Public Health Leadership Program (GRAD)

Contact Information
Public Health Leadership Program
Visit Program Website (http://www.sph.unc.edu/phlp/)

Anna P. Schenck, Director

The Public Health Leadership program (PHLP) (https://sph.unc.edu/phlp/phlp/), which is housed in the Gillings School of Global Public Health, is an interdisciplinary academic unit dedicated to providing public health professionals with leadership education to meet the challenges inherent in assuring and improving population health. PHLP’s mission is to create public health leaders with the vision and ability to anticipate and solve future health challenges wherever they occur throughout the world.

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

Certificate in Field Epidemiology
The online graduate Certificate in Field Epidemiology (https://sph.unc.edu/phlp/phlp-degrees-and-certificates/certificate-in-field-epidemiology/) is cosponsored by the Department of Epidemiology and the Public Health Leadership Program. The certificate requires the completion of 12-credit hours (4 courses) that are specifically designed for working practitioners and emphasizes practical, applied skills.

Certificate in Public Health Leadership
PHLP offers an online graduate Certificate in Public Health Leadership (https://sph.unc.edu/phlp/phlp-degrees-and-certificates/phlp-public-health-leadership-certificate/). The certificate is a 9-credit hour course of study. The content contains two required master’s of public health (M.P.H.) degree concentration courses in the Leadership in Practice concentration, along with a graduate elective course offered by the Public Health Leadership program.


The Leadership in Practice (https://sph.unc.edu/resource-pages/master-of-public-health/leadership-in-practice-concentration/) concentration is designed to support professionals in all areas of public health practice, at every level of their leadership journey whether they are entry-level public health practitioners, public health executives, or in between. This concentration provides students with the knowledge and skills necessary to lead teams, projects, organizations, and systems to eliminate inequities, improve conditions, and foster change in local and global communities. Through this concentration, students will be prepared to empower populations to live their best lives — no matter their location. The Leadership in Practice concentration is available in residential or online format, as a full-time or part-time course of study.

The Population Health for Clinicians (https://sph.unc.edu/resource-pages/master-of-public-health/population-health-for-clinicians-concentration/) concentration is designed for medical students, practicing physicians, and other clinicians who wish to increase their knowledge in public health and population science to better serve their communities. This concentration offers a unique interdisciplinary focus on clinical, prevention, population, and policy sciences which enable students to improve clinical environment when they complete the program. This concentration is available only in a full-time, residential format.

The Place-Based Health (https://sph.unc.edu/resource-pages/master-of-public-health/place-based-health-concentration/) concentration is designed for professionals who wish to engage and collaborate with diverse communities to promote access to services and care, economic security, home stability, higher quality social systems, and optimal health. This concentration is available only in a residential format, as a full-time or part-time course of study. Please note that this concentration is based in Asheville, NC through the Mountain Area Health Education Center (MAHEC) (https://mahc.net/).

The Global Health (https://sph.unc.edu/resource-pages/master-of-public-health/global-health-concentration/) concentration is designed to train current and aspiring professionals to advance the health and well-being of populations in diverse global settings. Through this concentration, students will partner with governmental and nongovernmental organizations, research institutions, and the private sector to develop and analyze public health programs and projects that are aligned with local cultures, contexts, and resources. This concentration is available only in a residential format, as a full-time or part-time course of study.

PHLP also offers two graduate-level academic certificate programs: the certificate in field epidemiology (https://sph.unc.edu/phlp/phlp-degrees-and-certificates/certificate-in-field-epidemiology/) and the certificate in public health leadership (https://sph.unc.edu/phlp/phlp-degrees-and-certificates/phlp-public-health-leadership-certificate/). These graduate certificate programs are offered only in an online format as administered by PHLP.
Professors of the Practice
Anna P. Schenck, Director; Public Health Leadership Program; Health Outcomes, Public Health Quality and Quality of Care, Cancer Prevention and Treatment, Research Methods for Public Health Practice, Aging, Associate Dean for Public Health Practice, Online Education
Vaughn Upshaw, Concentration Lead (Leadership in Practice); Public Health Leadership, Online Education

Professors
William A. Sollecito, Certificate Administrator Public Health Leadership Online Certificate Programs; Leadership, Global Health, Continuous Quality Improvement, Project Management, Clinical Research, Online Education
Rohit Ramaswamy, Continuous Quality Improvement, Implementation Science, Online Education
Sue Tolleson-Rinehart, Population Health for Clinician, Health Policy

Associate Professors
Kauline Cipriani, Public Health Leadership, Diversity and Inclusion
Lori Carter-Edwards, Public Health Leadership, Online Education

Assistant Professors
Karine Dubé, Public Health Leadership, Online Education
Lori A. Evarts, Director Graduate Studies; Project Management, Team Effectiveness, Clinical Research, Leadership, Online Education
Cynthia Feltner, Concentration Lead (Population Health for Clinicians); Medicine
Tamarie Macon, Place-Based Health, Rural Health
Aimee McHale, Public Health Leadership, Online Education
Dana Rice, Public Health Leadership, Online Education
Sarah Brill Thach, Place-Based Health, Rural Health

Adjunct Professors
Timothy Gabel, Population Health for Clinicians
Russell Harris, Public Health Leadership
Amy Lanou, Place-Based Health
Linda Kinsinger, Public Health Leadership
J. Lloyd Michener, Population Health for Clinicians
Medge Owen, Public Health Leadership
Marcus Plescia, Public Health Leadership
Greg Randolph, Population Health for Clinicians, Quality Improvement
Kevin Sowers, Population Health for Clinicians
Paula Brown Stafford, Public Health Leadership
Hugh Tilson, Public Health Practice, Leadership, Epidemiology
Anthony Viera, Population Health for Clinicians
Adam Zolotor, Population Health for Clinicians
Sanjay Zodpey, Public Health Leadership

Adjunct Associate Professors
Ameena Batada, Place-Based Health, Rural Health
Martha Carlough, Population Health for Clinicians
Anthony Charles, Population Health for Clinicians
Daniel Jonas, Population Health for Clinicians, Health Services Research, Comparative Effectiveness
Nancy McGee, Public Health Leadership
Sandy Moulton, Leadership, Practicum Placements
Jacqueline Olich, Practicum Placements, Leadership, Global Online
Deborah Porterfield, Population Health for Clinicians

Adjunct Assistant Professors
Kathryn Andolsek, Population Health for Clinicians
Jim Bowles, Public Health Practice
Marcella H. Boynton, Population Health for Clinicians
Russell Coletti, Population Health for Clinicians
Diane Davis, Public Health Leadership
Pamela Dickens, Public Health Leadership
Donna Dinkin, Public Health Leadership
Bahar Emil Esmaeil, Public Health Leadership
Marie Lina Excellent, Public Health Leadership
William Fleming, Public Health Leadership
Jill Fromewick, Public Health Leadership, Rural Health
Jared Gallaher, Public Health Leadership
Erica Gregory, Population Health for Clinicians
Jennifer Griffin, Epidemiology, Global Health, Online Education
Lisa Macon Harrison, Public Health Leadership
Sheila Higgins, Public Health Nursing
Elizabeth High, Public Health Leadership
Judith Holder-Cooper, Public Health Nursing
Pooja Jani, Public Health Leadership, Online Education
Leila C. Kahwati, Public Health Leadership
Katherine Kirkland, Public Health Nursing
Manish Kumar, Public Health Leadership, Professional Development
Elizabeth Lawhorn, Public Health Nursing
Spencer Lindgren, Public Health Leadership
Brettana Lopes, Public Health Leadership
Rebecca Maine, Public Health Leadership
Karen Mastroianni, Public Health Nursing
Paul Meade, Public Health Leadership
Vanessa Miller, Public Health Leadership
Charles Mike Newton-Ward, Public Health Marketing, Online Education
Christine Pettit-Schieber, Public Health Leadership
Sean Philpott-Jones, Global Health
Trista Reid, Public Health Leadership
Mamie Sackey Harris, Public Health Leadership, Global Health
Ghazaleh Samandari, Public Health Leadership, Global Online
Jennifer Sanchez-Flack, Public Health Leadership
Michael Steiner, Population Health for Clinicians
Amy Belflower Thomas, Public Health Leadership
Gretchin Van Vliet, Public Health Leadership, Global Health
Meera Viswanathan, Public Health Leadership
Rachel Wilfert, Public Health Leadership
Jill Winkler, Population Health for Clinicians
Louise Winstanly, Public Health Leadership, Ethics, Global Health
Jacqueline Wynn, Public Health Leadership
Susan Zelt, Public Health Leadership, Practicum Placement, Research Design and Management
Scott Zimmerman, Public Health Leadership

Adjunct Instructors
Ruth Barlow, Occupational Health Nursing
Christine Beve, Public Health Leadership
Carol Breland, Public Health Leadership, Online Education
Jeanine Herrick, Public Health Leadership
David Holden, Public Health Leadership
Emily Kiser, Public Health Leadership
Advanced Undergraduate and Graduate-level Courses

PUBH 420. The HIV/AIDS Course. 1 Credit.
This course offers participants a multidisciplinary perspective on HIV/AIDS -- its etiology, immunology, epidemiology, and impact on individuals and society. How HIV/AIDS is framed by a society determines not only how affected persons are treated but also the degree to which the rights of the individual are upheld.
Grading status: Pass/Fail.

PUBH 500. Global Health Discussion Series. 0.5 Credits.
Provides opportunities for students to get to know each other through an exchange and discussion. Students exchange points of view with globally experienced faculty at UNC-Chapel Hill.
Grading status: Letter grade.

PUBH 510. Interdisciplinary Perspectives in Global Health. 3 Credits.
Explores issues, problems, and controversies in global health through an interdisciplinary perspective; examines the complex tapestry of social, economic, political, and environmental factors that affect global health; analyzes global health disparities through a social justice and human rights lens; and exposes students to opportunities in global health work and research.
Repeat rules: May be repeated for credit.
Grading status: Letter grade.

PUBH 610. Introductory Spanish for Health Professionals. 3 Credits.
This course is intended for students who know no Spanish or so little that they feel the need to start over. Students with more than two semesters of college Spanish are not eligible. The course covers the curriculum of first-semester Spanish taught within a health context, with a focus on speaking.
Grading status: Letter grade.

PUBH 613. Intermediate Spanish for Health Care I. 3 Credits.
This intermediate course is the equivalent of the third semester of college Spanish. Students will hone their listening and speaking skills in class primarily through role-playing activities and class discussion. Activities center on an original film set in a health clinic in rural North Carolina.
Grading status: Letter grade
Same as: AHSC 613I, NURS 613I, SOWO 613I.

PUBH 614I. Intermediate Spanish for Health Care II. 3 Credits.
Permission of the instructor. This primarily e-learning course provides public health students with the opportunity to improve their oral communication skills in Spanish at the intermediate level via DVD, Web, and workbook. Instructor-led. Online course.
Requisites: Prerequisite, PUBH 613.
Grading status: Pass/Fail
Same as: AHSC 614I, NURS 614I, SOWO 614I.

PUBH 615. Advanced Spanish for Health Care I. 3 Credits.
Required preparation, third semester Spanish or equivalent. This advanced course reviews the grammar of the third and fourth semester of college Spanish. Students hone their listening and speaking skills through role-playing activities and class discussion. Activities center on an original film set in a Latino-run health clinic.
Grading status: Letter grade
Same as: AHSC 615I, NURS 615I, SOWO 615I.

PUBH 616I. Health Care Informatics. 2 Credits.
Course designed to provide a multimodal learning experience that prepares health sciences students to learn to become proficient at selecting/using technology for organizing, analyzing, and managing information in health care settings.
Grading status: Letter grade.

PUBH 690. Special Topics in Public Health Leadership. 1-3 Credits.
Permission of the instructor. Sections will focus on specific topics of current interest to health workers. Fliers describing the section offering will be distributed prior to registration each semester. Lecture hours per week depend upon credit.
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.

PUBH 695. Public Health Leadership Program (GRAD). 3 Credits.
Provides opportunities for students to get to know each other through an on-line modules and learning assignments and interactive seminars with student presentations.
Grading status: Letter grade.
PUBH 705. One Health: Philosophy to Practical Integration. 1-3 Credits.
This course explores the intersection of human, animal, and environmental health and facilitates the understanding of health as an inexorably linked system requiring multidisciplinary collaborative efforts. The One Health concept demonstrates the importance of a holistic approach to disease prevention and the maintenance of human, animal, and environmental health.
Grading status: Letter grade
Same as: ENVR 705.

PUBH 706. Advanced Health Policy for Clinicians. 3 Credits.
An introduction to the fundamental organization, behavior, financing, and challenges of the health system of the United States. The course treats the entire edifice of American health care as ‘the American health system,’ and intends to examine it in toto, including by comparing it to other national health systems, and in part, by examining critical components of the system. Students must be enrolled in the Population Health for Clinicians Concentration or permission of the instructor.
Grading status: Letter grade.

PUBH 710. Introduction to Global Health Ethics. 1 Credit.
This course is designed to give students the skills to identify and effectively address ethical issues that arise in global health research and practice.
Grading status: Letter grade.

PUBH 711. Critical Issues in Global Health. 3 Credits.
Explores contemporary issues/controversies in global health through an interdisciplinary perspective; examines complexity of social, economic, political, and environmental factors affecting global health; analyzes global health disparities through a social justice lens; and exposes students to opportunities in global health work and research.
Grading status: Letter grade.

PUBH 712. Global Health Ethics. 3 Credits.
This course will introduce students to the theoretical and practical aspects of public health ethics. Develop student’s analytical skills to evaluate ethical issues related to public health policy, prevention, treatment, and research. Topics include: ethical reasoning; concepts of justice; principles of interacting with communities; professional conduct and research. Online course.
Grading status: Letter grade.

PUBH 714. Introduction to Monitoring and Evaluation of Global Health Programs. 3 Credits.
Fundamental concepts/tools for monitoring/evaluating public health programs including HIV/AIDS/STDs, maternal/child health, environment, and nutrition. Concepts and practices in M&E will be covered: logic models, theory of change, indicators, data collection methods, process evaluation, research design, and mixed methods. Small group work to create M&E plan for global health case-study. Online.
Grading status: Letter grade.

PUBH 716. Applied Quality Improvement Methods for Healthcare and Public Health. 3 Credits.
The course objective is to develop, implement, and test a solution to improve health care or public health delivery, using a model called the Model for Improvement (or MFI). The model uses three questions to scope the improvement project and four steps, Plan-Do-Check-Act, to implement and test solutions.
Grading status: Letter grade
Same as: MHCH 816, HPM 716.

PUBH 718. Designing Public Health Systems. 3 Credits.
Using powerful tools from engineering and management, this course equips students to conceptualize, design, and analyze public health and healthcare delivery systems for successful implementation.
Grading status: Letter grade.

PUBH 719. Introduction to Implementation Research and Practice in Public Health. 3 Credits.
This course introduces the concepts, frameworks, and methods of implementation research and practice. By the end of this course, students will be able to explain the rationale for this field, identify guiding frameworks, assess multilevel barriers and facilitators, and address barriers and facilitators with implementation strategies tailored to specific contexts.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 9 total credits. 99 total completions.
Grading status: Letter grade
Same as: HPM 719.

PUBH 720. The HIV/AIDS Course. 1 Credit.
This course offers participants a multidisciplinary perspective on HIV/AIDS -- its etiology, immunology, epidemiology, and impact on individuals and society. How HIV/AIDS is framed by a society determines not only how affected persons are treated but also the degree to which the rights of the individual are upheld.
Grading status: Letter grade.

PUBH 725. The HIV/AIDS Course Online. 1 Credit.
This online course offers a multidisciplinary perspective on HIV/AIDS -- its etiology, immunology, epidemiology, and impact on individuals and society. How HIV/AIDS is framed by a society determines not only how affected persons are treated but also the degree to which the rights of the individual are upheld.
Grading status: Letter grade.

PUBH 726. Western North Carolina Place-Based Approach to Public Health. 1 Credit.
Introduces concepts, issues, and examples related to public health in Western NC. We will explore ‘place’, i.e. the histories, contexts, peoples, landscapes, and other aspects of what contributes to the current wellbeing of communities for developing and building on existing approaches to improving the public’s health. Integrates critical reading and media with visits to and experiences with people/health institutions in Western NC, to better understand and plan relevant public health interventions. Asheville Cohort students only.
Grading status: Letter grade.

PUBH 727. Community Health Transformation. 3 Credits.
Community is a key aspect of place-based public health. Key components are Community Based and Participatory Research and Action (CBPRA) and Communities of Solution (COS), and the ways that these approaches may improve community health in WNC communities. Community engagement and CBPRA principles will be applied to the health promotion program planning process, from situation analysis/needs assessment to program evaluation, including Results-Based Accountability (RBA). Intended for students who have completed the MPH core. Enrollment restricted to students who have completed the MPH Core courses; Course is held in Asheville NC and includes a community project.
Grading status: Letter grade.
PUBH 728. Place-Based Systems Transformation. 3 Credits.
This course provides and introduction to systems transformation of health-related systems in Western North Carolina, including health care, food access, and environmental systems. The course examines disparities in the Western NC context that are due to intercultural interactions, structural bias, and historical factors, as well as other contributing factors like food networks, education, and relational networks. Concepts such as syndemics, ACEs, allostatic load, systemic oppression and racism will also be part of the inquiry.
Grading status: Letter grade.

PUBH 730. Leading Quality Improvement in Public Health. 3 Credits.
Overview of quality improvement (QI) and its important relationship to leadership. Focus on practical skills with sufficient theory to understand the origins of the philosophy and processes encompassed by QI. For working practitioners with current or future management/leadership responsibilities within their organizations.
Grading status: Letter grade.

PUBH 731. Public Health Social Marketing. 3 Credits.
Course will orient students to market-based strategies, models, and tactics for improving individual and community health status within the framework of marketing, strategic communication, and advocacy. Online course.
Grading status: Letter grade.

PUBH 734. Place-based Theory in Public Health. 2 Credits.
Concepts of place-based PH including community beliefs, behaviors, system structures, culture, art, geography and how they provide assets/barriers for the community's health will be addressed. The impact of rurality, person, race, poverty, gender, ethnicity, culture, behavior and society on health outcomes, will be examined and the concept of place-based from public health, sociology, anthropology and economic perspectives. Students will explore/integrate concepts with visits to and experiences with people and health institutions in Western NC.
Grading status: Letter grade.

PUBH 736. Individual Transformation Applied to Public Health and Place. 3 Credits.
Students work through the place-based principle of understanding oneself, one's values and place in and relationship to identity and values of the community. Students assess personality, leadership style and its application to improve public health. Students will examine social location, implicit bias, their effects on public health and one's personal health. Students will assimilate personality preference, personal strengths and weaknesses, group inclusion, change leadership style into understanding how to engage effectively in groups and communities.
Grading status: Letter grade.

PUBH 737. Place-based Research & Evaluation Methods. 2 Credits.
A research workshop teaching foundational tools and uses of research methods and how to appropriately apply them to improve the community health and place.
Grading status: Letter grade.

PUBH 738. Place-based Community Transformation. 3 Credits.
Community engagement and CBPRA principles will be applied to the health promotion program planning process, from situation analysis/needs assessment to program evaluation, including Results-Based Accountability (RBA). This course will show students how to follow principles of collaboration to build interdisciplinary teams using the Communities of Solution model, discuss the ethics of community engagement and the role of policy in place-based approaches to public health. Students will work on a community-collaborative project to apply course concepts.
Requisites: Prerequisites, SPHG 711, 712 and 713.
Grading status: Letter grade.

PUBH 739. Place-Based Systems Transformation. 3 Credits.
This course will discuss and review health transformation as it relates to complex and rapidly changing health care systems (noting areas of disparity), food access, environmental systems and structural policy, intercultural interactions, structural bias, and historical context in WNC. We will evaluate WNC health systems and how health transformation is changing these health care systems and the place of public health to help improve the process.
Grading status: Letter grade.

PUBH 740. Implementation of Place-based Theory and Design in Public Health. 3 Credits.
Students will apply place-based theory to design community-based intervention and engage with local community partners to develop multi-sectoral strategies and employ qualitative techniques to understand community concerns regarding the public health issue. Students will determine key stakeholders, bring them together and create a community of solution to address the public health issue, while discussing financial development and sustainability for the proposed community interventions.
Grading status: Letter grade.

PUBH 741. Quantitative Methods for Health Care Professionals I. 4 Credits.
Course is designed to meet the needs of health care professionals to appraise the design and analysis of medical and health care studies and who intend to pursue academic research careers. Covers basics of statistical inference, analysis of variance, multiple regression, categorical data analysis. Permission of instructor.
Grading status: Letter grade.

PUBH 742. Quantitative Methods for Health Care Professionals II. 4 Credits.
Continuation of PUBH 741. Main emphasis is on logistic regression; other topics include exploratory data analysis and survival analysis.
Requisites: Prerequisite, PUBH 741; Permission of the instructor for students lacking the prerequisite.
Grading status: Letter grade.

PUBH 745. Leadership Across the Program Development Continuum. 3 Credits.
Introduces concepts and methods for: leading community health improvement efforts; implementing public health programs; evaluating their process and effectiveness. Grounded in public health practice, students will complete the course with the skills necessary to lead the design of a community health assessment and improvement process, and conceptualize and develop a program and evaluation plan. Working in interdisciplinary teams, students discuss and practice skills for building effective teams and accomplishing individual and group objectives through teamwork.
Grading status: Letter grade.
PUBH 746. Applied Public Health Leadership in Program Planning and Evaluation. 3 Credits.
SPH majors or permission of the instructor. Fundamentals of public health program planning and monitoring, with emphasis on applications in community settings and proposal development for program funding.
Grading status: Letter grade
Same as: PHNU 746.

PUBH 747. Project Management Principles and Practices. 3 Credits.
Graduate students only. Provides an overview of knowledge and skills required for effective project/team leadership and management. Includes modules on leadership, management techniques, application of continuous quality improvement, and organizational designs that complement team-based organizations. Online course.
Grading status: Letter grade.

PUBH 748. Leadership in Health Policy for Social Justice. 3 Credits.
This course will provide students with the knowledge and skills to develop policies that address public health challenges, with an emphasis on improving health equity, promoting social justice, and creating systems in which the human right to health is given full effect.
Grading status: Letter grade.

PUBH 749. MPH Year & Career. 1 Credit.
Designed for students in the Population Health for Clinicians concentration in the MPH program who are actively working on their practicum/master’s paper. Ten required evening sessions are scheduled in the fall and ten required evening sessions are scheduled in the spring.
Repeat rules: May be repeated for credit. 2 total credits. 2 total completions.
Grading status: Letter grade.

PUBH 750. Strategies of Prevention for Clinicians. 3 Credits.
Designed for those interested in the clinical arena. Establishes a framework for examining prevention activities for clinicians, and then considers a number of important health problems and the evidence for applying prevention strategies to these health problems. Encourages active student participation and involves a multidisciplinary faculty. Students must be enrolled in the Population Health for Clinicians Concentration or have permission of the instructor to enroll.
Grading status: Letter grade.

PUBH 751. Critical Appraisal of Health Literature I. 2 Credits.
Emphasizes the process of critical appraisal of existing medical research literature, with examples from a variety of subject areas. Students must be enrolled in the Population Health for Clinicians Concentration or have permission of the instructor to enroll.
Grading status: Letter grade.

PUBH 752. Critical Appraisal of Health Literature II. 1 Credit.
Emphasizes the process of critical appraisal of existing medical research literature, with examples from a variety of subject areas. Student presentations of structured critical appraisals constitute about 50 percent of sessions. Students must be enrolled in the Population Health for Clinicians Concentration or have permission of the instructor to enroll.
Grading status: Letter grade.

PUBH 754. Research Frameworks and Methods for Assessing and Improving Population Health. 3 Credits.
This course is designed to provide students with the fundamental research and analytic methods needed by public health leaders to assess the effectiveness, efficiency, and equity of healthcare in order to improve population health. The focus will be on research skills needed by practitioners with the objective of improving health outcomes.
Grading status: Letter grade.

PUBH 755. Translating Evidence into Practice for Population Health. 2 Credits.
The course provides an engaging, intellectual environment for students to discuss conceptual frameworks, study designs, and population outcome measures for closing the gap between evidence and daily practice across important population subgroups and in diverse clinical settings. Students complete a series of assignments, including a final paper and presentation.
Grading status: Letter grade.

PUBH 756. Addressing Health Inequalities in the United States. 3 Credits.
Disparities in morbidity/mortality in sub-populations continue compared to other United States populations. Course explores contributors to inequalities and identifies strategies to counterbalance contributors to correct inequalities using public health resources.
Grading status: Letter grade
Same as: MHCH 756.

PUBH 759. MPH Practicum/Master's Paper. 1 Credit.
Graduate students only. Provides an overview of knowledge and skills required for effective project/team leadership and management. Includes modules on leadership, management techniques, application of continuous quality improvement, and organizational designs that complement team-based organizations. Online course.
Grading status: Letter grade.

PUBH 760. Clinical Measurement and Evaluation. 3 Credits.
Focuses on work, workplace exposures and hazards, and their effect on health. Interdisciplinary approaches to risk identification, reduction, and communication will be emphasized within regulatory and ethical contexts.
Grading status: Letter grade
Same as: EPID 711.

PUBH 762. Systems and Organizational Effectiveness. 3 Credits.
Systematic analysis of recent reforms to the U.S. health care system, including passage and initial implementation of the Affordable Care Act, with particular attention to how reform is intended to improve access, quality, equity, and effectiveness and whether reform can accomplish this while controlling cost.
Grading status: Letter grade.

PUBH 763. The Politics of Health Reform, Quality, Outcomes, and Effectiveness. 3 Credits.
Academic year-long seminar for health profession students to engage in inter-professional teams, providing health care access and mental health assessment, case management, and health promotion to refugees resettled in the Triangle. Graduate course open to undergraduates. MUST enroll in both fall and spring semesters.
Repeat rules: May be repeated for credit. 3 total credits. 3 total completions.
Grading status: Letter grade.

PUBH 764. Interdisciplinary Seminar in Refugee Health and Wellness. 1-3 Credits.
Academic year-long seminar for health profession students to engage in inter-professional teams, providing health care access and mental health assessment, case management, and health promotion to refugees resettled in the Triangle. Graduate course open to undergraduates. MUST enroll in both fall and spring semesters.
Repeat rules: May be repeated for credit. 3 total credits. 3 total completions.
Grading status: Letter grade.

PUBH 767. Team Leadership in Research Navigation. 3 Credits.
Team leadership and management practices with an emphasis on successful team leadership in clinical research. Team effectiveness strategies provide framework for development of successful leadership of teams undertaking clinical research.
Grading status: Letter grade.

PUBH 781. Community Engagement and Leadership in Health. 3 Credits.
Students will gain a basic understanding of how to be leaders in applying principles of community engagement in public health programs and organizational settings by engaging different stakeholder sectors, promoting multi-level cohesion among different audiences, communicating strategies, and collaboratively designing community engagement and implementation plans.
Grading status: Letter grade.
PUBH 782. The Public Health Impact of Criminalizing the Marginalized. 2 Credits.
This course will define criminalization and describe how this phenomenon disproportionately impacts the health of marginalized populations. Students will analyze the social construction of illicit behavior and subsequent criminal involvement and use the principles of life course theory and social ecological framework to explore associations between what is criminalized and health outcomes. The course will also describe the impact of criminalization on emerging health policy and introduce public health tools needed to address these challenges.
Requisites: Pre- or corequisite, SPHG 711, SPHG 712, and SPHG 713; permission from instructor for students lacking the prerequisite.
Grading status: Letter grade.

PUBH 783. Mass Incarceration & Public Health. 2 Credits.
This course examines the public health implications of mass incarceration in the US. Using a public health prevention framework, students will investigate the intersection of the criminal justice system with health outcomes. Students will identify alternative strategies grounded in public health, social justice and human rights principles to create healthier communities.
Requisites: Prerequisite, SPHG 711, 712, 713 preferred but not required; contact instructor for permission if SPHG 711, 712, 713 have not been undertaken.
Grading status: Letter grade.

PUBH 784. Project Management Strategy and Application. 3 Credits.
This course presents classic project management concepts and methods, applicable to research, public health, healthcare, information science and other team projects, with an aim to develop a toolbox of strategies to effectively manage projects using globally accepted theoretical frameworks; practice is gained via assignments, cases, lectures, and course project.
Grading status: Letter grade.

PUBH 790. Fundamentals of Public Health Leadership. 3 Credits.
This course is designed to gain a deeper insight into their own and others’ leadership styles, behaviors, and emotional intelligence. Students will engage in a day-long active-learning workshop every other week and access videos, readings and assignments online. Students will engage with the instructor and peers in person via reflection journals, large and small group activities, leadership assessments. Students will produce a leadership development plan and generate a set of professional goals.
Grading status: Letter grade.

PUBH 791. Core Principles in Public Health Leadership. 3 Credits.
Course will introduce students to leadership theories and research, provide a context for leadership in public health, and help students learn core leadership skills.
Grading status: Letter grade.

PUBH 804. Issues in Public Health Leadership. 1 Credit.
This course will provide a case-based approach to the approaches different public health leaders have used to deal with a variety of public health issues. The course will focus on identifying the public health competencies used in real-world situations and how students can apply those competencies to their own work in public health.
Grading status: Letter grade.

PUBH 805. Public Health in the Global Context: Service Learning with Vulnerable U.S. Populations. 1 Credit.
A spring break interdisciplinary service-learning trip to rural Tyrrell County, NC to learn about the social determinants of health and to promote health and reduce risks. Health professional students from nursing, physical therapy, public health, and social work form interdisciplinary teams to provide population-centered services to residents of this county.
Grading status: Letter grade.

PUBH 810. Population Health: Interprofessional Management in a Changing Healthcare System. 3 Credits.
Admission to SPH graduate program required for course enrollment. Course experience will involve medicine, nursing, pharmacy, and social work students engaging together to learn skills and knowledge to apply population health principles. Key themes include inter-professional collaboration and teamwork, identification and stratification of populations-at-risk, and discussion of evidence-based care planning/coordination.
Grading status: Letter grade.

PUBH 811. Population Health in Health Care: Field Experience. 3 Credits.
This inter-professional field-based course offers opportunities to engage with students from medicine, nursing, pharmacy, and social work to learn skills and knowledge to apply population health principles in a primary healthcare setting. Students will work on team-based projects in primary care settings.
Requisites: Prerequisite, PUBH 810; permission of instructor for students lacking the prerequisite.
Grading status: Letter grade.

PUBH 886. Field Practicum in Public Health. 1-6 Credits.
The practicum or field experience is intended to provide the student an opportunity to integrate course work in a new or different type of health-related setting. This experience will be completed after most regular course work. The practicum cannot be only an observational experience.
Grading status: Letter grade.

PUBH 890. Special Topics in Public Health Leadership. 1-3 Credits.

PUBH 992. Master’s (Non-Thesis). 3 Credits.
Permission of the instructor. A major paper on a problem relevant to public health practice. This study may extend over more than one semester. Credit is assigned accordingly.
Repeat rules: May be repeated for credit.

**Master of Public Health (M.P.H.) Place-Based Health Concentration Description**

The Place-Based Health concentration (https://sph.unc.edu/resource-pages/master-of-public-health/place-based-health-concentration/) is designed for professionals who wish to engage and collaborate with diverse communities to promote access to services and care, economic security, home stability, higher quality social systems, and optimal health. This concentration is available only in a residential format, as a full-time or part-time course of study. Please note that this concentration is based in Asheville, NC through the Mountain Area Health Education Center (MAHEC) (https://mahec.net/).

**Requirements**

Requirements for the M.P.H. degree in the Place-Based Health concentration, available in Asheville only.

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**M.P.H. Concentration**

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**M.P.H. Electives**

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**M.P.H. Culminating Experience**

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Total Hours 43

**Competencies**

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

**PBH01.** Analyze the concept of place in the context of key public health issues locally in Western NC and adapt these concepts to communities in state, regional, national, and global settings.

**PBH02.** Integrate place-based sociological, anthropological, educational, economic, environmental, and other theoretical perspectives with public health practice.

**PBH03.** Expand personal leadership skills to engage and motivate individuals, teams, and communities for health.

**PBH04.** Design applied research studies to investigate a question of public health importance.

**PBH05.** Apply the principles of community change models to support and promote healthy and safe physical and social environments and advocate for health equity.

**PBH06.** Apply the principle of systems and design thinking in the framework of local health systems to promote health and social equity.

### Sample Degree Plan

Sample plan for the M.P.H. degree in the **Placed-Based Health** concentration (Asheville).

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Total Hours 43

* Degree Requirement

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

The [Global Health](https://sph.unc.edu/resource-pages/master-of-public-health/global-health-concentration/) concentration is designed to train current and aspiring professionals to advance the health
and well-being of populations in diverse global settings. Through this concentration, students will partner with governmental and non-governmental organizations, research institutions and the private sector to develop and analyze public health programs and projects that are aligned with local cultures, contexts and resources.

**Requirements**

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

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* MHCH 780 will be offered as MHCH 890 for Spring 2020 only.

**Sample Degree Plan**

Sample plan for the M.P.H. degree in the Global Health concentration.

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**Summer 1 Term**

M.P.H. Practicum hours: 200 (minimum)

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**Spring 2 Term**

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Total Hours: 42

**Master of Public Health (M.P.H.) Leadership in Practice Concentration**

Designed to teach professionals how to apply leadership principles in a public health context, the Leadership in Practice concentration (https://sph.unc.edu/resource-pages/master-of-public-health-2/leadership-in-practice-concentration/) offers the knowledge and skills needed to lead teams, projects, organizations and systems in eliminating inequities and improving conditions in local and global communities. As a graduate with expertise in design thinking, evidence-based decision-making and mobilization for large-scale change, you’ll help empower populations to live their best lives — no matter their location.

**Requirements**

Requirements for the M.P.H. degree in the Leadership in Practice concentration.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1 Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPHG 711</td>
<td>Data Analysis for Public Health <strong>Core</strong></td>
<td>2</td>
</tr>
<tr>
<td>SPHG 712</td>
<td>Methods and Measures for Public Health Practice <strong>Core</strong></td>
<td>2</td>
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<tr>
<td>SPHG 713</td>
<td>Understanding Public Health Issues <strong>Core</strong></td>
<td>2</td>
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<tr>
<td>PUBH 711</td>
<td>Critical Issues in Global Health <strong>Concentration</strong></td>
<td>3</td>
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<tr>
<td><strong>Spring 1 Term</strong></td>
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<tr>
<td>SPHG 721</td>
<td>Public Health Solutions: Systems, Policy and Advocacy <strong>Core</strong></td>
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**M.P.H. Concentration**

SPHG 722  Developing, Implementing, and Evaluating Public Health Solutions **Core** 4
HBEH 780  Program Planning and Proposal Development for Global Health **Concentration** 3
MHCH 780  Cultural Humility **Concentration** 1
SPHG 701 MPH Practicum Preparation **Practicum** 2
SPHG 722 Developing, Implementing, and Evaluating Public Health Solutions **Spring 1** 4
Master of Public Health (M.P.H.)
Population Health for Clinicians
Concentration Description

Critical health challenges facing communities around the world cannot be solved in clinical settings alone. The Population Health for Clinicians concentration (https://sph.unc.edu/resource-pages/master-of-public-health-2/population-health-for-clinicians-concentration/) empowers graduates to provide excellent care to individuals and also improve systems of care for the benefit of all. Building on a decades-long collaboration between the UNC Schools of Medicine and Public Health, this program is widely regarded as one of the best opportunities for clinicians to gain mastery in public health and population science.

Requirements
Requirements for the M.P.H. degree in the Population Health for Clinicians concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>M.P.H. Integrated Core</td>
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<tr>
<td>SPHG 713</td>
<td>Understanding Public Health Issues</td>
<td>2</td>
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<tr>
<td>SPHG 721</td>
<td>Public Health Solutions: Systems, Policy and Advocacy</td>
<td>2</td>
</tr>
<tr>
<td>SPHG 722</td>
<td>Developing, Implementing, and Evaluating Public Health Solutions</td>
<td>4</td>
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<tr>
<td>PUBH 741</td>
<td>Quantitative Methods for Health Care Professionals</td>
<td>4</td>
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<tr>
<td>PUBH 750</td>
<td>Strategies of Prevention for Clinicians</td>
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</tr>
<tr>
<td>PUBH 706</td>
<td>Advanced Health Policy for Clinicians</td>
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<tr>
<td>PUBH 751</td>
<td>Critical Appraisal of Health Literature</td>
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<tr>
<td>PUBH 752</td>
<td>Critical Appraisal of Health Literature</td>
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<tr>
<td>PUBH 792</td>
<td>Master’s (Non-Thesis)</td>
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<td>Total Hours</td>
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<td>42</td>
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Competencies
Students will develop the following Population Health for Clinicians competencies, building on the foundational public health knowledge they attain in the Gillings M.P.H. Integrated Core courses.

PHC01. Demonstrate the ability to think critically and analytically about the priority prevention needs of populations and appropriate prevention strategies, considering evidence about benefits, harms, and costs.
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://onlinemp.unc.edu/) Web site and fill out an inquiry form.

Comprehensive 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 701, 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 exam will be administered and graded by Gillings faculty and clear instructions on how to prepare for and complete the comprehensive exam will be provided. They comprehensive exam will typical be offered in the fall of the student’s second year in the M.P.H. program and cannot be completed by students until after all M.P.H. core courses have been successfully completed. 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.

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/mph-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. The high-quality written product demonstrates a synthesis of four foundational and 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 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
Students in the M.P.H. program are required to take 9 credits. 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 on 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/) Web site.