



# UNIVERSITY OF ILLINOIS CHICAGO CENTER OF EXCELLENCE IN MATERNAL AND CHILD HEALTH

## MPH PROGRAM HANDBOOK

2023-2024



**PUBLIC HEALTH**

Center of Excellence in  
Maternal and Child Health

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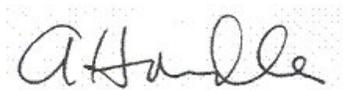
# Welcome from the Director

Welcome MCH MPH students!! We are so excited to have you join our Center of Excellence in MCH (CoE-MCH) at the University of Illinois School of Public Health (UIC-SPH).

Know that when you enter the MPH program through the CoE-MCH at UIC-SPH, you are joining a large group of MCH students/alumni who since the early 1980's have gone onto become major leaders in the MCH workforce in Chicago, in Illinois, and across the nation. Also know that by participating in the UIC-SPH CoE-MCH, you will graduate fully prepared to enter the MCH public health workforce, overcome the challenges that may await you, and be able to make a difference in ending inequities in health status and succeed in the fight for racial, social, and economic justice.

This handbook provides you with all of the information you need to be successful in the MPH program in MCH and MCH Epidemiology including information about the MPH curricula and additional requirements, resources to support you on your journey through the MPH, and opportunities for engagement in MCH and public health activities through the CoE-MCH, the UIC-SPH, across the UIC campus, and nationally.

While the handbook is here to answer almost every question you might have as you seek your MPH in MCH at UIC-SPH, know that you can always reach out to all of the faculty and staff affiliated with the Center of Excellence and the UIC School of Public Health to provide additional help. We are always here to listen, guide, and support. Most of all we hope you enjoy your time, meet new friends and colleagues and begin to build your own MCH network, and challenge yourselves to learn as much as you can while spending time with us. We wish you lots of luck on your MCH journey!!



Arden Handler, DrPH

Professor, Community Health Sciences  
Director, Center of Excellence in Maternal and Child Health  
Director, MCH Epidemiology Training Program

# About the Center

The **UIC Center of Excellence in Maternal and Child Health (CoE-MCH)** builds and strengthens the Maternal and Child Health (MCH) workforce by: 1) training graduate and undergraduate public health students and working professionals in MCH; and, 2) by advancing MCH science, research, practice, and policy. The Center emphasizes multi-level approaches to understanding and addressing the complex factors that affect the health and *well-being of women, children, and families*. An essential ingredient is the partnerships we have with public and community-based agencies serving the MCH population and the communities in which MCH problems are prevalent. The Center is committed to scientific rigor, evidence-based public health practice, and the principles of participatory and collaborative research and practice.

## Mission

The mission of the UIC-SPH CoE-MCH is to provide graduate students and working professionals with rigorous evidence-informed curricula and programs steeped in social justice, practical experience, and collaboration with Title V, its partners, and local communities. The program is designed to develop leaders with vision, creativity, and a commitment to life-long learning and action, to improve the health and well-being of women, children, and families including children and youth with special health care needs (CYSHCN).

## Vision

To be a maternal and child health center of academic excellence that builds public health capacity fosters health equity and racial, social, and economic justice, and develops leaders across the workforce continuum in order to strengthen individuals, families, and communities and cultivate a culture of health and well-being for all.

## How the Center is Funded

The UIC CoE-MCH is funded by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) Maternal and Child Health Bureau (MCHB) with additional support from the Irving B. Harris Foundation.

- The mission of the Maternal and Child Health Bureau is to provide leadership, in partnership with key stakeholders, to improve the physical and mental health, safety and well-being of the maternal and child health population which includes all of the nation's women, infants, children, adolescents, and their families, including fathers and children with special health care needs.
- The Irving B. Harris Foundation is dedicated to supporting the health and well-being of pregnant and birthing people, very young children, families, and communities and centering intersectional racial equity in work designed to eliminate disparities, support thriving communities and families, and fight bigotry, antisemitism, and hatred.

The UIC CoE-MCH also has the opportunity to receive funding directly from donors through the MCH Gift Fund, coordinated by the University of Illinois Foundation, the official fundraising and private gift-receiving agency for the University of Illinois. More information about giving to the Center and the Center's funding sources can be found at <https://maternalchild.uic.edu/giving/>.

Every semester, provided that funding is maintained, students are able to apply to the CoE-MCH for financial support made available by MCHB and the Harris Foundation. Typically, if incoming students would like to be considered for

financial support for the fall semester and have not received CoE-MCH financial support during the application period, they will receive a form shared via email by the Assistant Director and will need to apply by mid-August. Returning students will also receive the same form over their summer break. Students who would like to be considered for financial support for the spring semester, will need to apply through the same process in late November.

Please note that any funding from the Maternal and Child Health Bureau requires students to be US Citizens or legal permanent residents to receive support.

The CoE-MCH also has limited funds from MCHB and the Irving B. Harris Foundation to provide students with professional development opportunities, such as attending local and national conferences related to MCH topics. We accept these applications on a rolling basis; the application can be found [here](#). More information about maternal and child health scholarships and funding can be found at <https://maternalchild.uic.edu/admissions/financial-aid-and-scholarships/>.

### **Contact Information and Location**

*Email:*

[coemch@uic.edu](mailto:coemch@uic.edu)

*Address:*

Center of Excellence in Maternal and Child Health  
University of Illinois at Chicago  
School of Public Health, Community Health Sciences Division  
1603 W. Taylor Street (MC 923)  
Chicago, IL 60612

# About HRSA and Centers of Excellence in Maternal and Child Health



## Centers of Excellence in MCH Education, Science, and Practice Fact Sheet

### PROGRAM PURPOSE

The purpose of the Centers of Excellence in Maternal and Child Health (MCH) Education, Science, and Practice (Centers of Excellence) is to: (1) strengthen and expand the MCH workforce by training graduate and post-graduate public health students in MCH, and (2) advance MCH science, research, practice, and policy through a well-trained MCH public health workforce. Centers of Excellence programs recruit diverse trainees and engage them in didactic and experiential training in MCH, including placements with MCH organizations and involvement in MCH faculty research activities. Centers of Excellence also work closely with Title V agencies and community organizations to provide subject matter expertise and strengthen academic-practice partnerships.

MCHB supports specialized graduate and post-graduate public health training, as part of the Centers of Excellence in MCH Programs, in the following areas:

### MCH EPIDEMIOLOGY DOCTORAL TRAINING

Eight Centers of Excellence in MCH Programs receive additional MCH Epidemiology Doctoral Training support to: (1) conduct state or local level analyses on a public health topic important to MCH populations as the foundation of their dissertation; (2) educate doctoral students in current and emerging topics in MCH epidemiology, data collection, surveillance systems, advanced applied and quantitative analytic methods;



and (3) strengthen the evidence base in MCH through publication of dissertation research in peer-reviewed journals.  
*Photo Credit: © Monkey Business Images / Shutterstock*

### STRENGTHENING THE MCH PUBLIC HEALTH ACADEMIC PIPELINE

Five Centers of Excellence in MCH recipients receive additional support to provide post-graduate training to promote career pathways into MCH academia. The objectives of the program are to: (1) develop and offer postdoctoral fellowships in MCH; (2) recruit diverse postdoctoral fellows and junior faculty committed to MCH research and practice, including individuals from underrepresented racial and ethnic backgrounds; (3) increase skills in MCH research, policy, and practice; and (4) provide mentorship to postdoctoral fellows and junior faculty in areas of teaching, curriculum development, and publications.

### PROGRAM IMPACT

#### Trainees

In FY 2016, COE programs trained:

- 494 long-term trainees,
- 311 medium-term trainees, and
- 2,078 short-term trainees.

Over 38% of long-term trainees are from underrepresented racial groups and 11% are Hispanic/Latino.

#### Leadership

In FY 2016, of COE Program graduates (5 years following completion of program):

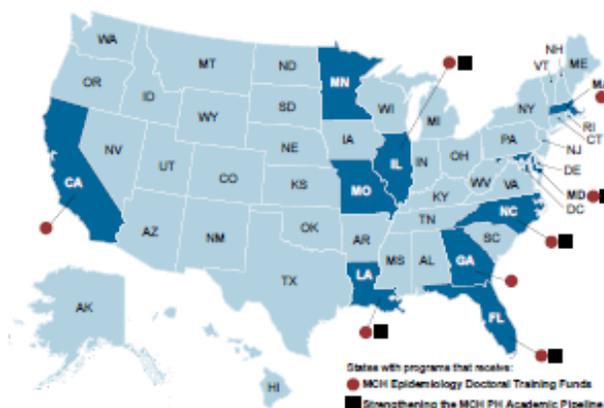
- Over 94% demonstrated field leadership in academic, clinical, public health practice and/or public policy activities and
- Over 82% were working with MCH populations.

#### Title V

In FY 2016, 13 COE programs reported collaborating with state Title V (MCH) agencies or other MCH-related programs on over 1,400 activities in areas of service, training, continuing education, technical assistance, product development and research.

Program Contact: Michelle Tissue, (301) 443-6853, [MTissue@hrsa.gov](mailto:MTissue@hrsa.gov)  
DMCHWD Training Website: [mchb.hrsa.gov/training](http://mchb.hrsa.gov/training)

# Centers of Excellence in MCH Education, Science, and Practice Fact Sheet



## PROGRAM LOCATIONS

### California

- University of California at Berkeley
- University of California at Los Angeles

### District of Columbia

- George Washington University

### Florida

- University of South Florida, Tampa

### Georgia

- Emory University, Atlanta

### Illinois

- University of Illinois at Chicago

### Louisiana

- Tulane University, New Orleans

### Maryland

- Johns Hopkins University, Baltimore

### Massachusetts

- Boston University
- Harvard University, Boston

### Minnesota

- University of Minnesota, Minneapolis

### Missouri

- Saint Louis University

### North Carolina

- University of North Carolina at Chapel Hill

## DIVISION OF MCH WORKFORCE DEVELOPMENT (DMCHWD)

DMCHWD, part of the Health Resources and Services Administration's Maternal and Child Health Bureau, provides national leadership and direction in educating and training our nation's current and future leaders in maternal and child health (MCH). The Division also provides leadership through state and community-based capacity building programs.

Special emphasis is placed on the development and implementation of interprofessional, family-centered, community-based and culturally competent systems of care across the entire life course.

DMCHWD supports programs established in federal legislation (Title V of the Social Security Act, the Autism CARES Act, and the 21<sup>st</sup> Century CURES Act) to complement state and local health agency efforts. DMCHWD partners with state MCH programs, academic institutions, professional organizations, and other health training programs of the federal government to ensure that MCH workforce development programs are grounded in emerging and evidence-based practices.

In FY 2016, DMCHWD awarded 161 grants, an investment of approximately \$47 million.

## PROGRAMS RECEIVING SPECIAL FUNDING

### MCH Epidemiology Doctoral Training

- Boston University
- Emory University
- University of California, Los Angeles

### MCH Epidemiology Doctoral Training and Strengthening the MCH Public Health Academic Pipeline

- Johns Hopkins University
- Tulane University
- University of Illinois at Chicago
- University of North Carolina at Chapel Hill
- University of South Florida

Program Contact: Michelle Tissue, (301) 443-6853, [MTissue@hrsa.gov](mailto:MTissue@hrsa.gov)  
DMCHWD Training Website: [mchb.hrsa.gov/training](http://mchb.hrsa.gov/training)  
Last Reviewed October 2020

# CoE-MCH Faculty & Staff

Details about the CoE-MCH Faculty and Staff, including links to bio-sketches, selected publications, and CVs, can be found on the [CoE Website](#).

## Director and Core Faculty

**Arden S. Handler, DrPH, MPH**

Professor, Community Health Sciences

Director, Center of Excellence in Maternal and Child Health

Director, MCH Epidemiology Training Program

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**Jess Rothstein, PhD, MSPH**

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**Alisa Velonis, PhD, MPH**

Associate Professor, Community Health Sciences

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## Adjunct and Affiliate Faculty

**Amanda Bennett, PhD, MPH**

Adjunct Assistant Professor

CDC Maternal and Child Health Epidemiology Program Sponsored Assignee/Senior MCH Epidemiologist, Illinois

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**Rachel Caskey, MD, MaPP**

Department Affiliate

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**Janine Hill, PhD, MPH**

Adjunct Lecturer

President, Soar Strategies

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**Ellen Mason, MD**

Adjunct Assistant Professor

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**Nadine R. Peacock, PhD**

Department Affiliate

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**Karen VanLandeghem, MPH**

Adjunct Assistant Professor

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## Postdoctoral Fellows

**Tiffany Reed, PhD, RN**

Postdoctoral Fellow

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**Maggie Butler, MA, CLC**

Postdoctoral Fellow

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## Program Staff

**Gabriella Masini**

Assistant Director, Center of Excellence in Maternal and Child Health

[gmardini@uic.edu](mailto:gmardini@uic.edu)

**Nikki Gottlieb**

Assistant Director for Academic Advising and MCH Community Outreach, Center of Excellence in Maternal and Child Health

[gottlieb@uic.edu](mailto:gottlieb@uic.edu)

## CoE-MCH & SPH Facilities



### School of Public Health Building

The SPHPI Building is located at the corner of Ashland Avenue and Taylor Street and is the home of the School of Public Health (Floors 1, 6-11) as well as the Psychiatric Institute (Floors 2-5). Building hours are typically 7AM-7PM, but may be adjusted for holidays and staffing availability. Below you will find a floor listing with corresponding divisions or affiliated offices. Student lounges can be found on floors 6, 7, 9, and 10.

- **Basement Floor** – 1 Classroom
- **Floor 1** – Office of Student Affairs, Office of Diversity and Inclusion, a lactation room, the Auditorium, Computer Lab, and multiple classrooms
- **Floors 2-5** – Psychiatric Institute
- **Floor 6** – Community Health Sciences Division
- **Floor 7** – Health Policy and Administration
- **Floor 8** – Community Outreach Intervention Projects (COIP)
- **Floor 9** – Epidemiology and Biostatistics
- **Floor 10** – Environmental and Occupational Health Sciences
- **Floor 11** – Dean’s Office, Global Health, Alumni Relations

Most of the MCH faculty and staff offices are on the 6<sup>th</sup> floor on the east side; however, some offices may be located on other floors.

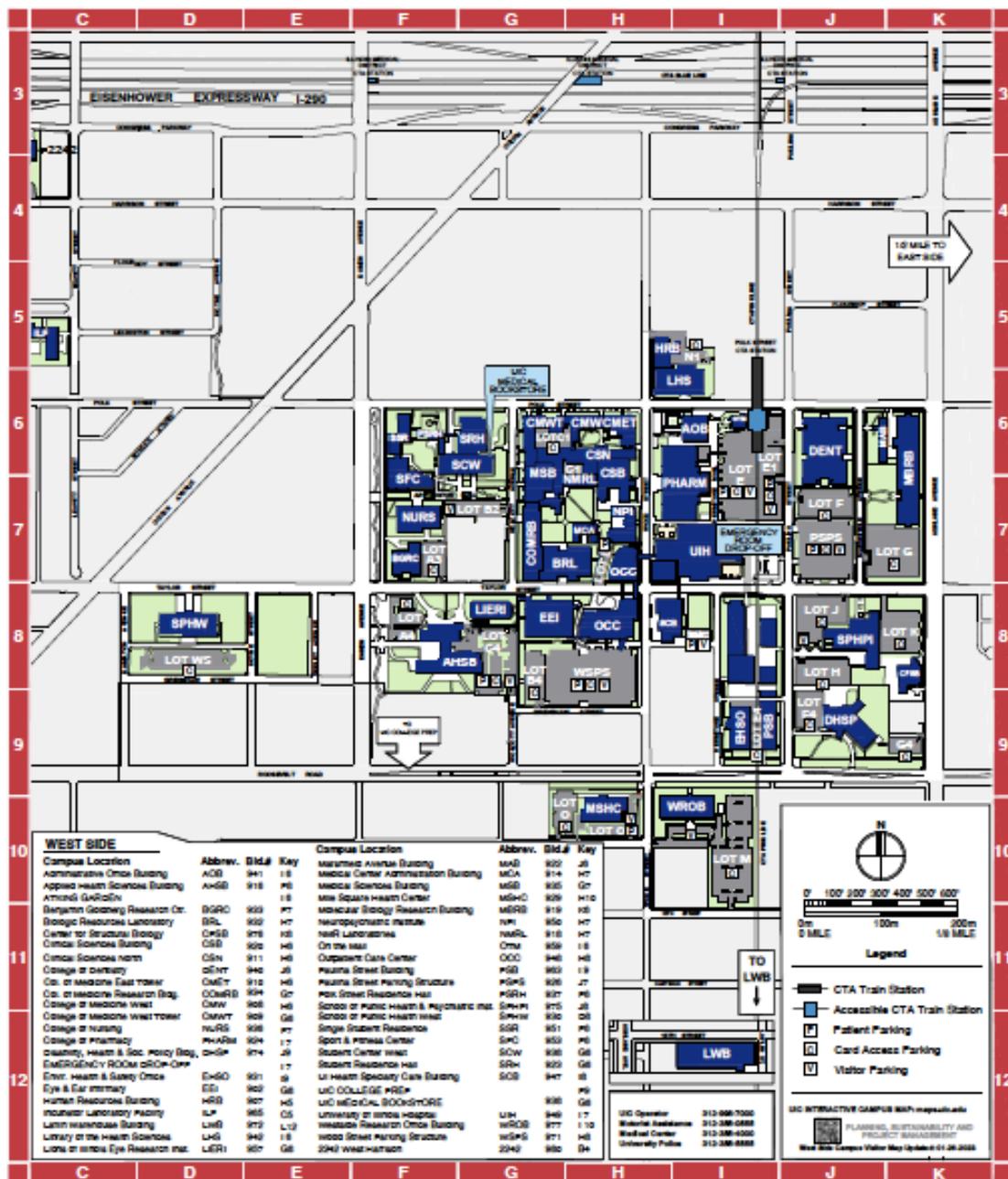
### West Campus & Illinois Medical District

The School of Public Health building is one of many UIC facilities that comprise the UIC “West Campus”. Generally, health-affiliated colleges are found on West Campus like College of Nursing, College of Medicine, and College of Dentistry. Areas of note are: 1) Student Center West; 2) Sport & Fitness Center; 3) Library of Health Sciences; 4) Disability, Health, & Social Policy Building. Student Center West is the main hub for student activities on West Campus and includes a dining hall. The Sport & Fitness Center and Library of Health Sciences are also enjoyed by our students throughout the school year. The Disability, Health & Social Policy Building is the facility located behind SPHPI and is the location of the [Illinois Leadership Education in Neurodevelopmental and related Disabilities](#) (LEND) program and staff. If you are interested in learning

more about strategies to improve the health and wellbeing of individuals with disabilities, please reach out to Dr. Handler for more information about the LEND program.

The Illinois Medical District in which the UIC School of Public Health is located is a few miles west of the Loop (the major business district in Chicago) and is home to a number of hospitals, healthcare facilities and medical schools (including UIC). Major hospitals include Jesse Brown VA Medical Center, Rush University Medical Center, John H. Stroger Jr. Hospital of Cook County, and UI Health.

## WEST SIDE VISITOR MAP



PLANNING, SUSTAINABILITY AND PROJECT MANAGEMENT  
ppm.uic.edu

Map located on <https://fimweb.fim.uic.edu/images/maps/visitor%20west%20side.pdf>.

# MCH & MCHEPI MPH Curriculum & Requirements

## MCH MPH Course Requirements and Sequence

### MCH MPH Course Requirements, Effective Fall 2023

For requirements for prior cohorts, please review the documents in CHS MPH 101 on Blackboard or reach out to Gabby Masini at [gmasini@uic.edu](mailto:gmasini@uic.edu).

MPH students entering the division of Community Health Sciences (CHS) are required to complete 30-32 semester hour (SH) credits representing SPH and CHS core courses, including an applied practice experience (APE) and an additional 21-26 semester hours in Maternal and Child Health (MCH). Some students may be permitted to waive courses if they can demonstrate that they have taken similar graduate level courses in the past. The final individualized curriculum including electives is planned with the assistance and approval of the student's faculty advisor. Courses are identified below, including the semester in which they are *projected* to be offered.

<i>School of Public Health Core Requirements (18-20 SH)</i>			
Course #	Course Name	# of SH	Term
IPHS 401	Determinants of Population Health	4	F
IPHS 402	Analytic and Research Methods in Public Health	6	F
	<b>OR</b>		
IPHS 404	Analytic and Research Methods in Public Health Part 1*	3	F
	<b>AND</b>		
IPHS 405	Analytic and Research Methods in Public Health Part 2*	3	Sp
IPHS 403	Public Health Systems, Policy and Management	4	Sp
IPHS 420	Interprofessional Education	0	F, Sp, Su
IPHS 650	Applied Practice Experience (APE)**	3-5	F, Sp, Su
IPHS 698	Integrative Learning Experience (ILE)***	1	F, Sp, Su

\*Students who choose to split up Analytic and Research Methods in Public Health over two semesters will register for IPHS 404 in the Fall and IPHS 405 in the Spring instead of IPHS 402. This may affect the timeline for future courses that have IPHS 402 (or IPHS 404/405) as a prerequisite, and students should speak with their faculty advisor prior to registration.

\*\*The Applied Practice Experience may be taken in a single semester or over several semesters for a total of 3-5 SH (between 192 and 320 hours in the field, where one SH is equal to 64 contact hours).

\*\*\*All MPH students are required to complete an Integrative Learning Experience (ILE) project. Integrative Learning Experience requirements differ by division. Visit [MPH 101 on Blackboard](#) for CHS resources for the ILE.

<i>Community Health Sciences Core Requirements (12 SH credits)</i>			
Course #	Course Name	# of SH	Term
CHSC 421	Community Health 1: Assessing, Promoting & Improving Community Health	4	F
CHSC 422	Community Health 2: Evidence-Informed Community Health Interventions	4	Sp
CHSC 423	Community Health 3: Professional Development in Public Health Practice	4	F

<i>Maternal and Child Health Concentration (21-26 SH credits)</i>			
<b>Course #</b>	<b>Course Name</b>	<b># of SH</b>	<b>Term</b>
CHSC 510	MCH Inequities and Responses I	4	Sp
CHSC 511	MCH Inequities and Responses II	4	F
CHSC 543	MCH Policy and Advocacy	3	F
CHSC 512	Translating Evidence for MCH Practice	3	Sp
XXXX xxx	MCH Elective	2-4	Varies
<i>Choose <b>one</b> of the following Research Methods courses:*</i>			
CHSC 446	Research Methods in Community Health	3	Sp
CHSC 434	Qualitative Research Methods	3	Fa
EPID 404	Intermediate Epidemiological Methods	4	Sp
<i>Choose <b>one</b> of the following Data Analysis courses:*</i>			
BSTT 413	Introduction to Data Analysis with R	2	Sp, Su
DHD 546	Qualitative Methods in Disability Research	4	Varies
EPID 406	Epidemiological Computing	3	Fa
EPSY 542	Advanced Analytical Research Methods -Students enrolling in this course must have collected their own qualitative data in advance	4	Sp

+ MCH students may request other courses to be approved. Please reach out to Gabby Masini at [gmasini@uic.edu](mailto:gmasini@uic.edu) for more information.

*Students are required to take one MCH related elective. MCH Electives offered each semester vary. Other courses within SPH and in other departments or colleges may also meet this requirement. Check with your advisor and/or the Assistant Director of the Center of Excellence in MCH to see if an elective meets the MCH concentration requirement.*

*NOTE: For more information on any of these courses, you may visit the course description section of the SPH student handbook [here](#).*

# MCH MPH Course Sequence and Suggested Timeline

For FULL-TIME Students in the Maternal and Child Health MPH Concentration

## YEAR ONE

Fall 2023 (full-time is 12 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
IPHS 401: Determinants of Population Health	4		F	Complete program proposal by end of Fall semester. Begin planning for Applied Practice Experience. Identify workshops to attend to meet professional development requirements.
IPHS 402: Analysis and Research Methods in Public Health	6		F	
CHSC 421: Community Health 1: Assessing, Promoting & Improving Community Health (MCH-Focused)	4		F	
EPID 406: Epidemiological Computing ( <i>If you plan to take EPID 404 in Spring 2023</i> )	3	IPHS 402 or concurrent registration	F	

Spring 2024 (full-time is 12 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
IPHS 403 Public Health Systems, Policy and Management	4	IPHS 401, IPHS 402	Sp	Identify Applied Experience placement site and process all necessary paperwork (including IPHS 650 registration form). Identify and schedule meetings or workshops to attend to meet professional development requirements.
CHSC 422: Community Health 2: Evidence-Informed Community Health Interventions	4	CHSC 421	Sp	
CHSC 510: MCH Inequities and Responses I	4		Sp	
IPHS 420: Interprofessional Education	0	IPHS 401, IPHS 402, IPHS 403 concurrent	Sp	
<i>Select one or more of the following courses to meet the research or analysis methods requirement or the MCH Elective requirement</i>				
<i>Research Methods Req:</i> EPID 404: Intermediate Epidemiological Methods ( <i>If you do not plan to take CHSC 446 or CHSC 434</i> )	4	EPID 406 and IPHS 402	Sp	
<i>Analysis Methods Req:</i> BSTT 413: Introduction to Data Analysis with R OR EPSY 542 Advanced Analytical Research Methods ( <i>If not taken EPID 406</i> )	2-4	Varies	Typically offered in Spring OR Summer	
XXX xxx: MCH Elective ( <i>If you plan to not take the elective in Year 2</i> ) **	2-4		Varies	

Summer 2024 (full-time is 6 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
IPHS 650: Applied Practice Experience	3-5	CHSC 421, CHSC 422	F, Sp, Su	Some SPH and CHSC core courses are offered online during the summer term.

## YEAR TWO

### Fall 2024 (full-time is 12 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
CHSC 423: Community Health 3: Professional Development for Public Health Practice	4	CHSC 421, CHSC 422	F	Finalize plans for Integrative Learning Experience with advisor and submit ILE Proposal Form and Registration Form for next semester. Identify workshops to attend to meet professional development requirements and determine your final two professional development activities. Meet with MCH Alumni Mentor twice throughout semester.
CHSC 511: MCH Inequities and Responses II	4		F	
CHSC 543: MCH Policy and Advocacy	3	CHSC 421, CHSC 422	F	
<i>Select one or more of the following courses to meet the research or analysis methods requirement or the MCH Elective requirement</i>				
<i>Research Methods Req:</i> CHSC 434: Qualitative Research Methods (if not taken EPID 404 or CHSC 446)	3		F	
<i>Analysis Methods Req:</i> EPID 406: Epidemiological Computing (if not taken BSTT 413 OR EPSY 542) OR DHD 546: Qualitative Methods in Disability Research	3	Varies	F	
XXXX xxx: MCH Elective (if not taken previously) **	2-4		Varies	

### Spring 2025 (full-time is 12 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
CHSC 512: Translating Evidence for MCH Practice	3	CHSC 510, CHSC 511, CHSC 543	Sp	At start of term, submit Intent to Graduate and revised program proposal. Meet with MCH Alumni Mentor twice throughout semester.
IPHS 698: Integrative Learning Experience +	1	Consent of Instructor	F, Sp, Su	
<i>Select one or more of the following courses to meet the research or analysis methods requirement or the MCH Elective requirement</i>				
<i>Research Methods Req:</i> CHSC 446: Research Methods in Community Health OR EPID 404: Intermediate Epidemiological Methods (if not taken CHSC 434)	3-4	Varies	Sp	
<i>Analysis Methods Req:</i> BSTT 413: Introduction to Data Analysis with R OR EPSY 542 Advanced Analytical Research Methods (if not taken EPID 406)	2-4	Varies	Typically offered in Spring OR Summer	
XXXX xxx: MCH Elective (if not taken previously) **	2-4		Varies	

\*Students who choose to split up Analytic and Research Methods in Public Health over two semesters will register for IPHS 404 in the Fall and IPHS 405 in the Spring instead of IPHS 402. This may affect the timeline for future courses that have IPHS 402 (or IPHS 404/405) as a prerequisite, and students should speak with their faculty advisor prior to registration.

\*\*Many MCH electives are offered every other year. Students should check with the assistant director of the Center of Excellence in MCH for an approved list of MCH elective course offerings and have their chosen elective approved by their faculty advisor.

+ All MPH students are required to complete an Integrative Learning Experience project. Integrative Learning Experience (ILE) requirements differ by division. Visit [MPH 101 on Blackboard](#) for CHS resources for the ILE.

Students will need to take more than 12 semester hours during at least one term. Students registering for more than 17 SH credit in any one semester must have their faculty advisor approve this schedule prior to registration.

All MPH students are required to engage in professional development requirements. More information about these requirements can be found on page 30 of this handbook.

# MCHEPI MPH Course Requirements and Sequence

## MCHEPI MPH Course Requirements, Effective Fall 2023

For requirements for prior cohorts, please review the documents in CHS MPH 101 on Blackboard or reach out to Gabby Masini at [gmasini@uic.edu](mailto:gmasini@uic.edu).

The MPH in MCH Epidemiology is an interdisciplinary concentration offered by the Division of Community Health Sciences and the Division of Epidemiology and Biostatistics of SPH. Students may apply through either division. Regardless of division, the MPH in MCH Epidemiology concentration is designed to provide students with a strong analytic foundation along with substantive knowledge of MCH programs, policies, and applied research.

The MPH in MCH Epidemiology concentration combines courses in Epidemiology with courses in Maternal and Child Health along with courses from other disciplines that focus on the substantive, analytic, and technical aspects of the public health planning cycle. The applied practice experience (APE) and Integrative Learning Experience (ILE) project must be conducted at a state or local public health agency or be deemed relevant to the work of such agencies.

### Overview of Concentration Requirements

A minimum of **56 semester hours (SH)** of credit, including 3-5 SH of Applied Practice Experience with a state or local health agency, and a 1 SH Integrative Learning Experience project.

<i>School of Public Health Core Requirements (18-20 SH)</i>			
Course #	Course Name	# of SH	Term
IPHS 401	Determinants of Population Health	4	F
IPHS 402	Analytic and Research Methods in Public Health	6	F
IPHS 403	Public Health Systems, Policy and Management	4	Sp
IPHS 420	Interprofessional Education	0	F, Sp, Su
IPHS 650	Applied Practice Experience (APE)*	3-5	F, Sp, Su
IPHS 698	Integrative Learning Experience (ILE)**	1	F, Sp, Su

\*The Applied Practice Experience (APE) may be taken in a single semester or over several semesters for a total of 3-5 SH (between 192 and 320 hours in the field, where one SH is equal to 64 contact hours). MCHEPI students must conduct the APE with a local or state health department.

\*\*All MPH students are required to complete an Integrative Learning Experience project. Integrative Learning Experience requirements differ by division; please refer to your division's ILE resources for additional information.

<i>MCH Epidemiology Required Courses (38-39 SH)</i>			
Course #	Course Name	# of SH	Term
CHSC 421	Community Health 1: Assessing, Promoting & Improving Community Health	4	F
CHSC 422	Community Health 2: Evidence-Informed Community Health Interventions	4	Sp
CHSC 510	MCH Inequities and Responses I	4	Sp
CHSC 511	MCH Inequities and Responses II	4	F
CHSC 543	MCH Policy and Advocacy	3	F
CHSC 512	Translating Evidence for MCH Practice	3	Sp
BSTT 401	Biostatistics II	4	Sp
EPID 404	Intermediate Epidemiologic Methods	4	Sp
EPID 406	Epidemiologic Computing	3	F

<i>Choose one of the following Epidemiology Basic courses:</i>			
EPID 409	The Epidemiology of HIV/AIDS	2	Sp
EPID 410	Epidemiology of Infectious Diseases	2	F
EPID 411	Epidemiology of Chronic Diseases	3	Sp
<i>Choose one of the following Reproductive/Perinatal and Pediatric Epidemiology courses:</i>			
EPID/CHSC 518	The Epidemiology of Pediatric Diseases	3	Fa
EPID/CHSC 545	Reproductive and Perinatal Health	3	Fa

**Summary of Required Credits**

<i>School-Wide Core Courses</i>	<i>18-20 SH</i>
<i>MCH Epidemiology Required Courses</i>	<i>38-39 SH</i>
<i>Total</i>	<i>56-61 SH</i>

*NOTE: For more information on any of these courses, you may visit the course description section of the SPH student handbook [here](#).*

# MCHEPI MPH Course Sequence and Suggested Timeline

For FULL-TIME Students in the Maternal and Child Health MPH Concentration

## YEAR ONE

Fall 2023 (full-time is 12 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
IPHS 401: Determinants of Population Health	4		F	Complete program proposal by the end of the Fall semester. Begin planning for the Applied Experience with state or local health department. Identify workshops to attend to meet professional development requirements.
IPHS 402: Analysis and Research Methods in Public Health	6		F	
EPID 406: Epidemiological Computing	3	IPHS 402 or concurrent	F	
CHSC 421: Community Health 1: Assessing, Promoting & Improving Community Health (MCH-Focused)	4		F	

Spring 2024 (full-time is 12 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
IPHS 403: Public Health Systems, Policy and Management	4	IPHS 401, IPHS 402	Sp	Identify Applied Experience placement site and process all necessary paperwork (including IPHS 650 registration form). Identify and schedule meetings or workshops to attend to meet professional development requirements.
EPID 404: Intermediate Epidemiologic Methods	4	IPHS 402, EPID 406	Sp	
CHSC 510: MCH Inequities and Responses I	4		Sp	
CHSC 422 Community Health 2: Evidence-Informed Community Health Interventions	4	CHSC 421	Sp	
BSTT 401: Biostatistics II <sup>+</sup>	4		Sp	
IPHS 420: Interprofessional Education	0	IPHS 401, IPHS 402, IPHS 403 concurrent registration	Sp	

<sup>+</sup> Only if you feel you are able to complete 20 credits. It may be helpful to take BSTT 401 with EPID 404 but it is not required for the MCHEPI sequence.

Summer 2024 (full-time is 6 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
IPHS 650: Applied Practice Experience – <b>Required to be in a state or local health agency.</b>	3-5		F, Sp, Su	Some SPH and CHSC core courses are offered online during the summer term.

**YEAR TWO**

**Fall 2024** (full-time is 12 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
EPID 410: Epidemiology of Infectious Diseases <i>(if not taking EPID 409 or EPID 411)</i>	2		F	Finalize plans for Integrative Learning Experience with advisor and submit ILE Proposal Form and Registration Form for next semester. Identify workshops to attend to meet professional development requirements and determine your final two professional development activities. Meet with MCH Alumni Mentor twice throughout semester.
CHSC 543: MCH Policy and Advocacy	3	CHSC 421 and CHSC 422	F	
EPID/CHSC 545: Reproductive and Perinatal I Health	3	IPHS 402	F	
CHSC 511: MCH Inequities and Responses II	4		F	

**Spring 2025** (full-time is 12 or more credit hours)

Course	Credit Hours	Prerequisites	Offering	Suggested Timeline
IPHS 698: Integrative Learning Experience*	1	Consent of Instructor	F, Sp, Su	At start of term, submit Intent to Graduate and revised program proposal. Meet with MCH Alumni Mentor twice throughout semester.
CHSC 512: Translating Evidence for MCH Practice	3	CHSC 510, CHSC 511, CHSC 543	Sp	
EPID 411: Epidemiology of Chronic Disease <b>OR</b> EPID 409: Epidemiology of HIV/AIDS <i>(if not taking EPID 410)</i>	3 2	IPHS 402 or concurrent	Sp Sp	
BSTT 401: Biostatistics II	4		Sp	
XXXX xxx: MCH Elective** <i>(if additional credits are needed to be full-time)</i>	2-4		Varies	

\*Registration for IPHS 698 must occur in the last term of the student’s program of study. All MPH students are required to complete an Integrative Learning Experience project. Learning Experience requirements differ by division; please refer to your division’s ILE resources for additional information.

\*\*Many MCH electives are offered every other year. Students should check with the assistant director of the Center of Excellence in MCH for an approved list of MCH elective course offerings and have their chosen elective approved by their faculty advisor.

Students will need to take more than 12 semester hours during at least one term. Students registering for more than 17 SH credit in any one semester must have their faculty advisor approve this schedule prior to registration.

All MPH students are required to engage in professional development requirements. More information about these requirements can be found on page 30 of this handbook.

## MCH Electives

MPH MCH students are required to take one MCH or MCH related elective, in addition to their core MPH, CHS, and MCH courses, to complete their degree requirements, and taking two electives is strongly encouraged. Students select their electives from a list completed by the Assistant Director of the CoE each semester, and work with their faculty advisor to confirm the electives they select are in line with their degree plan.

Students can find the link to the active list of electives on the MCH website, here:

<https://maternalchild.uic.edu/academics/degree-programs/core-courses/>. Additionally, students can access archived lists from prior semesters through the CHS MPH 101 Blackboard site, within the “Maternal and Child Health Concentration Requirements and Proposal Forms” folder in the “Program Proposal Forms, Degree Requirements and Course Planning” section.

**MCHEPI students are not required to take additional electives unless additional credits are needed to earn a minimum of 56 credits for their degree.**

Both MCH and MCHEPI students will indicate their plans for electives on their program proposal, including the course number and title of the elective(s) they plan to take, using the provided MCH elective lists. They should update their program proposal if their elective options change during their time in the program and submit their finalized proposal in their last semester of their program.

## Applied Practice Experience (MCH/MCHEPI)

The Applied Practice Experience (APE) is a required experiential learning opportunity for MPH MCH and MCHEPI students to acquire experience and develop skills in the application of public health concepts in MCH. Students are required to complete their APE in a 192-320 hours (3-5 credit hours) period. Most students complete their APE between their first and second year in the program during the summer; however, this is not required (especially if the student is part-time). Students must register for IPHS 650 and have their APE placement approved by the division. Please note, if a student is interested in a placement site that has not had a UIC student previously, the student should contact Michele Rodriguez Taylor at [mrtaylor@uic.edu](mailto:mrtaylor@uic.edu) as soon as possible to initiate the agreement process as it can take a longer time.

MCH students can choose to participate in internships or APEs at non-profit organizations, public health departments, and other health and health related agencies in Chicago, in Illinois, other locations in the United States, or abroad. The experience ultimately though, must be related to improving the health of the maternal and child population and build on skills acquired through the MPH.

MCH Epidemiology students are required to participate in epidemiology focused internships at a state or local public health department or at sites in which state or local MCH data are heavily utilized. MCH Epidemiology APE opportunities must be approved by the CoE-MCH even if the student has matriculated through the Epidemiology Division. To ensure APE placements are meeting this requirement, MCHEPI students need to confirm placements with the CoE-MCH Director, Dr. Handler.

### Additional Resources

General APE information can be found on the SPH APE webpage (<https://publichealth.uic.edu/applied-practice-experience/>). This webpage includes a step-by-step guide to planning your AP experience, FAQs, APE forms, and current APE opportunities.

Additionally, the most up-to-date information about the APE for CHS students is found on the MPH 101 site on Blackboard. The Blackboard site ([https://uic.blackboard.com/ultra/courses/\\_40568\\_1/cl/outline](https://uic.blackboard.com/ultra/courses/_40568_1/cl/outline)) includes example deliverables, a recommended timeline, and division-specific process and documents.

When searching for an APE site, students have a multitude of pathways they can take. First, students can start by going to the SPH APE webpage (<https://publichealth.uic.edu/applied-practice-experience/>) for current opportunities or by googling MCH organizations in their area of interest. Some students have been able to find APE opportunities on organizational job boards or websites. Students should also consider reaching out to their faculty advisor and discussing potential organizations that may align with the student's interests and goals; this conversation can be initiated when the student is completing their program proposal in their first semester and should continue as the student's APE interests solidify or change. Each spring semester, the Assistant Director of the CoE-MCH will frequently send out APE opportunities as they are received them from organizations or MCH alumni. Finally, students can also use resources like the MCH Blog and can connect with current second-year MPH students to learn about their APE experiences.

## Deciding on an APE & Financial Support

When trying to select your APE site, some students may struggle with deciding between different organizations. An essential aspect of the APE is that developing or applying some of the skills that students may need to utilize in a future job. As such, defining key priorities for the APE is important. Aspects to consider when deciding on an APE site include:

- Location of organization (In-state/Out-of-state/Remote)
- Paid vs unpaid Internship
- Mentorship capacity from preceptor
- Interest in a specific organization/setting
- Population served by organization
- Skills or products developed through APE
- Concentration competencies/requirements

Ideally, students will find a placement that meets all of their needs, but it is best for the student to consider all of their “non-negotiables” beforehand.

### Locations of Potential APE Funding Support

- UIC CoE-MCH – Applications for APE support typically are announced via email in April before the summer APE.
- [P3RC](#) – In recent years, the Policy, Practice and Prevention Research Center at UIC-SPH has offered stipends for unpaid APEs that have a policy focus. Applications typically go out in May.

## APE Locations and Advice from Past MCH and MCHEPI Students

The following pages include information about the APE sites in which past MCH/MCHEPI students have been placed, as well as advice they wanted to share with future students.

# APE LOCATIONS & ADVICE

FROM FELLOW 2ND YEAR MCH & MCHEPI MPH STUDENTS

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This newsletter is intended to help guide students to select an appropriate APE that meets their skills and interests. Below are descriptions of APE experiences completed by MPH students in the summer of 2022. If you are interested in reaching out to a specific person listed, please contact Gabby Masini at [gmasini@uic.edu](mailto:gmasini@uic.edu)

## KRISTEN LAWRENCE

[GEORGE WASHINGTON UNIVERSITY CENTER FOR COMMUNITY RESILIENCE](#)

What they did:

- Conducted key informant interviews with community partners for racial equity work and developed a report about the interviews
- Participated in a community circle with community members
- Visited the Library of Congress and a Smithsonian do do research on racial inequities in DC

## KHALIUN DASHDELEG

[ILPOC](#)

What they did:

Resource review, evaluation of the program

## LISSET PEREZ CARAPIA

CASS COUNTY HEALTH DEPARTMENT

What they did:

Originally, it was planned that I would be helping with a grant writing and surveys as well as planning activities for the MCH division. However, going into it that wasn't exactly the case. Public health departments are understaffed and I was there as a filler.

## WILLIAM BARSHOP

[WESTSIDE HEALTHY](#)

[START](#)

What they did:

I collected and analyzed qualitative data on the Father Involvement program within Westside Healthy Start. I learned how the program operates and helped identify areas for improvement based on staff experiences.

## LISA CHEUNG

[ICAN](#)

What they did:

During my time at ICAN, I learned more about the organization's recruitment methods of health clinics and the data collection methods to better understand gaps within the current birth control needs. Throughout the process, I utilized what I learned to create an improved data collection form that would allow better analysis to develop strategies targeting harder to reach populations.

## PRINCY DANIEL

TITLE V INTERN WISCONSIN DHS

What they did:

I completed a literature search and compiled a recommendation guide for emergency preparedness in MCH for the state department

## CANDICE GARY

[MISSISSIPPI DEPT OF HEALTH](#)

What they did:

Workforce development database creation for all title V sites across USA and territories. Helped with process evaluation for MCH workforce development reporting. Reviewed data from MSDH workforce needs survey and provided visualization to help with storytelling to stakeholders.

## KIELA MORENO

[CITYMATCH](#)

What they did:

- Literature review of content areas to inform future work
- Presenting resource of literature review at Task Force Summit
- Attend conference planning sessions and perform conference logistics

## **ABIGAIL SULEMAN**

[ILLINOIS DEPARTMENT  
OF PUBLIC HEALTH AND  
UIC DSCC \(TITLE V\)](#)

### **What they did:**

During this remote internship, I interviewed Title V staff in other states about their work with SDOH related to CYSHCN and also interviews Illinois stakeholders more formally using a semi-structured I created. In addition to literature review and state benchmarking also conducted an epidemiological study on the impact of insurance status/type on unmet needs using survey procedures in SAS. I also participated in leadership and public health workshops/sessions from the Title V committee.

## **MARGARET AGWOMOH**

[NORTH CHICAGO  
THINK TANK](#)

### **What they did:**

- Program evaluation
- Created asset maps
- Communicated with stake holders
- Created Infographics

## **MICQUEL HART**

[CHICAGO WOMEN'S  
HEALTH CENTER](#)

### **What they did:**

Facilitated sexual health education classes, grading pre- and post-tests, and evaluating/providing feedback for sexual health educators were my primary activities. Due to my clinical interests, I was also given the opportunity to interact with patients during my front desk shifts which entailed scheduling and canceling appointments and completing the check-in/check-out processes.

## **LIAH WATT**

[VERMONT  
DEPARTMENT OF  
HEALTH](#)

### **What they did:**

I was a Title V Intern. Working with the WIC program, I performed a literature review, designed a data collection plan, and performed interviews with WIC participants. Then my partner and I did qualitative data analysis and prepared a report and recommendations for the department to improve WIC program delivery to priority populations in Vermont.

## **AINNA FLAMINIA**

[CHICAGO PUBLIC  
SCHOOLS](#)

### **What they did:**

I worked on the Sexual Health Education team as a curriculum content creator and drafting parent engagement materials. Our work updates the curriculum to be in alignment with the recent 2021 state law changes. I also updated public-facing documents, such as one-pagers, and created a toolkit for school staff to understand what resources exist to communicate with parents about sexual health education.

## **SAJIA AZIZ**

[CENTER FOR HEALTH  
EQUITY TRANSFORMATION,  
NORTHWESTERN  
UNIVERSITY](#)

### **What they did:**

I was an intern in a project called Well Mama Doula. The project was at its initial phase and I was conducting semi structured interviews with patients and stakeholders. I later did analysis of those interviews.

## **JOANNA PAUL**

[START EARLY](#)

### **What they did:**

I have been working on two different policy memos. One is related to increasing child care access in for families in Illinois who are involved with the carceral system. Another is related to investing opioid settlement funds into early intervention for children born with/exposed to neonatal abstinence syndrome. I also have been interviewing/surveying child care providers and child care health consultants from across the state to conduct a needs assessment/ determine next steps for Illinois in creating a comprehensive child care health consultation system.

# ADVICE

## **AINNA FLAMINIA**

Do informational interviews with folks in spaces you're interested in! You can email orgs or DM them on social media, it doesn't have to be formal. Also, talk to second-years. Since they're coming out of these spaces, they know if there are openings or can at least introduce you to folks that you can learn from. Start searching early and try to find a paid opportunity, your work is valuable!

## **MARGARET AGWOMOH**

Although your APE is a requirement, choose something that you are passionate about because it makes it feel less of a job and keeps you motivated!

## **KHALIUN DASHDELEG**

Search the organization as early as possible and also it's important to intern in the organization that is in your interest

## **PRINCY DANIEL**

Be open to possibilities and be open to asking questions! No one knows everything!

## **LISSET PEREZ CARAPIA**

If you are new to this city don't be afraid to ask questions! I am from a rural area in central Illinois and trying to find an APE in Chicago was overwhelming. Also, as a DACA student, it was difficult especially because a lot of the opportunities are federally funded. Be annoying, bother everyone, and ask everyone questions. Don't be afraid to advocate for your needs when looking for an APE site.

## **LISA CHEUNG**

Look early and reach out for help.

## **CANDICE GARY**

Apply early. I applied to the Title V program, which required early recommendation and application process. Pay attention to the coursework in public health systems and see if specific MCH divisions fit your interests better than others.

## **JOANNA PAUL**

Start this process early! Make sure to spread a wider net than you might think you need -- you never know what will happen but it DOES work out in the end. Be flexible and be willing to look into organizations that might not necessarily be your top choice.

## **KRISTEN LAWRENCE**

Don't be afraid to reach out to a place you are interested in, even if they have not had a UIC student before!

## **LIAH WATT**

Start early! Leverage your network and be open to trying things outside of your comfort zone and interests!

## **SAJIA AZIZ**

1. Apply earlier and don't procrastinate
2. Use the APE opportunity to learn beyond your objectives.

## **MICQUEL HART**

Start early, choose an organization whose efforts and initiatives align with your interests, and think about what you can gain from your experience when choosing an organization.

## **KIELA MORENO**

Research and reach out to organizations early, especially if they aren't an official preceptor. Do something you love!

## **WILLIAM BARSHOP**

Talk to MCH faculty about organizations where they have connections — a recommendation goes a long way.

## Integrative Learning Experience (MCH/MCHEPI)

All MPH students are required to complete an Integrative Learning Experience (ILE) at or near the end of their second year of study. The ILE represents a culminating experience and may take many forms, such as a policy brief, evaluation/research report, community health assessment, program evaluation, strategic plan, intervention plan or other formats. Regardless of product, students are expected to produce a high-quality written product that is relevant to the student's educational and professional goals and that demonstrates synthesis of foundational and concentration competencies. Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations. Specific deadlines related to the ILE as well as the final submissions will be communicated to students by their academic divisions (Community Health Sciences or Epidemiology and Biostatistics).

- Maternal and Child Health MPH students will have the option to select three products for their ILE. The options include: 1) a Research Brief, 2) a Program Evaluation, or 3) or a Policy Brief.
- Maternal and Child Health Epidemiology MPH students *in the CHS division* have the option to create two products for their ILE. These options include 1) a Research Brief or 2) a Program Evaluation.
- Maternal and Child Health Epidemiology MPH students *in the EPI division* must select an approved option in consultation with their Faculty Advisor.

For MCH or MCHEPI student in CHS, details about each of the products and their corresponding competency maps can be found in the ILE Handbook or on the CHS Blackboard site, [CHS MPH 101](#). For MCHEPI students in EPI, students should connect with their Faculty Advisor to receive details about the allowed ILE product types for the Epi Division and corresponding competencies.

For more information, please consult the [ILE Handbook](#) on the UIC website and your ILE Advisor (typically a student's faculty advisor).

## Additional Program Requirements

### Professional Development & Leadership Coaching

MPH students are required to engage in **four** professional development opportunities, either by participating in career services workshops, attending leadership coaching meetings, or engaging in alternative activities that are approved by the Assistant Director of the CoE-MCH. It is recommended that students complete two professional development opportunities their first year and two opportunities their second year. Information about leadership coaching and other potential workshops are often shared via email by Gabby Masini, and students can also find information about SPH Career Services workshops on [their website](#). In their final year, students participate in the MCH Alumni Mentorship Program, and the spring Mentorship Program workshop, focused on job seeking and related skills, can also be applied toward the professional development requirement.

MPH students should keep track of their professional development activities (name of workshops/activities and dates). When students update their MPH program proposal at the end of their program, they should enter their completed experiences with dates in the appropriate section of the proposal. Students will submit the final copy of their proposal in the last semester of the program to CHS/MCH staff. Students will also be required to complete the Professional Development Form in their last semester of the program that indicates their four opportunities and when they were completed; this allows the CoE-MCH to gain confirmation from the facilitators, coach, etc. who led the professional development experience.

### MCH Mentorship Programs

#### *MCH Alumni Mentorship Program*

All MCH MPH students will be matched in the second year of their MPH program with an MCH alumni mentor based on long-term career goals and public health interests. MCH students will be required to meet with their MCH alumni mentors on a regular basis and to participate in the related mentorship program workshops. This program aims to increase students' self-awareness and assist them in their journeys as they become leaders in the MCH workforce. The alumni mentors are graduates of the UIC CoE-MCH and have been in the workforce for at least two years.

In the summer before their final full academic year in the MPH program, students complete a brief survey to aid in the Alumni Mentorship Program matching process. Full-time students who are completing their degree in two years will participate in the program in their second year; part-time students will likely complete the program in their third year but will be given the option to complete in their second year, depending on their specific timeline to graduate and their personal preferences.

Students and mentors receive emails from the Assistant Director for MCH Community Outreach, Nikki Gottlieb, and/or the program's faculty coordinator, Dr. Ellen Mason, in mid-August, informing them of their alumni mentor match and providing them with contact information and program expectations. MCH students are expected to initiate communication and must reach out to their mentor within the two weeks following the receipt of that email to introduce themselves. Ideally, students and mentors hold their introductory meeting prior to the mentorship program's fall orientation.

Students are required to attend the mentorship program orientation in the fall semester, typically held in early- to mid-October via Zoom, meet with their mentors twice a semester, and attend the spring mentorship program workshop,

typically held in early- to mid-March via Zoom. Mentor meetings can occur virtually or in-person, depending on the arrangement between the mentor and the mentee.

All students and alumni participating in the Alumni Mentorship Program receive a Program packet as the year gets started, which provides them with program requirements and details, as well as an agreement form they can complete in their first conversation, as they determine their communication methods and goals together. Students and alumni also receive monthly emails from the program coordinators, beginning in September and extending until April. The monthly emails provide a topic of focus and include suggestions for questions to ask each other or other conversation topics, should a pair find that helpful in their communications.

### *MCH Undergraduate Mentorship Program*

In addition to the required Alumni Mentorship Program, MCH students have the opportunity to participate in the Undergraduate Mentorship Program, serving in the mentor role for UIC undergraduate public health students with MCH interests. In this program, second year MCH students are matched with, rising junior and senior undergraduates in the UIC Public Health Program. The aim of this program is to provide more knowledge and awareness about the MCH field, help students understand their options in the larger field of public health, and to facilitate undergraduates' access to professional and personal development opportunities.

Second- or third-year MPH students are able to opt into the Undergraduate Mentorship Program when they receive the request from the CoE-MCH for participation; MPH mentors are selected based on the needs of the undergraduate student participants and the MPH students' leadership experiences and interests. The undergraduate and graduate students are expected to attend an orientation, typically held in late October, and meet with each other twice a semester (either virtually or in person). The mentorship pairs will touch base with the program coordinators (Dr. Ellen Mason and Nikki Gottlieb) at least once during the program, likely early in the spring semester, either through a brief meeting or via an email check-in.

As a mentor, MPH students will also have the opportunity to connect with their peers also serving as mentors in the program and gain support and mentorship advice/knowledge from one selected alumni of the UIC CoE-MCH who serves as a "mentor to the mentors." This program allows MPH students to focus on their professional development skills as well as build their MCH network while volunteering their time to support undergraduate students exploring the public health and MCH fields.

## Evaluation and Survey Requirements

As part of the Center of Excellence, students are required to complete periodic evaluations while they are in the MPH program and also as an alumnus of the program. We also use LinkedIn as a source for professional updates so it is important for students and alumni to ensure it has current information. The following page provides an explanation of the mandatory surveys and a general timeline.

### Repeated surveys:

- **Students:**

- **Annual Student Product Survey** – As part of our grant reporting cycle, we request students complete a survey detailing the documents, presentations, and leadership experiences they completed while being part of the program. Typically, the survey is sent out in December and an update is requested in June.

- **Alumni:**

- **Annual Alumni Update** – This update request is usually sent via email as an end-of-year message with the request for any new professional updates from alumni.
- **2/5/10 Year Surveys** – As required by the Maternal and Child Health Bureau, the CoE-MCH funder, these surveys are sent to alumni 2, 5, and 10 years after they have graduated from the program. The survey focuses on alumni updates, leadership and interdisciplinary experiences, and r feedback about the program.

### One-time surveys:

- **Students:**

- **New Student Survey** – This survey provides us with new student information and is usually sent out in July before incoming students start the program.
- **Pre- and Post- Competency Surveys** - This survey helps us make improvements to our curriculum and report back to MCHB on how we are doing in meeting our goals for our students. In addition, the survey is designed to serve as a self-reflection tool to help students monitor their progress in the program. The Pre-Survey is usually distributed in July before incoming students start the program. The Post-Survey is usually distributed a few weeks before the student's graduation.
- **Website Bio Survey** – MCH trainees are featured on the CoE-MCH website, and students have the opportunity to provide information they would like to share on the site through a survey that is usually sent out in July before incoming students start the program.
- **Mentorship Student Interest Form** – This survey is intended to give the Mentorship Program Coordinators a better understanding of your career goals and mentoring preferences. This survey is usually sent out to the students during the summer after the first completed year. Part-time students are given the option to the complete the survey after their first year, to participate in the program during their second year, or to wait until they are approaching their final full academic year in the program.
- **Mentorship Pre- and Post-Surveys** – This survey provides the Mentorship Program Coordinators with the students' perception of their skills and knowledge related to the next phase of their career and feedback about the Mentorship program. The Pre-Survey is typically distributed in August of the mentorship program year, and the Post-Survey is typically distributed in April of the mentorship program year.

- **Alumni Mentors:**

- **Mentor Pre- and Post-Surveys** – These surveys provide the Mentorship Program Coordinators with the mentors' perception of their skills and knowledge related to mentoring. These surveys are only required of alumni serving as mentors, and the timing aligns with the student's pre- and post-surveys.

# MCH Involvement Opportunities

## MCH Student Interest Group

The Maternal and Child Health Student Interest Group (MCHSIG) is a group of UIC-SPH students interested in issues related to women, children, and families including women's health, pregnancy, early childhood, adolescence, reproductive justice, and more. This is a great opportunity to build connections with fellow students and explore leadership within the MCH field.

Students are able to participate in the MCHSIG in a few different ways: 1) attend general meetings, 2) join the Steering Committee, and/or 3) join the Symposium Committee. General meetings are typically held every month for about an hour. Previous meetings and activities have included presentations by faculty members, alumni panels, volunteer events, and more.

As part of the MCHSIG, the Steering Committee plans and facilitates the monthly meetings. Steering committee members collaborate before each meeting to draft agendas, brainstorm activities and discussion topics, decide on speakers, and help facilitate meetings. Generally, participating students in the Steering committee can expect to commit to three hours per month.

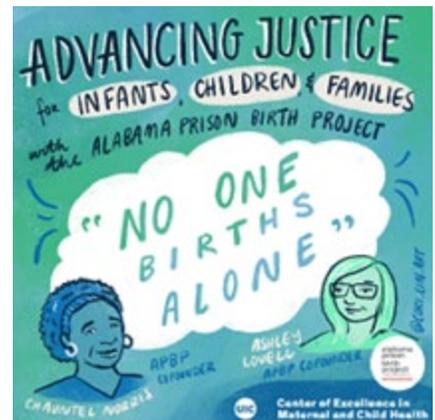
For more information or to express interest, please send an email to [uicmchstudents@gmail.com](mailto:uicmchstudents@gmail.com).



## MCH Spring Symposium

Each Spring, the MCHSIG coordinates a symposium series on an MCH topic consisting of lectures, group panels, film screenings, and networking events. Students who are interested in building their skills with event planning, social media and marketing, and session logistics would be great assets to the team. The Symposium Committee members meet biweekly to determine the event topic, speakers, promotion, and logistics of the event. Previous themes included: [Reproductive Justice \(2021\)](#), [Impacts of Incarceration on Infants, Children, and Families \(2022\)](#), and [Creating Accessibility: Everybody In, Nobody Out \(2023\)](#).

For more information or to express interest, please send an email to [uicmchstudents@gmail.com](mailto:uicmchstudents@gmail.com).



## Writing for the MCH Blog

MCH students and alumni also are able to show off their interest or experiences in our [MCH Blog](#)! Authors should consider that their audience may be new to the MCH field and are looking for a day in the life of an MCH student. Blog entries should be about 2-5 paragraphs in length (and no more than 500 words).

- Blog entries should include a title and the names of authors.
- Blog entries may include embedded links into the text of relevant websites, PDF documents, videos, etc.
- Blog entries don't have to include a picture, but it is recommended.

Blogs are usually informal and written in a conversational style. If you make claims or refer to research, provide appropriate citations in APA style. Please contact the CoE-MCH with blog entries or ideas at [coemch@uic.edu](mailto:coemch@uic.edu). We will review any entries to ensure that they meet all the guidelines.

Ideas for possible blog entry topics include:

- Interviewing or telling the story of someone doing amazing work in MCH.
- Current MCH students: Write about your experience related to a conference you attended, your Integrative Learning Experience, your volunteer work, a site visit for a MCH class, or your APE. Tell your story – why did you choose to MCH? What kind of work do you want to do in the future?
- Write an entry about a research project you are working on.
- Write about a current MCH issue that you are passionate about.

## **Joining the MCH Listserv**

Incoming MCH and MCHEPI MPH students are automatically added to the MCH Listserv which provides continual posts about upcoming on and off campus MCH events, a weekly job board message, and a biannual newsletter. Students can also anticipate volunteer requests as well as ideas for potential APE organizations. Alumni regularly stay on the listserv after they graduate to stay connected with the CoE-MCH and learn more about upcoming opportunities.

# SPH & UIC Involvement Opportunities

## SPH Involvement

The UIC School of Public Health provides all students with the opportunity to get involved with a number of student organizations focused on different aspects of public health. You can find all student organizations affiliated with SPH [here](#), and the ones MPH students more frequently join are listed below.

### *Global Health Student Interest Group*

The Global Health Student Interest Group (GHSIG) is dedicated to learning, educating, and promoting awareness about global health affairs. GHSIG is composed of students from all divisions within UIC-SPH and welcomes and encourages dialogue with students, faculty, and staff across the campus. Membership is open to all students with an interest in global health. For more information, email [uicghsig@gmail.com](mailto:uicghsig@gmail.com) or visit <https://www.facebook.com/GHSIGUIC/>.

### *Public Health Student Association*

The [Public Health Student Association \(PHSA\)](#) is a student led organization and student governing body at the UIC-SPH. PHSA's roles are to act as a liaison between students and faculty, promote career development through networking events, promote student involvement in the school community, and represent the needs of students of the School of Public Health. All enrolled students of UIC-SPH are automatically members of PHSA. Students are encouraged to volunteer and participate in all events.

### *Minority Student for Advancement of Public Health*

[Minority Students for the Advancement of Public Health \(MSAPH\)](#) is a student organization within UIC-SPH. The purpose of MSAPH is to strengthen the underrepresented student graduate experience by providing opportunities to build supportive networks and social bonding within the UIC-SPH community. MSAPH builds these networks through its meetings, events, and activities that focus on academic support, professional growth, peer networking, and community service.

### *Radical Public Health*

[Radical Public Health \(RPH\)](#) is an association of students, alumni, faculty, and staff who seek to address the systemic, underlying causes of public health challenges and to consider more radical solutions. RPH hosts group discussions, guest lectures, film screenings, teach-ins, and panel discussions on relevant issues. Membership is open to all students at the UIC-SPH and other UIC students, alumni, faculty, and staff, including undergraduates. Membership is also open to like-minded individuals in other schools, organizations, and groups.

## UIC Involvement

UIC offers over 400 student organization involvement opportunities through the UIC [Center for Student Involvement](#). There are organizations based on identity, students' program/major, hobbies and interests, and more. Information about organizations and ways to get involved can be found after you log into your UIC account: <http://connect.uic.edu/>.

UIC has a large number of active fraternity and sorority chapters and councils. More information about fraternity and sorority life can be found here: <https://fsl.uic.edu/>.

Campus Recreation at UIC hosts a Sports Club Program, which provides in-depth opportunities to play certain sports competitively or to learn new sports. There are over 20 student-led sports clubs that range from instructional to recreational to competitive. More information on how to join an existing club or start a new one can be found here: <https://recreation.uic.edu/programs/sport-clubs/>.

The UIC Student Leadership and Civic Engagement office provides students with workshops, programs, and opportunities focused on leadership development, service and volunteering, and civic engagement and democratic involvement. More information can be found here: <https://slce.uic.edu/>.

# National MCH Involvement Opportunities

## MCH-National Network

The [MCH National Network](#) (MCH-NN) is a network of MCH students and early professionals ready to share information, opportunities, and actions, initiated by and for students and alums of MCH Centers of Excellence and Catalyst Programs- and beyond. Overseen by the Boston University CoE-MCH, the MCH-NN hosts a variety of events with topics including networking, advocacy lectures, and negotiation. Students can participate in these events as well as apply to the MCH-NN [Leadership Board](#) to get more involved.

## MCHB Trainee Ambassador Group (TAG)

In 2015, the Maternal & Child Health Bureau's (MCHB) Division of MCH Workforce Development (DMCHWD) established an ongoing vehicle for working collaboratively with trainees across the various MCH Training Program through the [Trainee Ambassador Group](#) (TAG).

The goals of the TAG are to foster connections between trainees across the diverse MCH Training Programs, provide trainees with leadership development opportunities, and strengthen the link between trainees and MCHB.

Through the TAG, MCHB is:

- Strengthening the link between trainees and MCHB
- Increasing current trainee awareness/knowledge about the full range of training programs
- Improving communication and collaboration among trainees within and across training programs
- Facilitating connections between current and former trainees
- Providing trainees with additional leadership development opportunities
- The TAG provides trainees with the opportunity to conceptualize, develop, and lead efforts to facilitate trainee connections via activities such as a mentoring program, trainee forums, and collaborative research projects.

Ambassadors attend monthly virtual meetings and work collaboratively to create trainee-focused products.

## Traveling to MCH Meetings

All MCH and MCHPEI students have the opportunity to apply for funding support to attend MCH-focused conferences or events. At the start of every semester, the Assistant Director of the CoE-MCH will send out the one-page form for students to have as a reference. Students will be also able to request this form as well if they cannot find the original email. Students should be prepared to include anticipated costs for which they would like to request support. Typically, the CoE-MCH will only cover support for one of the following conference costs: registration fee, flight, or lodging. Preference will be given to MPH students presenting at the conference. See below for some of the many MCH conference opportunities that are regularly available throughout the year.

## CityMatCH

[CityMatCH](#) is a national membership organization of city and county health departments' maternal and child health (MCH) programs and leaders representing urban communities in the United States. CityMatCH's mission is to strengthen public health leaders and organizations to promote equity and improve the health of urban women, families, and communities. CityMatCH also hosts an annual conference in September. Every other year, CityMatCH has a Maternal and Child Health Epidemiology focus.

## AMCHP

The [Association of Maternal and Child Health Programs](#) (AMCHP)'s mission is to advance the health of women, children, youth, families, and communities by strengthening governmental public health and deepening community partnerships through a health equity lens. Since being founded in 1950, AMCHP has served as a national resource, partner, and advocate for state public health leaders and others working to improve maternal and child health public health systems. AMCHP hosts an annual conference attended by state and other MCH leaders and community and family partners, typically in the Spring.

## APHA

The [American Public Health Association](#) (APHA) is the largest US public health professional organization serving thousands of diverse public health professionals. APHA publishes *the American Journal of Public Health* and *The Nation's Health* newspaper. APHA leads public awareness campaigns such as National Public Health Week. At their Annual Meeting and Expo, thousands of people share the latest public health research and practice updates. Generally, the Annual Meeting and Expo occurs every October or November.

## Resources

The primary resources MCH/MCHEPI MPH students will use to navigate their MPH experience have been referenced throughout this handbook and are linked below:

- *Center of Excellence in Maternal and Child Health website:* [maternalchild.uic.edu](https://maternalchild.uic.edu)
- *School of Public Health website:* [publichealth.uic.edu](https://publichealth.uic.edu)
- *CHS MPH 101 on Blackboard* (for Community Health Science MPH students)

### Additional UIC and SPH Resources to Support Students

SPH and UIC offer a wide range of additional resources, from academic support to wellbeing and mental health resources and more. Here are key resources MCH/MCHEPI students may find useful.

#### SPH Resources

##### *SPH Success*

The [SPH Success](#) program includes resources for incoming MPH, MHA, and MS students to help students prepare for and succeed in the core courses required for each master's program. The SPH Success program is accessible to all incoming master's students at the UIC School of Public Health. Incoming students are automatically enrolled in the SPH Success Blackboard site once they have submitted their initial deposit and intent to enroll forms.

##### *SPH Office of Diversity and Inclusion, Peer Support Team*

The [Office of Diversity and Inclusion \(ODI\)](#) supports the creation of an inclusive community in SPH by promoting justice, respect, wellness, and positive social impact. Working with campus partners, including the Urban Health Program, ODI supports the recruitment, retention, and academic success of students from historically marginalized backgrounds, especially, Latino/a/x, Black/African American, and Native American/American Indian communities. ODI also promotes and serves as a resource for diverse, equitable and inclusive practices in the recruitment and hiring of faculty and staff and other SPH initiatives.

Within ODI is the [Peer Support Team](#) (PST). The PST is available to help students with both quantitative methods and writing. The PST members are advanced MPH students who offer individual and group sessions to help students understand public health concepts and skills and to assist with class assignments. Services are free of charge and available to all undergraduate and masters-level Public Health students, regardless of skill level or comfort with the material. A PST Writing Specialist provides assistance with all aspects of written assignments, including brainstorming paper topics, thesis development, paper organization, proofreading and citations. A PST Quantitative Methods Specialist reviews basic concepts and methods, review homework assignments, conduct exam review sessions, provide SAS assistance, and more.

##### *SPH Student Wellness*

The School of Public Health offers a variety of health and wellness resources, support, and programs. Visit [SPH Student Wellness](#) to learn about upcoming workshops, contact the SPH Wellness Coordinator, review wellness articles and resources, and more!

## *SPH Career Services*

[SPH Career Services](#) is dedicated to helping students and alumni with their job search and career development needs through information on career opportunities, internships, career resources and offering career focused events throughout the academic year. Individualized career coaching sessions are available during regular business hours and sessions are also available via video conferencing or phone, though appointments are in high demand and can fill up quickly. Students can also access the resources, workshops, and appointments available through the broader [UIC Career Services](#) office.

## *MCH Job Board*

The [MCH Job Board](#) is a national MCH job board hosted by the UIC CoE-MCH. . The MCH Job Board serves as a resource for current and former MCH students as well as community partners looking for job opportunities and postdoctoral fellowships in the MCH field.

## *Financial Aid*

The School of Public Health has a page on their website focused on [Financial Aid Information and Resources](#), including links to the current [graduate tuition and fees](#) information and [UIC Financial Aid](#), among others. There is also information about [graduate assistantships](#), [scholarships](#), [student employment](#), and [other types of financial aid](#).

## UIC Resources

### *UIC Health and Wellbeing Resources*

The Counseling Center is the primary resource for mental health services at UIC, but it is just one part of a large network of offices that support students' wellbeing. You can find a list of some of the other health and wellbeing resources available to UIC students, including the [Campus Advocacy Network](#), the [UIC Wellness Center](#), [Campus Recreation](#), [Cultural Centers and academic support resources](#), the [Pop-Up Food Pantry](#), and more here: <https://counseling.uic.edu/outreach-and-education/campus-resources/>.

### *Disability Resource Center*

The mission of the [Disability Resource Center \(DRC\)](#) is to empower the UIC community with the knowledge, resources, and skills necessary to ensure full access and engagement for students with disabilities in all aspects of college life. The DRC serves students with chronic health conditions, mental health conditions, and temporary disabilities. Any UIC student with a documented disability can register with the DRC in order to meet with a Disability Services Specialist to identify barriers in the campus environment and to create a plan of reasonable accommodations that removes those barriers. If a student believes they have a disability but has not been diagnosed, the DRC can point them to resources on and off campus to assist.

### *UIC Writing Center*

The [Writing Center](#) offers individual support for any and all writing (research, personal statements, lab reports, memos, class assignments, applications, whatever you have!), and at any stage - whether it's a draft or if a student hasn't even gotten started yet. Students can make an appointment in-person, for the Grant Hall location on East Campus, online, or even by sharing writing via email for feedback. When looking to schedule an appointment, CHS students should sort the schedule availability of tutors based on focus, in order to find a tutor with the specialty needed, including graduate level writing.

## *UIC Handshake*

[Handshake](#) is the premier site for connecting students to a wide variety of employers and opportunities. It's a one stop shop for full time, internship, part time and on campus employment listings. All active UIC students are automatically uploaded to the system and simply need to log in with their University credentials to activate their account! UIC Alumni are also welcome to create new accounts in the system as well by registering for a new account. Students and alumni can use Handshake to register for appointments with [UIC Career Services](#) staff.