Course Change Request

Date Submitted: 12/14/17 1:53 pm

Viewing: HPCH 636 : Study in China: Global Health Experience

Last approved: 12/06/17 3:16 am
Last edit: 03/06/18 8:31 am
Changes proposed by: hongyan97

Catalog Pages referencing this course
- Department of Health Promotion and Community Health Sciences
  - HPCH - Health Promo Comm Hlth

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Alicia Hong</td>
<td><a href="mailto:yhong@sph.tamhsc.edu">yhong@sph.tamhsc.edu</a></td>
<td>979-437-9343</td>
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Rationale for Course

Edit
- Other
  - The proposed changes are part of a routine curriculum review.
  - The proposed changes are to meet the demand/interest of students.

Explain other rationale
- Students prefer a course title with "China" and "global health experience", so their study abroad experience can be shown on the transcript.

Course prefix | HPCH | Course number | 636
Department     | Hlth Promotion & Comm Hlth Sci
College/School | Public Health
Academic Level | Graduate
Effective term | 2018-2019

Complete Course Title
- Study in China: Global Health Experience

Abbreviated Course Title
- STUDY IN CHINA: CHINA-GLB HLTH EXP

Catalog course description
- Study abroad designed for those with interests in global health; two weeks in Nanjing, Shanghai and Beijing of China; visit different public health agencies, health care, delivery organizations and community health centers; attend lectures delivered by public health and medicine faculty members from host institutes and discuss with Chinese public health students and professionals; includes pre-travel lectures and post-travel presentations.

Prerequisites and Restrictions
- Approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
- No

Crosslistings
- No Crosslisted With

In Workflow
- 1. HPCH Reviewer
- 2. HPCH Department Head
- 3. Curricular Services Review
- 4. PH Committee Preparer
- 5. PH Committee Chair
- 6. PH College Dean
- 7. GC Preparer
- 8. GC Chair
- 9. Faculty Senate Preparer
- 10. Faculty Senate
- 11. Provost II
- 12. President
- 13. Curricular Services
- 14. Banner

Approval Path
- 1. 12/18/17 11:05 am
  - Mary Pipkin (mpipkin): Approved for HPCH Reviewer
- 2. 01/24/18 1:46 pm
  - John Spengler (spengler): Approved for HPCH Department Head
- 3. 01/26/18 10:53 am
  - Sandra Williams (sandra-williams): Approved for Curricular Services Review
- 4. 02/02/18 9:27 am
  - Rick Danko (danko): Approved for PH Committee Preparer
- 5. 02/02/18 10:17 am
  - Su-Hsuan Lin (micheyszu): Approved for PH Committee Chair
- 6. 02/02/18 10:25 am
  - Jay Maddock (maddock): Approved for PH College Dean
- 7. 02/16/18 12:53 pm
  - Meagan Kelly (meagankelly): Approved for GC Preparer
- 8. 03/01/18 3:15 pm
  - LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Stacked: 3
Credit Hour(s): (per week): Contact Hour(s)
Repeatable for credit?: No
CIP/Fund Code: 5122120014
Default Grade Mode: Letter Grade(G)
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning objectives are met through lecturing, class discussion, site visits, project presentation, and final paper.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

The face-to-face instruction time is about 45 hours, and homework/assignment time is about 90 hours.

Will this course be taught as a distance education course?: Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.: Yes

Is 100% of this course going to be taught in Texas?: No

Will classroom space be needed for this course?: No

This will be a required course or an elective course for the following programs:

Required (select program)

(MPH-POPH) Master of Public Health in Population Health
(MPH-HPCH) Master of Public Health in Health Promotion and Community Health Sciences
(MPH-OCSH) Master of Public Health in Occupational Safety and Health
(MPH-PHEP) Master of Public Health in Epidemiology
(MPH-PHEO) Master of Public Health in Environmental Health
(MPH-PHPM) Master of Public Health in Health Policy Management

Elective (select program)

(MS-VPHE) Master of Science in Veterinary Public Health Epidemiology
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

2018 HPCH 636 China course syllabus.docx
2018 HPCH 636 China course syllabus(1).docx

Letters of support or other documentation

No

Additional information

Updated syllabus was uploaded. Edits were made regarding the non-traditional course. By Alicia Hong, December 14, 2017.

Reviewer Comments

Szu-hsuan Lin (micheyszu) (02/02/18 10:17 am): SPH CC approved for nontraditional delivery, per University Rule 11.03.99.M1.

Paula Sullenger (psullenger) (02/23/18 1:40 pm): Attached syllabus is for a different course, HPCH 689.

LaRhesa Johnson (lrjohnson) (03/06/18 8:31 am): Corrected Syllabus uploaded and attached.
Instructor Information

Course title and number: HPCH 636 Healthcare System in China
Term: Summer 2018
Meeting times and location: College Station and China (Shanghai, Xiamen, Beijing)
Instructor Name(s): Y. Alicia Hong, Ph.D.
Telephone number: 979-436-9343
Email address: yhong@sph.tamhs.edu
Office hours: Monday 9am-12pm
Office location: Rm 157 F

Course Description

This course is designed for graduate students with strong interests in global health. Over the past 30 years, China has experienced fast economic growth and emerged as a major player in the global community. The healthcare system in China has also undergone a series of substantial reforms from state-owned health care system to marketization of healthcare and to reintroduction of universal healthcare. Meanwhile, rapid economic growth and societal transition has resulted in changing epidemiological profiles. For example, more than 80% of deaths in China are attributed to chronic conditions compared to 20% in less than 50 years ago; the child obesity rate is increasing at a faster rate than that in U.S. The proportion of elderly is increasing rapidly because of one-child policy and longer lifespan. Thus China becomes an ideal site to understand the social determinants of health and to compare healthcare systems. Students will attend lectures delivered by faculty in Xiamen University, take field trips to various public health agencies and healthcare organizations, and visit sites of historical, economic and cultural significance for the maximum exposure to global public health experience.

Prerequisites


Course Objectives

Upon completing the course, students will be able to achieve the following competencies:

<table>
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<tr>
<th>Competencies</th>
<th>Course Objectives</th>
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<tr>
<td>Identify the causes of social and behavioral factors that affect health of individuals and populations.</td>
<td>Identify a public health problem in China and explain its causes of social and behavioral factors that affect the problem at individual and population levels.</td>
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</tbody>
</table>
| Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems. | ✓ Have an enhanced understanding on how the political, social, economic and cultural contexts shape the current healthcare system in China.  
   ✓ Cite examples of public health intervention in China or other cultural setting that have positive or negative impact on public health problems and explain the reasons of such |
Analyze the impact of global trends and interdependencies on public health related problems and systems.

- Understand the public health problems in a global health context and compare healthcare systems in China and U.S.
- Identify the strengths and weakness in health care systems through comparative study.

Engage in dialogue and learning from others to advance public health

- Engage in dialogues with Chinese health professionals and learn from their experiences.
- Increase awareness and appreciation of cultural diversity

Describe the roles of, history, power, privilege and structural inequality in producing health disparities.

- Describe the health inequality in China or other cultural setting and explain the inequality and disparities from the perspective of social ecology.
- Propose a culturally appropriate intervention to address an urgent global public health problem.

Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

- Demonstrate effective oral communication through active class participation, group discussion, dialogue with Chinese health professionals, and presentation to SRPH and online community.
- Demonstrate effective written communication with paper writing.

Demonstrate team building, negotiation, and conflict management skills.

- Demonstrate team spirit and leadership through working as a team in diverse cultural setting.
- Gain international perspectives of global public health.

**Class time:** May 14—May 29, 2018 (in China). In addition, two separate orientations for students (one about Chinese culture and one on public health system in China) will be scheduled in in April 2016. Students will present research in the Graduate Students Research Symposium of Nanjing Medical University. Students’ presentation to SPH faculty and students will be scheduled in September 2018 (see course schedule for details).

**Note:** This course is highly intensive. We’ll start course activities the next day you arrive in China. Keep in mind that there is 13-hour time difference between Beijing time and U.S. CDT in summer. Plus, the flight from US to China is about 14 hours. If you are not physically fit for international travelling and intensive summer course, you may not be the ideal candidate for this course.

**Application for the course:** We limit the class size to 10. All students need to have GPA 3.0 or above to be eligible for the class. Students who intend to take this course, please apply through TAMU Study Abroad: [http://studyabroad.tamu.edu](http://studyabroad.tamu.edu) The deadline for application is January 15, 2018. The Study Abroad Office, HSC and School may have scholarships for study-abroad, but you need do contact them directly.
Cost: The program fee includes study abroad fee, mandatory insurance, honorarium for guest speakers, airport pick-up and drop-off, local transportation during site visits, lodging, most meals, air tickets for within-China trips, including Shanghai to Xiamen, Xiamen to Beijing, and Beijing to Shanghai. The program fee does not cover tuition and fees for this course, international airfare, non-program transportation, some meals, passport and visa application fee. An estimated budget will be around $1,800 program fee plus $1,200 airfare (estimate) and pocket/emergency money. The final budget will be available in early February, 2018.

Cash or credit cards: Credit cards (Visa and Master cards) are accepted in most shopping malls in China, but cash is more welcome by street vendors or roadside shops. In all banks (everywhere in the cities and open Monday to Saturday) in China, you can exchange US $ to Chinese Yuan (CHN) or RMB. The current exchange rate is about $1=6.5 CHN.

Visa to China: You will need a visa to go to China; you can get a visa from Chinese Consulate in Houston, http://houston.china-consulate.org/eng/vp/ The visa application fee is $140. We’ll obtain an “invitation letter” from Xiamen University for your visa application.

Accommodation: In Xiamen, the students will stay in university hotel inside the campus of Xiamen University (XMU); you will receive a student ID, which allows you to use the dining halls and stores on campus. All the costs while in Xiamen, including hotels, meals, and local transportation are covered by XMU, thanks to the MOU agreement signed by TAMU-School of Public Health and XMU-School of Public Health.

In Shanghai and Beijing, the students will stay in pre-arranged hotels. You are expected to share the room with another student. The hotel is similar to Hampton Inn or Holiday Inn in U.S., clean, equipped with two twin beds, air-conditioning, private bathroom, and Wi-Fi. If you have any special needs about your accommodation, please contact your instructor as soon as possible.

Air-travel: The air-ticket to China varies substantially in different seasons. You are encouraged to purchase tickets early to save cost. We will depart from Texas on May 14, 2018 and arrive in Shanghai on May 15, 2018. We will depart from Shanghai on May 29, 2018 and arrive in Texas on the same day. Students are also encouraged to travel in a group, so it is convenient for our Chinese hosts do airport pick-up and drop-off. If you arrive or depart at the dates different from our schedule, we will not able to provide ride from/to the airport.

Please check course FAQ for other questions related to the course. http://yanaliciahong.com/public-health-in-china/

Do your own research: You are encouraged to search for information online regarding travel to China. A well-prepared trip will also be a rewarding one.

Textbook and/or Resource Material

Readings will be posted on E-Campus: http://ecampus.tamu.edu/ You are expected the read the materials before the class and before the trip.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Pre-trip lectures</th>
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<td>15 May 28 (Mon)</td>
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<td>16 May 29 (Tue)</td>
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**Post-trip assignments**

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>June 30</td>
<td>Video/blog submitted by 4pm</td>
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<tr>
<td>July 30</td>
<td>Final paper due at 4pm</td>
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AM: Morning, PM: Afternoon, EV: Evening. **Course schedule is subject to change**

**Instruction for class participation and discussion:**
This is a study-abroad class, so our classroom will be neighborhood, community center, senior home, kindergarten, hospital, CDC, museum, etc. Students are expected to be actively engaged in these learning settings and communicate with Chinese professors, students, and health professionals.

**Instruction for Presentation at the China-US Students Research Symposium:**
To further our communication with public health students and scholars in China, XMU-SPH will host a students research symposium during our visit. Each student is expected to have a 10-15 minutes presentation about a research project, which could be any research project you have completed. In the past, many students used their class projects for presentation.

**Instruction for final paper:**
The student can select a topic from the following areas: 1) public health problems in China, 2) social determinants of health, 3) comparative public health studies, and 4) global public health issues. The paper should include a background or introduction, sources of data (could be data or systematic lit review), your understanding and analysis of the current situation, and your proposed solution or recommendation.

**Instruction for blog or Youtube entry:**
Students will develop and share their China experience through YouTube video or blog. Past projects are: [http://yanaliciahong.com/public-health-in-china/](http://yanaliciahong.com/public-health-in-china/)

**Instruction for presentation/picture display:**
Upon return from China, students will do a presentation to share their study-abroad experience with SPH students in September 2018

Grading Policies

☐ Satisfactory/Unsatisfactory

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<th>Points</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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☒ Grading Scale

| Points | A | B | C | D | F |

Grading: Your final grade will be determined according to the following formula:
- 50%--Class participation and discussion;
- 20%--Presentation at international students research symposium;
- 20%--Final paper.
- 10%--Youtube and blog submitted

Grade: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F < 60

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

If you will miss a class lecture or assignment, please submit your request via email and obtain email approval from your instructor. Without written approval, your absence will be counted as unexcused. Exceptions: emergency medical or personal incidents, please submit medical notes or similar following the incident. This is a study abroad course, we expect students to stay with the group during the entire trip in China.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

eCampus (Blackboard)

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu) Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the [Blackboard Learn Tutorials](http://ecampus.tamu.edu) (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) via E-mail, or phone to (979) 845-8300. *Your eCampus login is the same as your Howdy login (NetID).*

Computer Requirements for Online Courses

For this and all online courses we recommend the minimum technical requirements outlined on our “SPH
Computer Requirements for Online Courses’ web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html

All computing problems or other technical issues not related to eCampus, please contact:
- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under “Content.” In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

**Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

**SPH Mission**

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can
be found at http://aggiehonor.tamu.edu.

Remember:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Copyright Statement
The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA
The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement
The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER
This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX
Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
APPENDIX A: CEPH Competencies

D1. MPH & DrPH Foundational Public Health Knowledge

Profession & Science of Public Health
D1.1. Explain public health history, philosophy and values
D1.2. Identify the core functions of public health and the 10 Essential Services
D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
D1.5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
D1.6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
D1.7. Explain effects of environmental factors on a population's health
D1.8. Explain biological and genetic factors that affect a population's health
D1.9. Explain behavioral and psychological factors that affect a population's health
D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
D1.11. Explain how globalization affects global burdens of disease
D1.12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

D2. MPH Foundational Competencies

Evidence-based Approaches to Public Health
D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice
D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context
D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
D2.4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
D2.7. Assess population needs, assets and capacities that affect communities’ health
D2.8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
D2.9. Design a population-based policy, program, project or intervention
D2.10. Explain basic principles and tools of budget and resource management
D2.11. Select methods to evaluate public health programs

Policy in Public Health
D2.12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
D2.13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
D2.15. Evaluate policies for their impact on public health and health equity
Leadership
D2.16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
D2.17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
D2.18. Select communication strategies for different audiences and sectors
D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation
D2.20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
D2.21. Perform effectively on interprofessional teams

Systems Thinking
D2.22. Apply systems thinking tools to a public health issue