

SECTION IV:

OTHER ACADEMIC OPPORTUNITIES

MATERNAL AND CHILD HEALTH LEADERSHIP EDUCATION PROGRAM

This program is designed for aspiring leaders in the field of MCH. It combines courses designed to build competencies in program design, management, evaluation, policy analysis, and advocacy; the MCH practicum; a leadership course and workshop(s); and individual mentoring with Dr. McCloskey. In the leadership and mentoring components of the program, students assess and articulate their talents, achievements, limitations, and career aspirations; gain experience in team collaboration and leadership; prepare for successful employment searching, interviewing, and presentation of self and ideas.

Any MCH concentrator may apply for the MCH Leadership Education Program after completing the first MCH core course, MC725, with a B+ or above and have an overall GPA of at least 3.3. Please consult with your advisor about your decision to apply. If accepted to MCLEP, you agree to complete a cluster of courses to meet specific competencies set forth by the Association of Teachers of MCH (ATMCH; see Appendix), attending career development sessions, and a culminating experience that consists of the 'integrated paper' and electronic portfolio. Students must earn at least a B in each MCLEP course and maintain a 3.3 overall average to receive the MCH Leadership Education Program Certificate.

MCH Leadership Curriculum Requirements

The curriculum for the MCH Leadership Education Program, combined with the BUSPH core curriculum, addresses many of the MCH core competencies defined by the Association of Teachers of Maternal and Child Health (ATMCH). These include: the scientific basis of MCH work (1.0, 2.0); methodological and analytical skills (2.0); management and communication skills (3.0); policy and advocacy skills (3.0 and 4.0); and interdisciplinary issues and skills (5.0).

The following table shows which courses can be used to meet these competencies:

MATERNAL AND CHILD HEALTH LEADERSHIP EDUCATION PROGRAM (CONT.)

MCH Required Courses (1.0, 2.0)	Women, Children and Adolescents (MC725)	Req'd	4	8
	Assessment and Planning for Health Promotion (SB820)	OR	4	
	Intervention Strategies for Health Promotion (SB821)		4	
Program Development & Management (1.0, 2.0, 3.0)	Managing MCH Programs (MC820)	OR	4	2-4
	Intervention Strategies for Health Promotion (SB821)		4	
	Planning and Managing MCH Programs in Developing Countries (IH887)		4	
	Preventing Mental Health Disorders Among Women, Children, and Adolescents: A Life Course Perspective *(MC800)		2	
Research & Evaluation (2.0)	Perinatal Epidemiology (MC759)	OR	4	4
	Monitoring and Evaluation of International Health Programs (IH745)		4	
	Quantitative Methods for Program Evaluation (SB822)		4	
	Qualitative Research Methods (SB818)		4	
Policy & Advocacy (3.0, 4.0)	MCH Policymaking (MC763)	OR	2	2-4
	Children with Special Health Care Needs (MC770)		4	
	Introduction to Reproductive Health Advocacy (MC785; 2 cr) or Sexual & Reproductive Health Advocacy: Science, Values and Politics (MC815; 4 cr)		2-4	
	Women and Health Care Policy (MC840)		4	
	Strategies for Public Health Advocacy (SB860)		4	
Leadership (5.0)	Implementing Community Health Initiatives: A Field-based Course in Leadership and Consultation (MC802)		4	4
Additional Career Development	BUSPH Career Services Office : Career P.R.E.P. – Full 9-Session series	OR	0	0
	BUSPH Career Services Office : Career P.R.E.P. – 2 Workshops + 1 Event		0	0
	Two group mentoring sessions with Dr. McCloskey or other MCH faculty member	Req'd	0	0
MCH Culminating Experience			Credits	Total Credits
	MCH Culminating Experience: E-folio (includes Integrated paper)		0	0

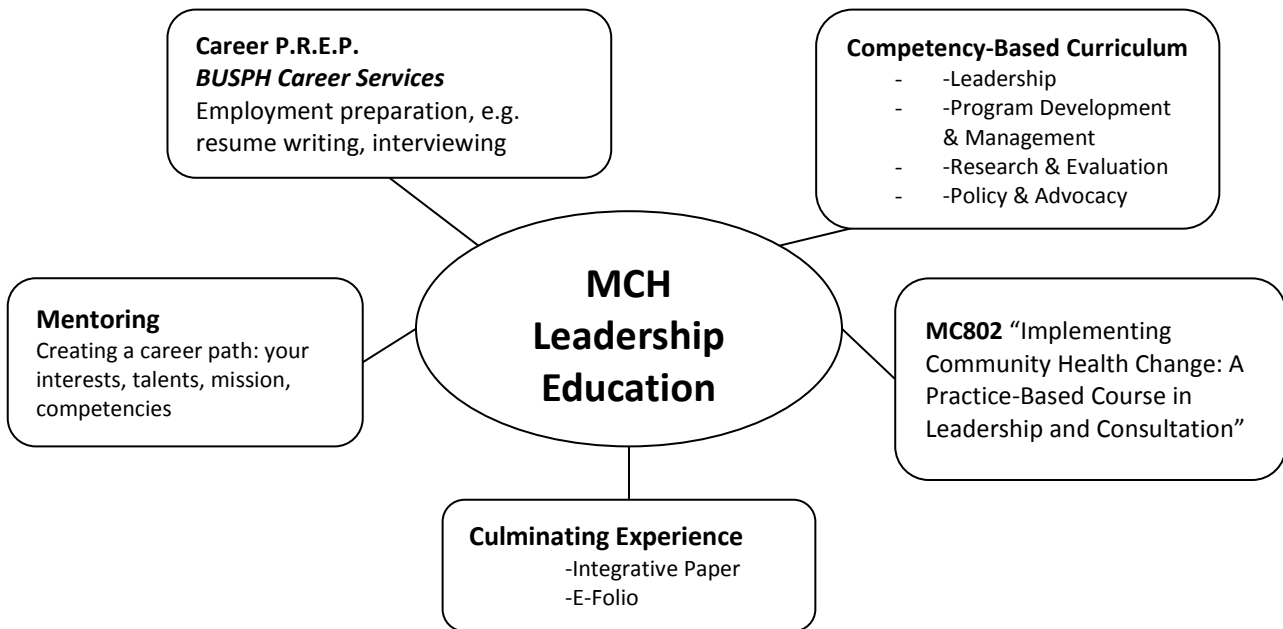
Total Credits 20-24

MATERNAL AND CHILD HEALTH LEADERSHIP EDUCATION PROGRAM (CONT.)

The MCLEP Culminating Experience/Integrated Paper and MCH Electronic Portfolio

The MCH Culminating experience for MCLEP students includes two components: 1) the “Integrated Paper”, which is required of all MCH students, and 2) an MCH Electronic Portfolio (created using bu.digication.com). The purpose of the E-folio is to document and present to faculty and potential employers the students’ achievements as they relate to the ATMCH competencies. It includes items such as a resume, personal mission statement, major academic papers and projects (per competency area), and structured reflections. The “Integrated Paper” is incorporated into the e-folio in order to demonstrate the student’s capacity to think critically and integrate field and classroom learning.

Information and applications for the program will be emailed during the Spring semester. For more information about the Maternal and Child Health Leadership Education Program, contact Judy Margo, at jmargo@bu.edu or 617-414-1382.



MATERNAL AND CHILD HEALTH FELLOWSHIPS

The MCH concentration is committed to preparing students for the demands of practice. In keeping with the goal, 10-12 MCH fellowships are awarded each year to concentrators who seek to build their knowledge and skills in a specialized area of maternal and child health.

The MCH Fellowship program is an opportunity for students to work closely with a faculty member and gain experience on a practice- or research-based project. Fellows are awarded \$2000 over the course of the fellowship, and make a commitment of providing approximately 200 hours of work over a period of 10-12 months (typically averaging 5 hours/week). The exact timing and pacing of fellowships vary by project. All fellows are required to present their work at an MCH Forum before their graduation, and encouraged and supported to submit an abstract and present their work at national meetings.

Full-time MCH concentrators are invited to apply for a fellowship during the first fall semester of their MPH studies. Part time students are welcome to apply in the second fall semester. A detailed list of available fellowships will be distributed to students, along with an application form. Acceptance is based on the match between the applicant's experience and specific faculty projects, as well as the applicant's prior academic achievement and articulation of purpose for the specified fellowship.

The 2013-2014 fellowship opportunity listing and application will be available and distributed via email at the beginning of the fall semester. Fellowships typically begin in November and run through mid-September of the following year, though this may vary. Please contact Judy Margo, MCH Project Manager, at jmargo@bu.edu or 617-414-1382, should you wish to learn more about the MCH Fellowship program.

While specific projects vary each year, typical categories of fellowships are described below:

Fellowships in **Interdisciplinary & Translational Research** aim to build research and evaluation competence as it applies to a broad array of MCH issues. Students engage with faculty on all aspects of design and implementation of research projects. Past MCH Research topics include: evaluation of peer educator-based strategies to prevent adolescent substance use and sexually transmitted infection; childbirth experiences; child feeding practices and obesity in diverse cultural groups; studies of fetal and infant mortality; and health disparities in the postpartum and inter-conception periods.

Fellowships in **Integration of Family-Centered Practice and Cultural Competence** aim to build competencies in assuring family and community participation in the design and implementation of MCH programs and policies, and understanding and practicing the "art" of cultural competence, which includes recognizing cultural biases, valuing cultural differences, and creating public health programs that effectively engage and serve people

MATERNAL AND CHILD HEALTH FELLOWSHIPS (CONT.)

from different cultures. Fellows participate in practice-based projects in partnership with community organizations such as Dorchester House Multi-Service Center, the Nutrition and Fitness for Life Program, and the Boston Public Health Commission.

Fellowships in **Life Course Perspective in Research & Practice** aim to build competency in the application of the life course perspective to MCH research and practice. The perspective, which incorporates frameworks of human development over the life span and of the environmental and social determinants of individual and family health, presents challenges to MCH practitioners in policy context of categorical programs and policies. Fellows work with faculty on projects related to the adaptation and application of the life course perspective to applied research projects and state programs that seek to cross traditional organizational boundaries.

LEND Fellowship in Disability Studies (1 per year) aims to develop leadership skills and substantive knowledge in the area of disability-related health disparities. This Fellowship is collaboration with the Maternal and Child Health Bureau's Leadership Education in Neuro-developmental and Related Disabilities (LEND) Fellowship Program at the Eunice Kennedy Shriver Center, based at the University of Massachusetts Medical School. Fellows gain in-depth knowledge of family centered, culturally competent practice and policies as they relate to issues of health disparities in disability communities. In this unique opportunity, the Fellow joins the LEND program (located in Waltham, MA) one day/week (Friday) for an academic year (September-June) to take LEND core curriculum courses. The LEND curriculum includes classes on policy, legal, and management issues related to disability populations and a year-long leadership seminar. The Fellow's SPH practicum requirement is fulfilled through a mentored experience working with a disability organization. LEND fellows also receive class credits and a different stipend provided by the LEND program rather than BUSPH MCH. *Applications for the LEND Fellowship are made in January for the following academic year. If interested, please discuss with Prof. Emily Feinberg to learn more.*

PEACE CORPS MASTER'S INTERNATIONAL PROGRAM

The Master's International (MI) Program combines the MPH program with 27 months of field experience in the U.S. Peace Corps. To be accepted into the MI program, applicants must apply to and meet the criteria of both BUSPH and the U.S. Peace Corps, as each institution makes its acceptance decisions independently. Once admitted by both institutions, an applicant may pursue the MI Program.

MI students may concentrate in any department in the School. In addition to the MPH requirements, MI students must take IH 703 Global Public Health: History, Approaches & Practices, 2 credits; and IH 704 International Public Health and Medical Care, 4 credits. MI students who not International Health concentrators must take PM 702 as their health policy & management core course and can take IH 704 as an elective.

Program participants are highly encouraged to take IH 808 Research Proposal Development, 4 credits; and IH 811 Applied Research Methods in International Health, 4 credits. These specially selected international health courses provide knowledge specific to the developing country environment.

MI program participants can declare an HIV/AIDS specialty course of study, designed to develop skills and knowledge vital to addressing the pandemic and learning about programs used to address it. To gain this specialty, program participants must also take EP 764 The Epidemiology of HIV/AIDS in the Developed and Developing World, 2 credits; and IH 795 Global AIDS Epidemic: Social & Economic Determinants, Impact & Responses, 4 credits. (If unable to take any of the above, a relevant available course can be substituted with permission of the program's MI Coordinator.)

MI students can meet their MPH practicum requirement after completion of Peace Corps training by submitting a reflection piece on that experience to the Practice Office.

As Peace Corps volunteers, MI students can earn up to 5 credits via directed study, as long as those credits are needed to satisfy the 48-credit MPH requirement. In recognition of the commitment made by the MI student to serve, BUSPH provides a tuition waiver for those credits. In order to learn what to expect during Peace Corps service, the MI Program holds monthly meetings during the Fall & Spring semesters, where students have an opportunity to hear from Returned Peace Corps Volunteers (RPCVs) and discuss relevant issues of working and living abroad. The program website, <http://sph.bu.edu/peacecorps/> also includes links to blogs of MI students currently serving in Peace Corps, making it easy to read about their experiences.

New MPH students in the MI program should contact MI Program Coordinator, Joseph Anzalone, in the Department of International Health, (617-638-5396, josanz@bu.edu) to obtain the monthly meetings schedule and join the MI listserv. MI Students are expected to update the MI Coordinator regarding their status as they progress through the MPH program and through the Peace Corps placement process.

AWARDS AND HONORS

For Professors:

L. Adrienne Cupples Award

This annual award recognizes a biostatistician whose academic achievements reflect the contributions to teaching, research, and service exemplified by Professor L. Adrienne Cupples. Dr. Cupples joined the faculty at the Boston University School of Public Health (BUSPH) in 1981 and later served as founding Chair of the Department of Biostatistics and Co-Executive Director of the Graduate Program in Biostatistics. During her tenure at BUSPH, she has advanced the field of biostatistics through extensive publications in major journals and book chapters on collaborative and methodological research, development and effective teaching of a wide range of biostatistics courses, and mentorship of numerous graduate students and faculty.

Metcalf Award

The University-wide Metcalf Cup and Prizes are awarded annually at the University's Commencement ceremony to three outstanding teachers. The Cup and Prize and the Awards were established in 1973 by a gift from the late Dr. Arthur G. B. Metcalf to create "a systematic procedure for the review of the quality of teaching at Boston University and the identification and advancement of those members of the faculty who excel as teachers."

Excellence in teaching requires mastery of the subject matter, lucidity of exposition, and thorough, thoughtful evaluation of student work. To be eligible, a faculty member must have held a full-time, continuing appointment on the teaching faculty for not less than six semesters and not be currently under review for promotion or tenure or on sabbatical leave or leave of absence. Previous winners of the Metcalf Cup and Prize are not eligible, nor are teachers whose appointments are classified as administrative positions. Preceptors are eligible.

Scotch Award

The Norman A. Scotch Award for Excellence in Teaching is the highest award for teaching at the Boston University School of Public Health. It is named in honor of the School's co-founder and first Dean.

The Scotch Award is awarded annually a faculty member who has made outstanding and sustained contributions to the School of Public Health's educational programs. The award recognizes teachers who have substantially enriched the educational experience for students at the school. Criteria for the award include superior performance in classroom teaching, innovation, creativity in course design, and commitment to the advising and mentoring of students.

The award is presented annually at the School of Public Health Commencement Ceremony. The awardee receives an engraved Revere Bowl to commemorate receipt of

AWARDS AND HONORS (continued)

the award and a prize of \$1,000. The awardee's name is engraved on the Scotch Award tray that is on permanent display in the school.

All faculty of the school are eligible for this award, including full-time, part-time and adjunct faculty. The Award may be given more than once to the same individual, but at least five years must have passed since the prior award.

Semester Teaching Awards

Each semester teaching awards are presented to faculty members based on the results of the student evaluations. These awards are based primarily on the evaluations students give the class. Awardees receive a plaque at the first faculty meeting following the semester.

For Students:

Delta Omega Honor Society

Founded in 1924, at Johns Hopkins University, School of Public Health, Delta Omega is the honorary society for graduate studies in public health. It celebrates excellent academic achievement, devotion to public health principles, and outstanding service in public health. There are currently 48 chapters throughout the United States and Puerto Rico.

The chapters elect new members each year from four groups:

1. Students who are candidates for a graduate degree in public health
2. Faculty members at the school of public health
3. Alumni actively engaged in public health work
4. Honorary members possessing exceptional qualifications

Election from all four groups is based on outstanding performance-scholarship in students, teaching, and research in faculty members, and community service in alumni. Election to membership in Delta Omega is intended not only to recognize merit, but also to encourage further excellence in, and devotion to, public health work. Membership in Delta Omega reflects the dedication of an individual to quality in the field of public health and to protection and advancement of the health of all people. Graduating students with exceptional grade point averages are inducted into Delta Omega and are recognized at the Commencement ceremony in May.

Dean's Award for Student Research

At the annual Science and Technology Day Dean Meenan awards a prize to the best poster presented by an SPH student.

AWARDS AND HONORS (continued)

Commencement Student Speaker

The honor of speaking at the Boston University School of Public Health Commencement ceremony is offered annually to a graduating student who has made outstanding and sustained contributions to the BUSPH community. For the purposes of this award, outstanding contributions are broadly defined to include active involvement in the Student Senate, student organizations or other school-wide activities, superior performance in coursework, and commitment to the betterment of the BUSPH community-at-large.

Herb Kayne Prize for Excellence in Biostatistics

The Department of Biostatistics awards an annual prize for the Most Outstanding MPH Student in Biostatistics at the School. Since 1999, this monetary prize is given to an MPH student whose performance was excellent in the Biostatistics concentration. This prize is an expression of our gratitude to Herb Kayne, PhD, for his commitment to teaching epidemiology and biostatistics at BUSPH and his long-enduring interest and dedication to his students in the MPH Program.

Dr. William B. Patterson Memorial Prize for Excellence in Environmental and Occupational Health in the Department of Environmental Health

This award is given annually in memory of Dr. William B. Patterson and his commitment to public health, medicine and education. It is awarded to one graduating master degree student who has shown exemplary academic performance or dedication to research with a preference for students who have demonstrated a desire to make a meaningful contribution to the field of environmental and occupational health.

Dr. Theodore Colton Prize for Excellence in Epidemiology

This prize is awarded in honor of Theodore Colton, Department of Epidemiology Chair Emeritus, at the close of each academic year. It is given to a student concentrating in this area for exemplary academic performance in epidemiology.

Allan R. Meyers Memorial Prize for Excellence in Health Policy and Management

This prize is awarded annually to one or more graduating Health Policy and Management concentrators who exemplify the late Professor Meyers' commitments to academic excellence, to careful research ' particularly into the problems of disabled and other underserved patients, and to developing solutions that ameliorate those problems.

AWARDS AND HONORS (continued)

Allan R. Meyers Memorial Fellowship for the Advancement of Careers in Disability

The fellowship's objective is to inspire students of public health, medicine, social work, rehabilitation, and other fields to enter the field of disability-related services and research by supporting internships and research projects in the field, with the hope of affecting positive change in the lives of people with disabilities. The fellowship is available to students from Boston University who wish to pursue an internship or work placement in a clinical or policy-making role in providing direct services to people with disabilities. It is also available to students who wish to undertake a research project that is specifically related to the field of disability in public health.

Katherine M. Skinner Memorial Prize for Commitment to the Study of Women's Health Issues

Katherine M. Skinner Memorial Prize was established to honor the memory of Dr. Katherine M. Skinner, a sociologist and former member of the Health Services/Health Policy and Management faculty. Katherine Skinner, RN, PhD, had one of the first research grants in the country to study the health and well being of women veterans. She discovered disparities in access to care for women soldiers, as well significant sexual violence in the military. Katherine was a woman of courage and conviction and felt it her personal responsibility to speak on behalf of these women who had years before served their country.

This prize was established to honor Katherine Skinner and her many accomplishments, to support her love of education, to promote her passion to improve lives through scientific research, and to recognize her special interest in improving women's health and health care. It is awarded annually to a student at Boston University School of Public Health who has shown dedication to the study of women's health issues.

Rex Fendall Award for Excellence in Public Health Writing in the Department of International Health

Each year a small number of outstanding concentration papers are nominated by the International Health faculty for this award. Professor Emeritus, Rex Fendall judges the papers, and the winner(s) is/are typically announced in late summer and printed in the next graduation bulletin. The winner receives an engraved award bearing the seal of the University, and their name is engraved on a plaque in the Fendall Conference Room in the International Health Dept.

AWARDS AND HONORS (continued)

The John Snow, Inc. Award in International Health

This award is in recognition of capacity for original thinking and inspiring others to think; vision, leadership and leadership potential; academic achievement; outstanding practicum or community service; and active participation in courses and activities as an SPH student. The award is sponsored by John Snow Inc. to support BUSPH and acknowledge an outstanding student's achievement and potential to contribute to international public health.

Leonard Glantz Award for Academic Excellence

Leonard H. Glantz Award for Academic Excellence is the highest award granted to a graduating MPH student at Boston University School of Public Health. The award is named in honor of Leonard H. Glantz, Professor of Health Law, Bioethics and Human Rights, who served for 30 years as academic dean.

During his tenure as academic dean, Professor Glantz demanded rigorous standards in curriculum and teaching throughout the academic program. In naming a recipient of the Glantz Award, members of the faculty choose a student whose academic achievement typifies the high standards set by Professor Glantz. Recipients demonstrate exceptional academic performance, creative and critical thinking, and seriousness and professionalism in public health.

The award recipient is chosen annually by the Education Committee, and receives a \$1,000 cash prize at the School's annual Commencement Ceremony. The awardee's name is engraved on the Glantz Award tray that is on permanent display at the school.

Community Health Sciences "Rising Star" Award

The Community Health Sciences department is proud to introduce a new award for concentrators in Maternal and Child Health and Social and Behavioral Sciences. The Community Health Sciences Rising Star Award will be presented to two students, one in each concentration, who exemplify academic excellence through maintaining a commitment to public health. Eligible candidates must be in their last semester of a MPH or DrPH program. Each recipient will be selected by members of the CHS Education Committee and will receive a stipend towards their attendance and presentation at the American Public Health Association's annual meeting.