology of abortion globally and nationally.

Rules & Requirements

Grading Status: Letter grade.

MHCH 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.

Rules & Requirements

Grading Status: Letter grade.

Same as: HBEH 726.

MHCH 728. Introduction to Implementation Research and Practice in Maternal, Child and Family Health. 3 Credits.

Permission of the instructor for nonmajors. Implementation research and practice addresses the gap between the development of innovations in public health and their delivery in routine practice. Course provides an overview of core theories/methods in implementation research and practice plus implementation determinants and strategies at the intervention, individual, organizational, and policy levels.

Rules & Requirements

Grading Status: Letter grade.

MHCH 729. Implementation Science for Global Maternal and Child Health. 3 Credits.

This course examines contributions of implementation science to global maternal and child health with a focus on research methods. The course builds on introductory implementation science courses to highlight further the application of implementation science theories, frameworks, and tools to challenges in global health.

Rules & Requirements

Requisites: Prerequisite, MHCH 728 (for Master's MCFH students), or an equivalent course if outside MCH; no prerequisites for doctoral students, but prior graduate level courses in research methods are desirable.

Grading Status: Letter grade.

MHCH 732. Gender-Based Violence. 3 Credits.

The MHCH Gender-Based Violence (GBV) course provides a forum for students to explore contemporary issues in GBV from both a research and practice standpoint. Students will be introduced to a myriad of domestic and international GBV issues, from intimate partner violence and campus sexual assault to sex trafficking.

Rules & Requirements

Grading Status: Letter grade.

MHCH 740. Problems in Maternal and Child Health. 1-3 Credits.

Prerequisites to be arranged with departmental faculty in each individual case. Two to six hours a week.

Rules & Requirements

Repeat Rules: May be repeated for credit; may be repeated in the same term for different topics.

Grading Status: Letter grade.

MHCH 745. Applied Methods for Health Transformation Implementation in MCH. 1-3 Credits.

MHCH 745 will integrate theory, research literature, and evidence-supported practices that promote optimal population health outcomes in women, children, adolescents, and family. The course will allow participants to examine and apply knowledge and skills that lead to health transformation in the 21st century. Topics include: Title V assessment, current funding for MHCH; equity and the social determinants of health; workforce development; change management and leadership; community engagement; systems thinking; evidence-based decision making; and implementation science.

Rules & Requirements

Grading Status: Letter grade.

MHCH 765. Clinical Support for Breastfeeding. 3 Credits.

Master's or clinical four-year degree required. This two-semester clinical course is structured to provide supervised breastfeeding support education in the context of clinical lactation services and public health practice.

Rules & Requirements

Grading Status: Letter grade.

MHCH 766. Clinical Support for Breastfeeding II. 3 Credits.

Master's or clinical four-year degree required. This two-semester clinical course is structured to provide supervised breastfeeding support education in the context of clinical lactation services and public health practice.

Rules & Requirements

Requisites: Prerequisite, MHCH 765.

Grading Status: Letter grade.

MHCH 775. Introduction to Qualitative Methods in Public Health Research. 3 Credits.

This introductory qualitative research methods course focuses on understanding the meaning, purpose, and basic concepts of qualitative research for public health practice. Through applied work, students will learn how to formulate qualitative research questions, develop interview guides, collect data, analyze data, and report findings.

Rules & Requirements

Grading Status: Letter grade.

MHCH 780. Cultural Humility. 1 Credits.

Cultural Humility is part of the required training sequence for second year MPH students in the Global Health concentration. This course is designed to provide students with the skills to work in culturally complex settings and to apply cultural humility when engaging in global health research and practice. GH concentration only.

Rules & Requirements

Grading Status: Letter grade.

MHCH 785. Decolonizing MCH: Theory and Qualitative Methods. 3 Credits.

This graduate seminar provides Maternal and Child Health (MCH) students with an opportunity to examine key theories and qualitative methodologies that advance anti-racist, abolitionist, intersectional feminist, and emancipatory scholarship for health equity and reproductive justice. Students gain a deeper understanding of the intellectual foundations of research justice. And learn to design research questions, data collection strategies, and analytic techniques that decolonize knowledge production. Preference given to students enrolled in the MCH department or MCFH concentration.

Rules & Requirements

Grading Status: Letter grade.

MHCH 801. Doctoral Research Seminar. 3 Credits.

This seminar explores the origins of and developments in major maternal and child health policies and programs in order to understand their effects on the health of mothers and children.

Rules & Requirements

Requisites: Prerequisites, MHCH 701 and 702.

Grading Status: Letter grade.

MHCH 840. Maternal and Child Health Doctoral Teaching Internship. 1 Credits.

Enrollment in MCH doctoral program required. MCH internship to enhance doctoral training in teaching.

Rules & Requirements

Repeat Rules: May be repeated for credit; may be repeated in the same term for different topics.

Grading Status: Letter grade.

MHCH 841. Maternal and Child Health Doctoral Research Internship. 1 Credits.

Enrollment in MCH doctoral program required. This MCH internship is to enhance doctoral training in research through exposure to and participation in various stages of research.

Rules & Requirements

Repeat Rules: May be repeated for credit.

Grading Status: Letter grade.

MHCH 851. Reproductive and Perinatal Epidemiology. 3 Credits.

Epidemiology of reproductive and perinatal health outcomes, including infertility, fetal loss, preterm birth, birthweight, congenital malformations, and infant mortality. Includes current knowledge regarding epidemiology of these outcomes and discussion of methodologic issues. Three lecture hours per week.

Rules & Requirements

Requisites: Co-requisites, BIOS 600 and EPID 600; Equivalent experience for students lacking the co-requisites.

Grading Status: Letter grade.

Same as: EPID 851.

MHCH 853. Advanced Topics in Perinatal and Pediatric Epidemiology. 2 Credits.

Critical review of current topics in, and methods for, perinatal and pediatric epidemiology.

Rules & Requirements

Requisites: Prerequisites, EPID 710 and 851; Permission of the instructor for master's level students.

Grading Status: Letter grade.

Same as: EPID 853.

MHCH 859. Proposal development for MATERNAL AND CHILD HEALTH. 3 Credits.

A course in the development and preparation of a research proposal of high public health significance and methodological rigor, following the format of an NIH application. Students will also be introduced to the NIH review process and engage in critical evaluation of peer assignments.

Rules & Requirements

Grading Status: Letter grade.

MHCH 860. Conceptualization, Design, and Measurement. 3 Credits.

The course follows the research process from the formulation of a research question and the design of a research methodology to the addressing of the question through the design of an appropriate analysis strategy. Three lecture hours a week.

Rules & Requirements

Requisites: Prerequisite, MHCH 859; Permission of the instructor for nonmajors and master's students.

Grading Status: Letter grade.

MHCH 862. Program Impact Evaluation. 3 Credits.

Required preparation, knowledge of Stata or SAS; proficiency in inferential statistics and multiple regression analysis. Instructor permission required for non-second year MCH doctoral students. Program impact evaluation analytic skills seminar. Topics: selectivity, research designs, instrumental variables, difference-in-differences, fixed and random effects, regression discontinuity, matching, and selection models.

Rules & Requirements

Grading Status: Letter grade.

MHCH 890. Special Topics in Maternal and Child Health. 1-3 Credits.

Special topics in Maternal and Child Health for graduate students only. Content will vary semester to semester.

Rules & Requirements

Repeat Rules: May be repeated for credit. 3 total credits. 3 total completions.

Grading Status: Letter grade.

MHCH 992. Master's (Non-Thesis). 3 Credits.**Rules & Requirements**

Repeat Rules: May be repeated for credit.

MHCH 994. Doctoral Research and Dissertation. 3 Credits.**Rules & Requirements**

Repeat Rules: May be repeated for credit.

Master of Public Health (M.P.H.) - Maternal, Child, and Family Health Concentration

The Maternal, Child, and Family Health concentration (<https://sph.unc.edu/resource-pages/master-of-public-health-2/maternal-child-and-family-health-concentration/>) focuses on determinants and systems that promote the health and safety of women, children, and their families — with the goal of enhancing overall population health and well-being, as well as that of subsequent generations. With a strong foundation in frameworks and methods for research, implementation science, and evaluation, this concentration equips graduates with an adaptable toolkit for leading interdisciplinary efforts requiring multiple perspectives and competencies in domestic and global contexts.

Degree Requirements

Requirements for the M.P.H. degree in the Maternal, Child, and Family 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	Systems Approaches to Understanding Public Health Issues ^{Fall 1}	2
SPHG 701	Leading from the Inside-Out ^{Spring 1}	2
SPHG 721	Public Health Solutions: Systems, Policy and Advocacy ^{Spring 1}	2
SPHG 722	Developing, Implementing, and Evaluating Public Health Solutions (MPH Comprehensive Exam administered in class) ^{Spring 1}	4
M.P.H. Practicum		
SPHG 703	MPH Pre-Practicum Assignments ^{Spring 1}	0.5
SPHG 705	MPH Practicum (200 minimum hours) ^{Summer 1}	0
SPHG 707	MPH Post-Practicum Assignments ^{Fall 2}	0.5
M.P.H. Concentration		
MHCH 701	Foundations of Maternal and Child Health I ^{Fall 1}	3
MHCH 702	Foundations of Maternal and Child Health II ^{Spring 1}	2
MHCH 713	Research Methods in Maternal and Child Health ^{Spring 1}	3
MHCH 713L	Research and Evaluation Methods in Maternal and Child Health Lab ^{Spring 1}	1
MHCH 728	Introduction to Implementation Research and Practice in Maternal, Child and Family Health ^{Fall 2}	3
MHCH 723	Introduction to Monitoring and Evaluation ^{Spring 2}	3
M.P.H. Electives		
Elective (Graduate-level courses, 400+ level at Gillings, 500+ level at UNC)		3
Elective (Graduate-level courses, 400+ level at Gillings, 500+ level at UNC)		3
Elective (Graduate-level courses, 400+ level at Gillings, 500+ level at UNC)		3
M.P.H. Culminating Experience		

MHCH 992	Master's (Non-Thesis) ^{Spring 2}	3
Total Hours		42

Competencies

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

MHCP01.	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.
MHCP02.	Research: Contribute to public health evidence by applying rigorous research methods to address problems relevant to the health of MCFH populations.
MHCP03.	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.
MHCP04.	Practice: Understand and apply implementation, monitoring, and evaluation strategies to improve MCFH programs in the U.S. and globally.
MHCP05.	Policy: Advance MCFH policy and impact through critical analysis of research, monitoring, and evaluation evidence.

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 MPH@UNC (<https://onlinemph.unc.edu/>) website and fill out an inquiry form.

Milestones

The following list of milestones (non-course degree requirements) must be completed; view this list of standard milestone definitions (<https://catalog.unc.edu/graduate/degree-programs/#milestonestext>) for more information.

Practicum

Prior to beginning a practicum, students must: 1) have final grades in SPHG 711, SPHG 712, SPHG 713, SPHG 701, SPHG 721, SPHG 722 and

SPHG 703 and 2) receive approval from the practicum team to begin their practicum hours.

To satisfy degree requirements, a Gillings M.P.H. practicum must:

- Be an applied public health practice (<https://sph.unc.edu/nciph/community-engaged-learning/>) experience that addresses a health issue from a community or population (not individual) perspective.
- Take place in a professional public health setting such as a health department, nonprofit organization, hospital or for-profit firm. To be appropriate for a practicum, University-affiliated settings must be primarily focused on community engagement, typically with external partners. University health promotion or wellness centers may also be appropriate. Faculty-supervised lab settings are not appropriate for the practicum.
- Allow for the application of graduate-level public health skills.
- Yield at least two student-generated, practical, non-academic work products (e.g., project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos with accompanying explanatory text, or other digital artifacts of learning), produced for the practicum site's use and benefit, that demonstrate attainment of five CEPH M.P.H. Foundational Competencies (<https://sph.unc.edu/wp-content/uploads/sites/112/2022/10/CEPH-Foundational-Competencies.pdf>).
- Be mentored by a supervisor (preceptor) with public health expertise and experience to guide the practicum work. (See "Preceptor Requirements" below.)
- Take place in a location approved for student travel (UNC Travel Policy (<https://adminliveunc.sharepoint.com/sites/GillingsMPHPracticum/Shared%20Documents/Website/June%202022%20Practicum%20Website%20Updates/UNC%20Travel%20Policy/>)), and the student must complete UNC Gillings International Pre-Departure Travel Requirements (<https://sph.unc.edu/global-health/global-travel-toolkit-2/>) prior to travel if applicable.
- Comprise a minimum of 200 hours (equivalent to five weeks of full-time work).

Comprehensive Exam (Master's Written Exam)

A milestone degree requirement for all graduate students at UNC–Chapel Hill, including M.P.H. students at the Gillings School of Public Health, is the comprehensive exam. The comprehensive exam will cover the public health foundational knowledge and competencies covered in the M.P.H. Core courses: SPHG 711, 712, 713, 721, 722. Students will have an opportunity to demonstrate synthesis and higher order learning of the 22 core competencies achieved in the M.P.H. Core courses during the exam. The written exam will be administered in SPHG 722 and graded by Gillings faculty. Clear instructions on how to prepare for and complete the comprehensive exam will be provided. Should students not successfully pass the comprehensive exam a remediation plan will be developed. Students cannot retake the comprehensive exam for 90 days after the initial exam and must be registered in at least one credit while taking the comprehensive exam.

Culminating Experience (Thesis Substitute)

M.P.H. students must have permanent grades in all M.P.H. Core or concentration courses before taking the culminating experience (992) course. An Incomplete in any M.P.H. Core or concentration course will prevent a student from beginning the culminating experience (992) course. Each student completes a 3-credit culminating experience

and produces a high-quality written product that is completed in the last term of the program of study. The high-quality written product demonstrates a synthesis of two foundational and two concentration-specific competencies appropriate to the student's educational and professional goals. 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 in year 1 to disseminate information that is relevant to course planning and registration (one-on-one advising is available to students at any point). One-on-one advising in year two as students prepare for graduation; 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 14-credit-hour **Integrated Core** taught by an interdisciplinary team of instructors. The 6-credit first semester focuses on understanding public health issues, and the second semester, 8-credit focuses on creating solutions to those issues.

All M.P.H. students complete **COMPASS (Core Online Modules to Promote and Accelerate Student Success)**. These 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

Students in the M.P.H. program are required to take 9 credits of elective coursework. Students are expected to use their electives in a thoughtful way to strengthen their public health knowledge/skills and are encouraged to consult with their academic coordinator early prior to the registration period for this purpose. In addition to those courses offered in the Gillings School there are many appropriate electives elsewhere in the University.

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

Residency Requirements

Exit Survey

Contact Information

Department of Maternal and Child Health

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

Chair

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