Course Change Request

Date Submitted: 10/18/17 10:30 am

Viewing: PHLT 302: Foundations of Public Health

Last edit: 12/18/17 4:10 pm

Changes proposed by: metacowboy

Programs referencing this course
- CERT-CU46: Public Health Entomology - Certificate
- MINOR-PHLT: Public Health Studies - Minor

Other Courses referencing this course
- PHLT 413: Public Health Informatics
- PHLT 441: Strategies for Population Health Improvement

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilbert Ramirez</td>
<td><a href="mailto:ramirez@sph.tamhsc.edu">ramirez@sph.tamhsc.edu</a></td>
<td>9794369419</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are for accreditation purposes.

Other

Explain other rationale

to allow teaching of the course in non-traditional format

Course prefix PHLT Course number 302

Department School of Public Health

College/School Public Health

Academic Level Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Academic Level (alternate) Graduate

Effective term 2018-2019

Complete Course Title Foundations of Public Health

Abbreviated Course Title FOUNDATIONS PUBLIC HEALTH

Catalog course description

History, philosophy, development and careers of public health; core values, ethics, concepts, functions and essential services of public health; population health and health improvement.

Prerequisites and Restrictions

Public health major or minor, junior or senior classification, or approval of instructor.

Concurrent Enrollment No

Should catalog prerequisites / comments
No

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

Approval Path
1. 10/25/17 9:14 am
   Erin Schneider (erinschneider): Approved for CLPH Reviewer
2. 11/03/17 10:24 am
   Dana Hernandez (dparks): Approved for CLPH Reviewer UG
3. 11/03/17 10:26 am
   Don Curtis (dcurtis): Approved for CLPH Department Head UG
4. 11/03/17 11:52 am
   Amy Fairchild (fairchild): Approved for CLPH Department Head
5. 11/12/17 10:07 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 12/05/17 4:21 pm
   Rick Danko (danko): Approved for PH Committee Preparer
7. 12/18/17 3:32 pm
   Szu-hsuan Lin (micheyszu): Approved for PH Committee Chair
8. 12/18/17 3:41 pm
   Jay Maddock (maddock): Approved

https://nextcatalog.tamu.edu/courseleaf/approve/ 1/3
concurrent enrollment be enforced?

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<td>Lab: 0</td>
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<tr>
<td></td>
<td></td>
<td>Other: 0</td>
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</table>

Repeatable for credit? No
Three-peat? No
CIP/Fund Code 5122010014
Default Grade Mode Letter Grade(G)
Alternate Grade Modes Satisfactory/Unsatisfactory
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.
using the same learning outcomes

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
same amount of hours of formalized instruction

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

Is 100% of this course going to be taught in Texas? Yes

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)
Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus PHLT 302-Fall 2018.pdf

Letters of support or other documentation No

Additional information

Reviewer Comments

Sandra Williams (sandra-williams) (11/12/17 10:07 pm): Moving forward, however, the "undergraduate course level justification" question was not answered (there are no prerequisites listed - only restrictions).

Rick Danko (danko) (11/22/17 8:21 am): Faculty confirms that the course will be taught DE, and he has reviewed the Export Control FAQs. Faculty confirms that course level justification follows SPH course level rubric.


Sandra Williams (sandra-williams) (02/05/18 2:25 pm): UCC approved February 2018.

Reported to state? No
Instructor Information

Course title and number  PHLT 302: Foundations of Public Health
Term                     Fall 2018
Meeting times and location  Online

Instructor Name(s)  Gilbert Ramirez, DrPH

Teaching Assistant(s)
Telephone number  979.436.3641
Email address  ramirez@tamhsc.edu

Office hours  Ramirez:

Office location  Ramirez: SPH Admin Bldg, Rm 328

Course Description

This course discusses the history, philosophy and development of public health. Topics include definitions of population health and wellness, determinants of health, health status indicators and measurement, community health, the core functions and essential services, and the theory and practice of health improvement. In addition, public health interventions are explored and explained, with an emphasis on public health practice. Students will also gain a perspective on potential career options. This class will include lectures and discussions of readings.

Prerequisites

Public Health major; junior or senior classification; or approval of instructor - Must match course catalog.

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Objective (CEPH Domains, see Appendix A last page of syllabus)</th>
</tr>
</thead>
</table>
| **Program Goal 1.** Understand the history, ethics, and traditions of the field of public health. | • Identify eras in the historical development of public health and ways that public health affects literature and the arts, current events, and everyone’s daily life (1.1)  
  • Illustrate the interdisciplinary, cross-cutting or ecological character of public health and the contributions of a range of disciplines and professions to improving health (1.2) |
| Describe the history, ethics, and traditions of public health to include its core values, concepts and functions in society. | |
| **Program Goal 2.** Value the scope and nature of problems and challenges addressed by the field of public health. | • Explain the impact of the environment and communicable diseases on the health of populations (5.3, 5.4)  
  • Identify the roles of public health in addressing the needs of vulnerable populations and health disparities (1.3) |
| Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and contribute to health disparities. | • Explain how public health can utilize social and behavioral interventions to improve the health of populations (5.1, 5.2)  
  • Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention and early detection (4.1) |
| Employ the underlying science of human health and disease including opportunities for promoting and protecting health across the life course. | |
Learning Outcome | Learning Objective (CEPH Domains, see Appendix A last page of syllabus)
---|---
Explain fundamental characteristics and organizational structures of health systems in the US and throughout the world. | • Describe the basic organization of health care and public health systems and the contributions of health professionals (7.1)

Program Goal 3. Appreciate the breadth, depth and variety of intellectual and practical skills employed in the field of public health.

Illustrate basic concepts related to data in public health including, collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential. | • Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation and public health surveillance (2.5, 2.6)

Employ basic intervention processes and approaches to address public health concerns of populations. | • Identify the roles of public health in disaster prevention and management (1.6, 3.3)

Apply fundamental concepts and features of project implementation, including planning, assessment and evaluation. | • Explain how public health assesses the options for intervention to improve the health of a population (3.2, 6.1) • Identify criteria for evaluating health systems including issues of access, quality, and cost (6.2, 6.3)

Identify basic concepts of legal, ethical, economic and regulatory dimensions public health and the roles, influences and responsibilities of government, private sector and other stakeholders. | • Explain how public health can utilize health policy and law to improve the health of populations (8.1, 8.2) • Identify the basic payment mechanisms for providing health services and the basic insurance mechanisms for paying for health services (8.3)

Program Goal 4. Appreciate the variety of communication methods and cultural competence required in the field of public health.

Demonstrate basic concepts of public health-related communication, including culturally competent technical and professional writing and the use of other communication tools. | • Explain how public health can utilize health information and health communications to improve the health of populations (9.3)

Textbook and/or Resource Material


Course Topics, Calendar of Activities, Major Assignment Dates

PHLT 302, Foundations of Public Health, Fall 2018 Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topic</th>
<th>Required Readings / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>n/a</td>
<td>“Let’s Get Started” – Online Course Overview/Structure</td>
<td>Syllabus</td>
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<tr>
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<td>“Introduction to Public Health Competencies”</td>
<td>Handout</td>
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<tr>
<td></td>
<td></td>
<td>Pre-Module Quiz: Turnock Chapter 1</td>
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<tr>
<td>2</td>
<td>1</td>
<td>• What is Public Health?</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td>• What is Population Health?</td>
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<td></td>
<td>2</td>
<td>• Measuring Population Health</td>
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<tr>
<td></td>
<td></td>
<td>• County Health Database</td>
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<td></td>
<td></td>
<td>Post-Module Quiz: Module 1 Content</td>
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<td>Pre-Module Quiz: Turnock Chapter 2</td>
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<td>Post-Module Quiz: Module 2 Content</td>
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<td>Pre-Module Quiz: Turnock Chapter 3</td>
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<td>• Public Health and the Health System</td>
<td>Chapter 3</td>
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<td>• Population Health as a System</td>
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<td>4</td>
<td>• Law, Government, and Public Health</td>
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<tr>
<td>5</td>
<td>4</td>
<td>• Law, Government, and Public Health</td>
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<td>Week</td>
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<td>Required Readings / Notes</td>
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<td>6</td>
<td>5</td>
<td>21st Century Community Public Health Practice</td>
<td>Chapter 5</td>
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<td>Homework: ’My County’s Health Analysis &amp; Report” (due at end of Week 12)</td>
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<tr>
<td>7</td>
<td>n/a</td>
<td>Midterm Exam Review</td>
<td>Chapters 1-5</td>
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<td>Pre-Module Quiz: Turnock Chapter 6</td>
<td>Chapter 6</td>
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<td>Public Health Workforce</td>
<td>Chapter 7</td>
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<td>Pre-Module Quiz: Turnock Chapter 7</td>
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<td>Public Health Administration</td>
<td>Chapter 8</td>
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<td>10</td>
<td>Environmental and Occupational Health</td>
<td>Chapter 9</td>
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<td>10</td>
<td>Epidemiology and Disease Control</td>
<td>Chapter 11</td>
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<td>Pre-Module Quiz: Turnock Chapters 10 &amp; 12</td>
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<td>12</td>
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<td>Public Health Nursing</td>
<td>Chapters 10 &amp; 12</td>
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<td>Public Health Education and Information</td>
<td>Chapters 10 &amp; 12</td>
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<td>Post-Module Quiz: Module 11 Content</td>
<td>Chapter 13 &amp; 14</td>
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<td>Pre-Module Quiz: Turnock Chapters 13 &amp; 14</td>
<td>Chapter 13 &amp; 14</td>
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<td>14</td>
<td>12</td>
<td>Additional Public Health Professional and Technical Occupations</td>
<td>Chapter 13 &amp; 14</td>
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<td>Public Health Practice: Future Challenges</td>
<td>Chapter 13 &amp; 14</td>
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<td>15</td>
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<td>Final Exam Review</td>
<td>Chapters 1-14</td>
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**Grading Scale**

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<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
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<td>&lt;60</td>
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**Type of Assessment**

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<td>Online Prep-Quizzes*</td>
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<td>12 Quizzes</td>
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<td>• Quizzes 1-10 @ 3 points each (30 points total)</td>
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<td>• Quizzes 11 &amp; 12 quizzes @ 6 points each (12 points total)</td>
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<tr>
<td>Homework</td>
<td>8</td>
<td>“My County’s Health” Analysis &amp; Report</td>
</tr>
<tr>
<td>Online Midterm Exam</td>
<td>20</td>
<td>Chapters 1-5</td>
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<td>Online Final Exam</td>
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<td>Chapters 1-14</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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*Prep-quizzes are designed to encourage student reading of assigned chapters and power-point slides (Turnock) prior to scheduled delivery of module content. Prep-quizzes will be available online in a 72-hour window prior, with 20 minutes allotted to completing the quiz online. Once the quiz has been opened, it cannot be reopened. Prep-quiz results will inform the subsequent content delivery, and selected questions may be repeated in the subsequent prep-quiz.*
Attendance and Make-up Policies

A university-excused absence is the only excuse acceptable for missing an assignment credit. For information regarding what constitutes an excused absence, please see http://student-rules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused assignments will result in a grade of a 0, for missed assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07).

The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

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 eCampus course website. Handouts, changes in assignments or the schedule of class modules will be announced on the eCampus course webpage. E-mail contact will be initiated with all students the first week of class.

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 Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (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 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:
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.

Reference Formatting

All PHLT course writing assignments require student use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in assuring appropriate citation styles are used.

TAMU Library Website on Citations: http://guides.library.tamu.edu/CitingSources

Purdue OWL APA Format Website: https://owl.english.purdue.edu/owl/resource/560/01/

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.

End of 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.

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 University 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 University 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. It is subject to change. These changes will be 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:
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 Public Health Domains

1. Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
   1.1 Public Health History
   1.2 Public Health Philosophy
   1.3 Core PH Values
   1.4 Core PH Concepts
   1.5 Global Functions of Public Health
   1.6 Societal Functions of Public Health

2. Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
   2.1 Basic Concepts of Data Collection
   2.2 Basic Methods of Data Collection
   2.3 Basic Tools of Data Collection
   2.4 Data Usage
   2.5 Data Analysis
   2.6 Evidence-based Approaches

3. Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
   3.1 Population Health Concepts
   3.2 Introduction to Processes and Approaches to Identify Needs and Concerns of Populations
   3.3 Introduction to Approaches and Interventions to Address Needs and Concerns of Populations

4. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
   4.1 Science of Human Health and Disease
   4.2 Health Promotion
   4.3 Health Protection

5. Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
   5.1 Socio-economic Impacts on Human Health and Health Disparities
   5.2 Behavioral Factors Impacts on Human Health and Health Disparities
   5.3 Biological Factors Impacts on Human Health and Health Disparities
   5.4 Environmental Factors Impacts on Human Health and Health Disparities

6. Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
   6.1 Introduction to Planning Concepts and Features
   6.2 Introduction to Assessment Concepts and Features
   6.3 Introduction to Evaluation Concepts and Features

7. Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries
   7.1 Characteristics and Structures of the U.S. Health System
   7.2 Comparative Health Systems

8. Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government
   8.1 Legal dimensions of health care and public health policy
   8.2 Ethical dimensions of health care and public health policy
   8.3 Economical dimensions of health care and public health policy
   8.4 Regulatory dimensions of health care and public health policy
   8.5 Governmental Agency Roles in health care and public health policy

9. Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology
   9.1 Technical writing
   9.2 Professional writing
   9.3 Use of Mass Media
   9.4 Use of Electronic Technology