

# **Public Health Leadership Program**

## **Occupational Health Nursing Concentration Distance Education Program**

### **MPH Degree**

#### **Student Handbook**

**2007 - 2008**

**The University of North Carolina at Chapel Hill  
School of Public Health**

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## **Purpose of Handbook**

Dear 2007 Entering PHLP Student:

Welcome to UNC-Chapel Hill School of Public Health and the Public Health Leadership Program! We look forward working together with you to make your journey to a master's degree as productive and efficient as possible.

This Student Handbook is designed to be a useful guide for you as a current student navigating your way to a graduate degree in public health. Its goal is to clearly outline both opportunities and obligations of students in order to contribute to your successful education at UNC-Chapel Hill School of Public Health. In the spirit of Continuous Quality Improvement (CQI), we really welcome your feedback on this document.

Please note that there are a variety of different courses of study within PHLP, and each student's situation is slightly different, depending on their concentration of study and whether they will be studying on-campus residentially or by distance learning. Our goal is to facilitate your having the best growth and learning experience within the existing structure. Working with and through your advisor will help reach that goal. This document is by no means exhaustive, so please ask your advisor or another PHLP staff member if you need more information or any clarifications.

Again, welcome to UNC! Now that you're a Tar Heel we look forward to getting to know you better and working with you to make your educational experience the best it can be!

William Sollecito, DrPH  
Public Health Leadership Program Director  
UNC School of Public Health

## **Overview**

### **Public Health Leadership Program**

The Public Health Leadership Program (PHLP) is an academic unit dedicated to preparing leaders in public health practice and building linkages between professionals in academic and community based organizations. One major feature of the PHLP academic program is its interdisciplinary focus, building on the research, teaching, and service functions of the seven departments within the School of Public Health (SPH). The public health principles and concepts to which students in this program are exposed are applicable in a wide variety of practice settings. These settings range from national, state and local governmental agencies to hospitals, integrated delivery systems and managed care organizations, environmental advocacy and policy groups, migrant and community health centers, rural health centers and the business and industrial community.

Students pursuing the MPH degree select from one of three concentration options: Leadership, Health Care and Prevention (HC&P), and Occupational Health Nursing (OHN) – see the PHLP Organizational Chart at the end of this document. A MS degree in Public Health Nursing (Occupational Health Nursing Concentration) is also available for on-campus students only. A traditional, residential learning format is available for students in all three concentrations. An internet-based, distance learning option is available to students in the Leadership or Occupational Health Nursing concentrations.

### **Occupational Health Nursing Concentration**

The Occupational Health Nursing (OHN) concentration provides interdisciplinary education, training, and research experiences as appropriate to occupational health nursing. The mission of the Program is to provide education and training in occupational health nursing and encourage research in occupational and environmental health and related fields to promote worker health and safety. It is achieved through an interdisciplinary curriculum that supports the science and disciplinary development of the occupational health nursing specialty and application of the occupational health and safety knowledge acquired into practice.

- ❖ The **MPH** program in Occupational Health Nursing, using a theoretical and conceptual framework, prepares occupational health nurse specialists for leadership/management positions in industry, government, and other occupational health settings, to act as consultants to business, industry, and government, and to provide program planning and evaluation expertise. The program is offered on-campus or through distance education.
- ❖ The **MS** program in Occupational Health Nursing, using a theoretical and conceptual framework, prepares graduates as described in the MPH curriculum above but also emphasizes research skill development as beginning researchers. The MS program is available on-campus only.
- ❖ The **OHN Certificate program** is an academic program of study. Students take 11-12 credits in coursework that has been specially developed for distance education. All credits earned are completely transferable (for 10 years) that can be used to meet the requirements for the completion of the OHN Concentration MPH degree.

### **OHN Program Objectives**

1. Provide MPH training both on-campus and via distance education and on campus MS degree education.
2. Provide OHN Certificate program via distance education.
3. Provide interdisciplinary learning opportunities and experiences.
4. Provide integrated/applied learning through practicum experiences.
5. Provide opportunities for scholarly demonstration of knowledge learned (e.g., master's paper publications, presentations).
6. Offer continuing education/outreach to the occupational safety and health community.
7. Provide research training (MS degree).

**Course Content**

Occupational health nursing course content uses an occupational health nursing model based on system's theory developed by the Program Director to emphasize OHN roles, worksite assessment, interdisciplinary functioning, health promotion and prevention, management theory and functions, program planning and evaluation, and administration including cost-benefit/effectiveness in occupational settings.

Most courses are offered in both distance and residential formats. Residential students are eligible to take any PHLP online courses. However, School of Public Health online core courses are only rarely available to residential students, and only after receiving special permission of the instructor and the SPH registrar.

## **MPH Program Requirements**

### **Introduction**

Information about the University of North Carolina at Chapel Hill Graduate School degree requirements and important policies and procedures is published annually in *the Graduate School Handbook* and guidebooks which can be accessed at: <http://gradschool.unc.edu/guidebooks.html>. The following guidelines for the MPH degree were developed to conform to School of Public Health and University requirements.

To earn the Master of Public Health (MPH) degree (distance education) in the OHN Concentration, students are required to meet SPH core course requirements, the public health/occupational health nursing core courses, occupational health cognate courses, which also help develop basic competency in the public health core function areas of assessment, policy development, and assurance. Field practicum/s designed to complement academic study, a Master's Paper (MPH), passing the written comprehensive examination, and certifications in first aid, CPR/AED Instructor, hearing conservation, spirometry, and CITI Course in the Protection of Human Research Subjects complete the curriculum. Students can enroll and complete the program full-time (1½ years) or part-time (2-3 years), but have 5 years from admission to complete the program of study. The MPH course of study requires a minimum of 42 credit hours. The Occupational Health Nursing concentration is accredited by the National League for Nursing Accrediting Commission (NLNAC).

### **OHN MPH Requirements At-a-Glance**

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<b>Credit hours</b>	<b>at least 42</b>
<b>Courses</b>	<b>SPH core courses (15 credits)</b>
	<b>Public Health/Occupational Health Nursing core courses (11 credits)</b>
	<b>Occupational Health Cognate courses (11 credits)</b>
<b>Master's paper</b>	<b>3 credits</b>
<b>Field practicum/a</b>	<b>3 to 7 credits*</b>
<b>Certifications</b>	<b>Cardiopulmonary Resuscitation (CPR), AED, and First Aid Spirometry Hearing Conservation CITI Course in the Protection of Human Research Subjects</b>
<b>Comprehensive Exam</b>	<b>0 credits (must be registered to take exam)</b>

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\* NOTE: Requirements and credit hours in these areas may vary by OHN experience

### Time Expectations

Students enrolled full-time (i.e., 9 or more credit hours per semester) in the traditional "on-campus" format ordinarily take about 18 months to complete all degree requirements. Part-time students in the same format need more time to meet the same requirements and typically finish in 2-3 years. The time required for the degree may be modified when course credit (up to 8 credit hours upon review and approval by PHLP) is transferred from another university. For students who have completed the OHN Certificate program, the 11 or 12 credit hours earned through this certificate program can be used to meet the coursework requirements for the MPH degree thereby completing the degree within two years. For students who have completed the School of Public Health's certificate program in core public health concepts, with approval, up to 15 credit hours can be transferred; therefore, the additional course work for the MPH degree could be completed with one year of full-time study. Regardless of format or full/part-time status, all **requirements for the MPH degree must be completed within five years of matriculation.**

### Transfer Credits

Transferring credits into PHLP is governed by the following regulations and procedures:

1. Requests for UNC Certificate Program Course Credits.

Students are eligible to request the transfer of more than the usual number of credit hours if these credits were earned in a relevant UNC Certificate Program.

- Students enrolled in the Core Concepts in Public Health Certificate program may transfer any number of the credit hours earned in that program, up to all 15 credit hours, into the OHN Concentration MPH degree program.
- Students enrolled in the Field Epidemiology Certificate may transfer any number of the credit hours earned in that program, up to all 12 credit hours, into the OHN Concentration MPH degree program.
- Students enrolled in the Leadership Certificate program may transfer any number of the credit hours earned in that program, up to 11 credit hours, into the OHN Concentration MPH degree program.
- Students enrolled in the OHN Certificate program may transfer any number of the credit hours earned in that program, up to all 12 credit hours, into the OHN Concentration MPH degree program.

Note: Only students from these four specific certificate programs may transfer in more than 8 credit hours. With special approval, up to 17 hours may be transferred into the MPH program from a combination of these UNC distance learning certificate programs.

2. Requests for Graduate Courses from other Universities to Substitute for UNC School of Public Health Core Courses.

OHN students applying for transfer credit from other universities for UNC SPH required core classes must follow this procedure:

- Contact your advisor and inform him or her of your desire to petition for transfer credit for a specific SPH core class(es).
- From the graduate level class for which you are petitioning to receive credit, submit to your advisor a copy of the class syllabus and a copy of the table of contents from the primary text used in the class. Additionally, an official transcript showing that you have earned credit for the class credit with at least a grade of "B" or above for the class is required, but your advisor will normally secure this from your application file.
- Your advisor will submit your request and the submitted documentation to the instructor of the class for which you are requesting transfer credit. If the instructor approves your request, the approval will then be forwarded to the SPH Associate Dean for Academic Affairs for final approval. If either the instructor or the Associate Dean for Academic Affairs denies your petition for transfer credit, you will not receive transfer credit. Their decision is final. You will be notified of the final decision by the Leadership registrar.

3. Requests for Graduate Courses from other Universities to Substitute for UNC School of Public Health Non-Core Courses.

OHN students applying for transfer credit for non-core SPH classes must follow this procedure:

- Contact your advisor and inform them of your desire to petition for transfer credit for a specific class(es).
- From the graduate level class for which you are petitioning to receive credit, submit to your advisor a copy of the class syllabus. Additionally, an official transcript showing that you have earned credit with at least a grade of “B” or above for the class is required, but your advisor will normally secure this from your application file.

Note: Some instructors may require additional information from students, which may require an interview or additional documentation.

- Your advisor will submit your request and the submitted documentation to the instructor of the class for which you are requesting transfer credit. If the principal instructor approves your request, you will receive transfer credit. If the principal instructor denies your petition for transfer credit, you will not receive credit. The decision of the principal instructor is final. You will be notified of the final decision by the Leadership registrar.

4. Requests to Transfer Graduate Courses taken from Another Department at UNC into PHLP.

OHN students requesting to transfer coursework completed elsewhere within UNC must follow this procedure:

- Contact your advisor and discuss with them your desire to petition for transfer credit for a specific class(es). Your advisor will make the first determination of the appropriateness of this course for transfer.
- From the graduate level class for which you are petitioning to receive credit, submit to your advisor a copy of the class syllabus. Additionally, an official transcript showing that you have earned credit with at least a grade of “B” or above for the class is required, but your advisor will normally secure this from your application file.

Note: Some instructors may require additional information from students, which may require an interview or additional documentation.

- Your advisor will submit your request and the submitted documentation to the instructor of the PHLP class for which you are requesting transfer credit. If the principal instructor approves your request, you will receive transfer credit. If the principal instructor denies your petition for transfer credit, you will not receive credit. The decision of the principal instructor is final. You will be notified of the final decision by the Leadership registrar

Finally, a few general rules governing transfer credits in the Leadership program:

- You can not receive credit for a class that is not offered as a regularly scheduled class at SPH.
- All transfer credits must be approved by the end of the student’s first semester.
- You must have earned a grade of B or higher in any class you propose to submit for credit, and the course must be a graduate level course.
- Requesting course credit to fulfill elective hours requirements follows the same procedures as above (submission of course materials) but is reviewed and approved or denied by the advisor and concentration director rather than a specific course instructor.

### **Waiver of Class Requirement**

If a class requirement is waived rather than credit given for an alternative, equivalent course, then the student does not have to take the required course; however, he or she receives no course credit and therefore must fulfill the credit hours by taking a different course.

### **School of Public Health Core Courses**

All MPH students are required to meet SPH requirements for core content. These requirements may be satisfied in a few ways, as shown below. Approved alternative courses are available only to residential students; the basic core courses are the ones available online for distant learning students.

<b>CORE AREA</b>	<b>BASIC COURSE(S)</b>	<b>APPROVED ALTERNATIVE RESIDENTIAL COURSES</b>	
<b>Biostatistics</b>	<b>BIOS 600</b>	<b>BIOS</b>	<b>Any BIOS course higher than 500</b>
<b>Environmental Health</b>	<b>ENVR 600</b>	<b>ENVR</b>	<b>412, 421, 422, 430, 432, 685</b>
<b>Epidemiology</b>	<b>EPID 600</b>	<b>EPID</b>	<b>711</b>
		<b>PUBH</b>	<b>760</b>
<b>Health Administration</b>	<b>HPAA 600</b>	<b>HPAA</b>	<b>660, 710</b>
		<b>PUBH</b>	<b>600</b>
		<b>NUTR</b>	<b>720</b>
		<b>MHCH</b>	<b>709, 730</b>
<b>Social and Behavioral Science</b>	<b>HBHE 600</b>	<b>NUTR</b>	<b>715</b>
		<b>PUBH</b>	<b>750</b>

NOTE: Only the basic core courses are available in a distance format.

A single SPH core course may not satisfy more than one requirement simultaneously. However, a student may take additional courses in the core list and use them to satisfy PHLP requirements or elective options. These decisions should be explored with faculty advisor.

Courses and their descriptions available throughout UNC can be accessed via the Office of the University Registrar at: <http://regweb.unc.edu/>

### **PHLP Core Competencies**

In 1988 and again in 2003, the Institute of Medicine (IOM), using highly respected panels of public health experts, published two reports on the future of public health. In both reports they emphasized that the public health system was in “disarray” and in dire need of greater **leadership** to get back on track. In making this point, the 1988 report said, “Today, the need for leaders is too great to leave their emergence to chance,” and the 2003 report stated, “We must be led by those who have mastery of the skills to mobilize, coordinate, and direct broad collaborative actions within the complex public health system...” The IOM also established the now well-accepted "core functions" of public health in these reports- **assessment, policy development, and assurance**. The public health community has since operationalized these core functions into 10 "essential public health services" (EPHS).

Each MPH student is required to develop competency in **leadership** and in the three core functions of public health practice: **assessment, policy development, and assurance** of conditions in which people can be healthy. The PHLP final comprehensive written exam asks questions in these four categories of competence. Likewise, the OHN Concentration comprehensive exam addresses these areas within the field of occupational health and safety.

### **OHN Program Competencies**

In 2004, the Occupational Health Nursing Faculty developed 12 competencies, with several indicators identified for each competency, which OHN graduates should be able to demonstrate upon completion of the program. Each area has three levels of competency, demonstrated by being competent, proficient, or expert. The competencies are listed below.

1. Fosters collaborative practice as a member of the interdisciplinary team with emphasis on occupational safety and health areas.
2. Uses written, oral, and technological strategies to communicate effectively with individuals, groups, and communities about occupational health and safety issues.
3. Develops, implements, and evaluates comprehensive occupational health and safety programs and services for diverse client populations.
4. Assumes occupational health nursing leadership role in business, academia, government, and in the community.
5. Utilizes critical and creative thinking to identify trends in health and health care that impact workers and communities and determine appropriate intervention and prevention strategies.
6. Influences policy development and its implications on business, legislation/regulation, health care, occupational health and safety issues, and the environment.
7. Engages in ongoing and lifelong professional development and develops advanced occupational health nursing skills to improve professionalism in occupational health and safety.
8. Identifies need for and participates in research activities, analyzes and interprets data, and applies new knowledge to practice issues or problems.
9. Applies ethical decision making principles, personal values and beliefs, and ethical behavior in situations requiring judgment.
10. Demonstrates effective skills in planning, financial management, organizing, staffing, directing, and evaluating health, safety, and environmental programs and services consistent with corporate culture, business objectives, and population needs.
11. Utilizes knowledge from occupational health sciences to assess and control exposures in work environments.
12. Applies epidemiologic and environmental health knowledge and concepts to occupational health nursing practice.

### **Required Courses in Assessment, Policy Development, and Assurance**

In addition to taking the mandatory School of Public Health core courses, all PHLP MPH students are required to complete at least one course each in assessment, policy development, and assurance. The OHN program of study fulfills this requirement as shown below.

#### **OHN Required Courses Meeting PHLP Core Competencies**

<b>Core Competency</b>	<b>Course No.</b>	<b>Title</b>
<b>Assessment</b>	ENVR 422	Air and Industrial Hygiene
	ENVR 432	Occupational Safety and Ergonomics
	PHNU 781	Occupational Health Nursing I
	PHNU 782	Occupational Health Nursing II
	PHNU 787	Fundamentals of Industrial Hygiene
	PUBH 785	Interdisciplinary Approaches to Occupational Health
<b>Policy Development</b>	PUBH 748	Policy Development
<b>Assurance</b>	ENVR 423	Industrial Toxicology
	PHNU 744	Roles and Functions in Public Health Nursing
	PHNU 781	Occupational Health Nursing I
	PHNU 782	Occupational Health Nursing II
	PUBH 746	Program Planning and Evaluation

#### **Elective Courses**

Students will complete their degree course requirements by taking electives in the School of Public Health and the greater University in order to fulfill the 42-credit hour requirement (MPH) and 45-credit hour requirement (MS). Electives may be used to expand the breadth of an individual course of study or to provide depth in a particular area. Students will develop an approved course of study with their advisor during their first semester in the program. It should be noted that some students will have fewer elective credits available depending on their course and mode of study.

## **Master's Paper (MPH Degree Only)**

Each OHN MPH student is required to complete a Master's Paper, which demonstrates synthesis of knowledge, and advances or contributes to the field of occupational health. The paper should also represent the independent effort of the student. Students **must be registered** for PUBH 992, 3 credits, **during the semester the paper will be completed.**

### **Topic and Paper Outline**

The Master's Paper concept and substance **must be discussed** with and approved by the student's primary reader and in some cases the second reader depending on the content area of the paper. A detailed outline must be submitted to the student's primary master's paper reader for approval of the proposed concept/content. This must be done prior to submitting the first draft of the paper. The outline may take several drafts and should follow the paper format, (i.e., 5 chapters). All outline pages must be numbered. The student must allow for sufficient lead time for completion and approval of the outline prior to starting the paper. Examples of previous OHN Master's Papers are available for review in the OHN Program or from the PHLP Registrar.

### **Readers**

The student is required to have two master's paper readers. The student's academic advisor is usually the primary reader; however, the student may negotiate a different primary reader with approval of the advisor. The second reader should be identified early, **by the student**, and may be another faculty member with relevant expertise or adjunct faculty. It is the student's responsibility to obtain both the primary and second readers.

### **Paper**

- ❖ Review carefully and follow the Overview Guidelines for the Occupational Health Nursing Program. You will receive a copy of these guidelines.
- ❖ The first draft of the paper must be received by the student's primary reader **AT LEAST** 6 months before anticipated graduation.
- ❖ The student should expect to complete at least three drafts for review and comment by the primary master's paper reader before the paper is submitted to the second reader. It generally takes faculty 2-3 weeks to review and comment on each draft of the paper.
- ❖ Please remember you will have at least two master's paper readers and will need to allocate your time accordingly in order to meet deadline dates.
- ❖ Typically a final paper is 60 - 85 pages in length.
- ❖ Students are strongly encouraged to submit their master's papers for publication and should do so with the faculty advisor and reader of their paper, all who would be co-authors.

### **Deadlines for Submission**

The final, signed Master's Paper must be submitted to the Public Health Leadership Program Registrar approximately three to four weeks before the end of the semester in which the student expects to complete the paper. The Graduate School establishes the deadline for the Master's Paper/Thesis each semester. General deadlines are: mid-April (May graduation), early to mid-July (August graduation), and late-November (December graduation). **Check specific deadline dates with PHLP Registrar at 919-966-5305. Contact the Program Registrar for exact dates for each semester.**

Submit 3 or 4 copies of the final, signed paper to your advisor:

- One unbound copy goes to the registrar (registrar has a binder for this copy)
- One copy to OHN Program Director for NIOSH
- One copy to primary reader, if different from Program Director
- One copy to second reader, if different from Program Director

Your advisor will supply the binders for the remaining copies. Follow the directions for typing the information for the spine label. When you type the spine label, it should include Date (Year only), Title of Paper, and Your Name (Last Name, First Name).

**Format**

In general, the latest edition of the American Psychological Association (APA) Publication Manual will be your source for writing your paper. However, the final structure and format of the paper will be determined by faculty.

**Human Subjects Review**

All research which involves collection or analysis of data from human subjects must be reviewed by the School's Institutional Review Board (IRB) for Research Involving Human Subjects. Even "non-invasive" actions such as asking questions on a survey may require IRB review and approval. The purpose of this review is to determine whether adequate procedures for informed consent have been followed and adequate protection provided for subjects at risk.

Instructions and forms may be obtained from the IRB website: "[www.sph.unc.edu/irb](http://www.sph.unc.edu/irb)". UNC IRB training *must* be completed in advance of requesting approval and advisors should be involved in preparation of the IRB application and provide their signature on the form. Students and advisors must also have completed the IRB certification. Details and procedures for completing this mandatory, on-line, Collaborative IRB Training Initiative (CITI) can be attained at <http://research.unc.edu/ohre/educ.php>. No data should be collected until full IRB approval has been received.

**NOTE: Failure to comply with IRB regulations may prevent or delay graduation.**

## **Practica Experience**

Field practica or training is a planned and supervised experiential component of the academic program which provides learning opportunities not available in the classroom. The purpose and potential benefits of the field practicum are to relate theoretical classroom learning to practice situations; gain experience, skills and confidence in dealing with administrative, and/or service problems; explore and increase understanding of the structure and dynamics (e.g., agency objectives, goals, values, resources, constraints, etc.) of the setting in which the OHN student is working and the influence of occupational health/safety; and identify work-related health problems for intervention, prevention, and control. This is perhaps one of the best learning experiences offered and is not only completed in traditional industry settings but also in government, professional associations, agricultural, and hospital employee health settings.

The preceptor and faculty assume primary responsibility for facilitating the student's learning during the practica. This means identifying those resources, experiences, projects, activities, etc. that are available to assist the student in meeting the learning objectives which are approved by the faculty advisor. While the academic faculty has the primary responsibility for managing the field practicum, the student as a self-directed learner and the preceptor as an expert in his/her functional role, guide the learning process.

### **PHNU 783 and 784**

Students may have a concurrent academic year practicum, one day each week, (PHNU 783 and 784) depending on previous occupational health experience. PHNU 783 is designed to offer students without experience the opportunity to learn about the role and functions of the OHN within the context of the work environment. PHNU 784 follows with the opportunity to increase their knowledge about developing occupational health and safety services. Emphasis is placed on learning about managerial and administrative components of the occupational health unit within the overall work environment. Each practicum experience is uniquely tailored to the student's needs, interests, and professional growth and is planned jointly by the student, faculty, and field course preceptors.

Practicum sites and resource field people will generally be selected and arranged for by the OHN practicum instructor; however, students may select practicum sites with faculty approval. Detailed information about the objectives and specific requirements are on the course syllabi.

### **PHNU 886**

All students are required to complete a concentrated practicum (PHNU 886), which generally lasts five to eight weeks. This practicum enables them to develop and implement advanced OHN practice projects (comprehensive program/administrative project) and synthesize the practice within their functional roles.

Specific field training objectives are individually planned and tailored to the student's needs and are planned jointly by the student, faculty field practicum instructor, and preceptor. Detailed information about course objectives and requirements are specified in the course syllabus.

**Sample Course of Study (MPH)\***

Sample course of study for the MPH OHN Program distance education option is listed below. Students should always consult with their advisor before registering for any courses, because each course plan should be tailored to the student's goals. **Minimum credits required for graduation = 42.**

**Year 1**

Summer (Fall Registration)	Fall	Spring
PHNU 781 (3) <sup>2</sup>	EPID 600 (3) <sup>1</sup> HPAA 600 (3) PHNU 783 (2)*	ENVR 600 (3) <sup>1</sup> ENVR 423 (3) <sup>1</sup> PUBH 785 (3) <sup>1</sup> PHNU 784 (2)*

**Year 2**

Summer (Fall Registration)	Fall	Spring
PHNU 782 (3) <sup>2</sup>	BIOS 600 (3) <sup>1</sup> PHNU 787 (2) <sup>1</sup> PUBH 748 (2) <sup>1</sup>	PUBH 746 (3) <sup>1</sup> HBHE 600 (3) <sup>1</sup>

**Year 3**

Summer (Fall Registration)	Fall	Spring
PHNU 886 (3) PUBH 992 (3)	ENVR 432 (3) <sup>1</sup>	

1 = Internet based

2 = On-Campus course (1 week; however course completion extends throughout semester)

**Note:**

- This format is fluid and is constructed as a guide to which course offerings may vary in the semester in which they are offered.
- The program of study can be completed in 2 to-2½ years as outlined above. However, you have 5 years from admission within which the program must be completed.
- Independent study/transfer in credit (20% of total program credits may be transferred in with approval)

**Certifications**

- CITI Course in Protection of Human Research Subjects (**first year**)
- CPR, AED, & First Aid (anytime)
- Spirometry (anytime)
- Hearing Conservation (anytime)

Course	Hours	Title
BIOS 600	3	Fundamentals of Biostatistics/Principles of Statistical Inference
ENVR 600	3	Environmental Health
ENVR 422	3	Air and Industrial Hygiene
ENVR 423	3	Industrial Toxicology
ENVR 432	3	Occupational Safety and Ergonomics
EPID 600	3	Principles of Epidemiology
HBHE 600	3	Social and Behavioral Sciences in Public Health
HPAA 600	3	Introduction to Health Policy and Administration
PHNU 744	3	Roles and Functions of Public Health Nursing
PHNU 781	3	Occupational Health Nursing I
PHNU 782	3	Occupational Health Nursing II
PHNU 783**	3	Occupational Health Nursing Field Practicum I
PHNU 784**	3	Occupational Health Nursing Field Practicum II
PHNU 787	2	Fundamentals of Industrial Hygiene
PHNU 886	3	Field Practice in Public Health
PUBH 740	1-3	Special Issues in Public Health Practice
PUBH 746	3	Program Planning and Evaluation
PUBH 748	2	Policy Development
PUBH 785	3	Interdisciplinary Approaches to Occupational Health
PUBH 992	3	Master's Paper

\* With the continued development of the on-line format, changes in curriculum any occur.

\*\* PHNU 783/784 required for students without occupational health nursing experience

## **Organization of the Public Health Leadership Program**

The Public Health Leadership Program is structured as presented in the organization chart below and is guided by a committee of senior advisors and the Interdisciplinary Curriculum Committee. The Interdisciplinary Curriculum Committee is composed of faculty from departments within the School and focuses on the operational challenges of the curriculum.

### **Academic Advising**

Within the Public Health Leadership Program, each student is assigned a faculty advisor prior to the first semester of his or her program. Initial student-advisor meetings are ordinarily scheduled during the orientation/registration period. Advisors must meet with students at least once per semester before registration. Advisors must have completed the IRB on-line certification at <http://research.unc.edu/ohre/educ.php>

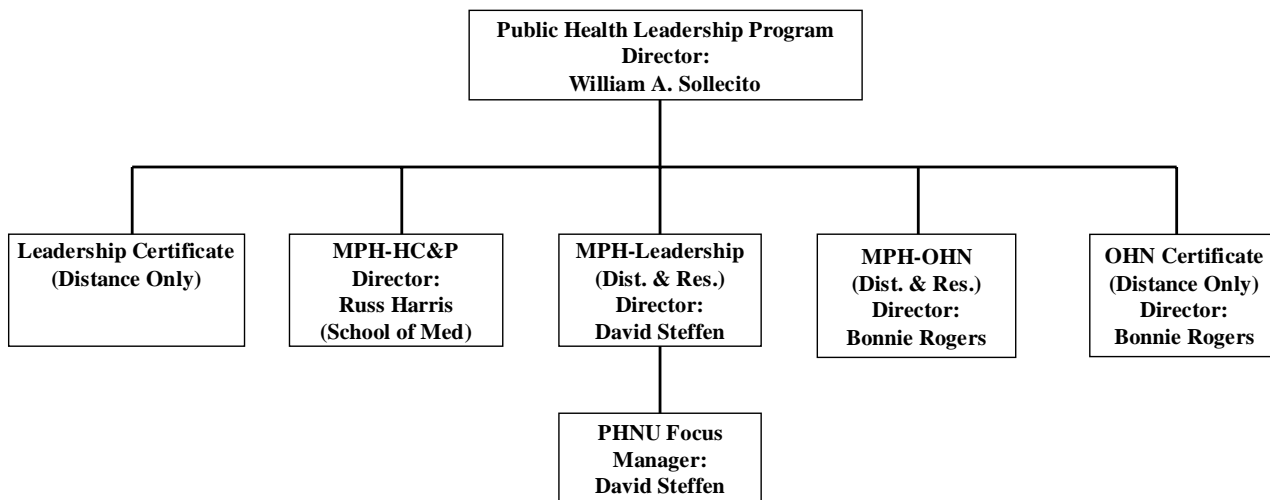
The PHLP Policy on Academic Advising is:

1. The academic advisor is responsible for:
  - ◆ Collaborating with the student on overall program planning and selection of specific courses;
  - ◆ Providing primary guidance on the Master's Paper, including active participation in establishment of a primary goal and selection of an additional reader with expertise relevant to the topic and complementary to that of the advisor; and
  - ◆ Arranging and facilitating field experiences.
2. In some circumstances, students may request to change advisors. A student contemplating such a change should:
  - ◆ Discuss the proposal with his/her current advisor;
  - ◆ Discuss the proposal with the potential new advisor; and
  - ◆ Meet with the Director of Graduate Studies or the director of his/her concentration program.

If any of the above steps are unreasonable, the student may choose to begin the process by meeting with the PHLP Director.

3. Any exceptions to the Policy on Academic Advisement must be approved by the Director of PHLP.

### PHLP Organizational Structure 2007-2008



## **Selected Faculty Background**

*Courses are taught primarily by faculty in respective departments in the School of Public Health.*

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**Diane C. Calleson**, *Assistant Professor, Public Health Leadership Program and Department of Family Medicine, School of Medicine, 1302 McGavran-Greenberg Hall*

Dr. Calleson has a joint appointment as an assistant professor with the UNC-Chapel Hill Public Health Leadership Program and the Department of Family Medicine in the School of Medicine. Dr. Calleson's work crosses the disciplinary boundaries between educational research and policy and community health, with a focus on community-academic partnerships. She trained in educational policy at the doctoral level and completed a postdoctoral fellowship with the W.K. Kellogg Community Health Scholars Program at the UNC-Chapel Hill School of Public Health (1999-2000). Dr. Calleson teaches the Health Care and Prevention (HC&P) master's seminar, and courses on community-based participatory research, physician leadership with underserved communities, and health program planning and evaluation. She is directing two externally-funded program evaluations has a primary role in evaluating the Public Health Leadership Program. In addition, Dr. Calleson is developing an online toolkit, due out Fall of 2005, to support faculty in developing strong portfolios for promotion and tenure that highlights their community involvement (i.e., CBPR, service-learning, public health practice, community service).

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**Christina Harlan**, *Instructor, Public Health Nursing and School of Nursing*

Christina Harlan received her Bachelor's degree in Nursing from American University in Washington, DC, and her MA in Medical Anthropology is from The New School for Social Research in New York City. Ms. Harlan worked for many years with migrant and seasonal farm workers, training natural leaders as lay health advisors (LHA), and she also worked with the Intensive Home Visiting Cooperative at UNC, which provided training and technical assistance to health departments in the area of program planning, implementation and evaluation of a perinatal home visitation program providing education, health care and social support to at-risk families. Recently, she served as Co-Director of a program sponsored by UNC's Area Health Education Centers (AHEC) to provide Spanish and cultural training to health professionals in North Carolina.

Chris has worked as a community/public health nurse in Latin America and the Caribbean as well as in multi-ethnic, multi-lingual, rural and urban communities in the United States. She speaks Spanish and some Haitian Creole, and she is a member of *Salud*, a university-wide committee convened by the Provost's office to develop a Spanish language and culture curriculum for health professionals published by Yale University Press fall of 2004. Chris has developed and taught a number of elective courses with content to help students develop skills for working effectively across culture and language, and she is currently teaching "Culturally Competent Health Organizations" in the School of Public Health. Ms. Harlan's research and teaching interests focus on developing culturally appropriate strategies for strengthening community capacity.

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**Russ Harris**, *Director, Health Care and Prevention Program and Professor, Department of Medicine, Sheps Center*

Dr. Harris is Professor of Medicine (School of Medicine) and Adjunct Professor of Epidemiology (School of Public Health). He received both his undergraduate degree and medical degree from John Hopkins University and his MPH in Epidemiology from the School of Public Health, UNC-Chapel Hill. He is the Director of the Medicine Program on Prevention and a member of the US Preventive Services Task Force. His research interests are in developing guidelines for and implementation of preventive services in primary care practice, especially cancer and diabetes prevention and screening.

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**Arnold S. Kaluzny**, *Director Emeritus, Public Health Leadership Program*

Dr. Kaluzny is Professor of Health Policy and Administration (School of Public Health), Senior Research Fellow in the Cecil G. Sheps Center for Health Services Research and a member of the Lineberger Comprehensive Cancer Center in the University of North Carolina at Chapel Hill. Dr. Kaluzny received his undergraduate degree from the University of Wisconsin at River Falls, his Master's degree in Hospital Administration from the University of Michigan Graduate School of Business, and his Doctorate in Medical Care Organization-Social Psychology from the University of Michigan. His interests focus on the development of organizational alliances and the implementation of prevention and control activities in health care organizations.

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**Cheryll D. Lesneski**, *Clinical Instructor, Public Health Leadership Program*

Dr. Lesneski received her DrPH degree in Public Health Leadership and Health Policy and Administration at UNC-CH. She has a Masters in Political Science with a certificate in Public Affairs and Administration from the University of Florida. She teaches public health practice and community health improvement classes for students in the MPH Public Health Leadership Program. She also works for the NC Center for Public Health Preparedness to improve the knowledge and skills of public health professionals in NC, VA, WV, TN, and SC. She has worked as an Improvement Advisor with the North Carolina Center for Children's Healthcare Improvement and the National Initiative for Children's Healthcare Quality. Some of the quality improvement projects Cheryll has worked on include the American Board of Pediatrics' Project on Quality in Subspecialty Care, Improving Care for Children with Cystic Fibrosis, the Vermont Hospital Preventive Services Initiative, and Improving Care for Children with ADHD. She worked for local public health systems in Florida for 19 years and was director of the Putnam County Health Department in Florida from 1992-2002. She served as the distributed computer systems analyst for 16 local County Health Departments in North Central Florida from 1983-92.

Cheryll's research interests are developing performance measures for local public health systems and evaluating quality improvement initiatives for public health. Her dissertation topic was "Developing a Performance Measurement System for Local Public Health Agencies in the Florida Department of Health Using the Balanced Scorecard Framework."

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**Judith Ostendorf**, *Clinical Instructor, Occupational Health Nursing*  
*Room 335, 1700 Airport Road*

Judith Ostendorf received a BSN from Indiana University in Bloomington, Indiana and an MPH from the University of North Carolina at Chapel Hill. She brings a strong background in occupational health, having served as the occupational health manager of a meat processing manufacturing corporation in the Raleigh area for 13 years. She coordinated and presented many occupational and environmental health educational programs and was a key member of the ergonomics task force during this time. She is a Fellow of the American Association of Occupational Health Nurses and served as past President of the North Carolina Association of Occupational Health Nurses.

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**Susan Randolph**, *Clinical Instructor, Occupational Health Nursing*  
*Room 337, 1700 Airport Road*

Susan Randolph holds a BSN from Ohio State University, and a MSN from Indiana University, where she majored in Community Health Nursing and minored in Nursing Administration. She also completed a one-year post-master's study in Occupational Health Nursing from the University of Cincinnati. She has served as the State Occupational Health Nursing Consultant at the state public health agency in North Carolina for 15 years and was head of occupational surveillance activities. Prior to that, she taught occupational health nursing at the State University of New York at Buffalo for 2 years. She is certified in occupational health nursing. Ms. Randolph served as an adjunct instructor in the UNC Occupational Health Nursing Program from 1987 to 2000. She is a Fellow of the American Association of Occupational Health Nurses and is the immediate past President of that organization. Her research interests are in agricultural health, medications in the workplace, and competency achievement in occupational health nursing.

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**Bonnie Rogers**, *Associate Professor and Director, Occupational Health Nursing*  
*Room 343, 1700 Airport Road*

Dr. Rogers is an Associate Professor of Nursing and Public Health and is Director of the North Carolina Occupational Safety and Health Education and Research Center, the Occupational Health Nursing Program. She has joint appointments with the School of Nursing and the Department of Epidemiology. Dr. Rogers received her baccalaureate in nursing from George Mason University School of Nursing, Fairfax, VA, and doctorate in public health, with a major in environmental sciences and occupational health nursing, from the Johns Hopkins School of Hygiene and Public Health, Baltimore, MD. She holds a post-graduate certificate as an adult health clinical nurse specialist and is a certified occupational health nurse and certified legal nurse consultant. She is also a fellow in the American Academy of Nursing and the American Association of Occupational Health Nurses. Dr. Rogers is very active in research which focuses on occupational hazards to health care workers, occupational health nursing practice, and ethical issues in occupational health. She has published more than 175 articles and book chapters and two books, *Occupational Health Nursing Concepts and Practice* and *Occupational Health Nursing Guidelines for Primary Clinical Conditions*. Dr. Rogers is a past president of the American Association of Occupational Health Nurses and served on the National Advisory Committee on Occupational Safety and Health for three terms. She is currently President of the Association of Occupational and Environmental Clinics. She was given a career award from NIOSH to study ethical issues in occupational health and was an invited visiting scholar at the Hastings Institute in New York. She serves on the Board of Directors for the National Environmental Education and Training Foundation and the AAOHN Foundation. She has served as Chairperson of the NIOSH NORA Liaison Committee for more than 11 years.

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**William Sollecito**, *Clinical Professor and Director of Public Health Leadership Program*

Dr. Sollecito received a Doctor of Public Health degree in Biostatistics in 1982 from the School of Public Health at the University of North Carolina at Chapel Hill. After working for ten years in public health and health services research, Dr. Sollecito worked in the contract research industry at Quintiles Transnational Corporation from 1982-1996. As a senior member of Quintiles' staff, Dr. Sollecito participated in all phases of business and scientific development, including the development of administration and project management systems. As President of Quintiles Americas, he was responsible for all clinical operations in Canada and South America, as well as the United States. He also served as a member of the Quintiles Transnational Board of Directors during 1995 and 1996. In 1997, Dr. Sollecito returned to the School of Public Health. His primary areas of interest include continuous quality improvement and project management, leadership in public health, and clinical research and primary care, with emphasis on pediatric practice. His teaching interests center around the application of distance learning technology.

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**David P. Steffen**, *Clinical Assistant Professor, Public Health Leadership Program*

Dr. Steffen is the Director of the Leadership MPH concentration, including both the distance and residential components, with oversight responsibilities for the public health nursing track. David has extensive experience as a leader in public health, having served as a District Health Director for the southwest quarter of the state of New Mexico from 1988 to 2001. During that time he also held an adjunct assistant professor appointment in the Health Science Department at New Mexico State University. From 2001 to 2004 David served as the Director of the National Public Health Leadership Institute (PHLI), a CDC-sponsored national program for senior public health leaders that is run by the North Carolina Institute of Public Health in partnership with the Kenan-Flagler Business School and the Center for Creative Leadership.

David received an MSN in Community Health Nursing and an MPH in Health Administration from Yale University. In 2000 he earned a Doctor of Public Health from the UNC Department of Health Policy and Administration, through the Public Health Leadership Program. David received his bachelor's degree in English, journalism and secondary education from Valparaiso University. He served three years in the Peace Corps in Morocco, where he was an English teacher, teacher trainer, and director of cross-cultural training for new volunteers. His experiences in Morocco stimulated his initial interest in the fields of public health and health care. He has worked as a family nurse practitioner in hospital outpatient clinic, community health center, and public health department settings. David's areas of interest and expertise in public health include community health improvement processes, social marketing, public perception of public health, border health, policy, public health values and ethics, and leadership.

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**William Williamson**, *Clinical Assistant Professor, Public Health Leadership Program*

William Williamson received both his BA in history and his MPH in Health Policy and Administration from Carolina. He directs the master's paper class and co-teaches several other classes. He works with students, faculty and staff to improve the pedagogical content of classes and their online administration. He is currently a doctoral student in the School of Education.

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**Affiliated Faculty Who Participate in OHN & OHN Cognate Courses**

**Ruth Barlow**, MS, RN, COHN-S, CCM, President, Optimal Outcomes, Cary, NC

**Kathleen Buckheit**, MPH, RN, COHN-S/CM, FAAOHN, CE Director, NC OSHERC,  
UNC-Chapel Hill

**Kay Campbell**, EdD, RN-C, COHN-S, FAAOHN, Director, Global Health and Productivity, GlaxoSmithKline,  
Research Triangle Park, NC

**Judith Holder Cooper**, PhD, Director, Occupational Mental Health Program, Duke University, Durham, NC

**Nelson Couch**, PhD, CIH, CSP, Triangle Safety and Health, Inc., Research Triangle Park, NC

**Gary Greenberg**, MD, MPH, President, G. Greenberg Occ-Health Consulting, UNC-Chapel Hill, NC

**Elise Handelman**, MEd, RN, COHN-S, FAAOHN, Director, Office of Occupational Health  
Nursing, Occupational Safety and Health Administration, Washington, DC

**Sheila Higgins**, MPH, RN, COHN-S, OHN Consultant, NC Department of Health and Human  
Services, Raleigh, NC

**Elizabeth Lawhorn**, MSN, RN, COHN-S, CCM, FAAOHN, Manager, Occupational Health Services,  
EXXon Mobil, Houston, TX

**Karen Mastroianni**, MPH, RN, COHN-S, FAAOHN, President, Dimensions in Occupational Safety  
and Health, Raleigh, NC

**Grace Rome Schnackenberg**, MS, RN, COHN-S, CCM, OHN Consultant, Tucson, AZ

**Woodhall 'Sandy' Stopford**, MD, MSPH, Director, OEM Toxicology Program, Duke University, Durham, NC

**Patricia Travers**, MS, RN, COHN-S, FAAOHN, Manager, Integrated Benefits, Conpaq Corporation,  
Walpole, MA

**Jon Wallace**, MBA, CSP, President, Workplace Safety, Chapel Hill, NC

**Affiliated Faculty Who Participate in PHLP Courses**

**Vic Cocowitch** – Vic Cocowitch Consulting, Inc.

**Christopher Cooke** - North Carolina Public Health Awareness Program

**Pamela Dickens** – UNC Frank Porter Graham Child Development Institute

**Adam Goldstein** – UNC Department of Family Medicine

**Sue Hobbs** – UNC School of Public Health, Department of Health Policy and Administration

**Jennifer Horney** – UNC School of Public Health, North Carolina Institute for Public Health

**Diane Kelley** – HealthInsight, Utah

**Gail Tudor** – UNC School of Public Health, Department of Biostatistics

**Vaughn Upshaw** – UNC School of Government

**Staff**

**Judy Beaver**, Business Manager  
*NCIPH, Carrboro*

**Gail Bryant**, Accounting Tech  
*NCIPH, Carrboro*

**Chantal Donaghy**, PHLP Program Assistant and HC&P Program Coordinator

**Paul Frellick**, Distance Learning Program Coordinator

**Julie Maness**, Program Specialist, OHN Program, Room 342, 1700 Airport Rd.

**Sue Robeson**, PHLP Registrar  
*1302 McGavran-Greenberg Hall*

**Damian Gallina**, Program Coordinator, Public Health Leadership Certificate