



FOUNDATIONS OF COMMUNITY HEALTH	
HLTH 2301- 3 Credit Hours; Fall 2024 Syllabus	
Class Meeting Location and Times: Science and Technology 223; Monday, Wednesday, & Friday 11:00-11:50am	
<p>Instructor: Bryan P. Bayles, PhD, MPH</p> <p>Office: CAB 351F bbayles@tamusa.edu (BEST way to contact me) Phone: (210) 784-2282</p>	
<p>Office hours – Tue and Thurs 12:30pm-1:30pm or by appointment</p>	

Course Description

This course emphasizes students’ development of the knowledge and skills necessary for a career in health education and health promotion, and covers such topics as epidemiology, community organizing, program planning, minority health, mental health, environmental health, drug use and abuse, safety, and occupational health. The course also includes discussion of World Health Organization goals and COVID-related activities as well as recent Health and Human Services (HHS) priorities and critical Centers for Disease Control and Prevention (CDC) activities. Emphasis is placed upon preventive strategies appropriate contemporary public health concerns.

TSI Restriction(s): Reading, Math, and Writing;

Course Prerequisites: None; Other Restrictions: Graduate level students may not enroll.

Required Text:

- Seabert, D.M., McKenzie, J., Pinger, R. (2022). *An Introduction to Community & Public Health* (10th ed.). Boston: Jones and Bartlet. (electronic rental available)
- Additional videos or readings will be assigned by the Instructor as necessary

**The syllabus/schedule are subject to change.

Course Objectives

Upon conclusion of this course, students will be able to:

1. Define the terms health, community health, and public health.
2. Explore the difference between personal health and community/public health and how these have changed over the years.
3. Recognize multiple measures of population health status.
4. Identify the organizations that provide resources at the local, state and national level to improve the current health status of Americans.
5. Articulate the basic processes, approaches, and concerns of population health assessments and program planning concepts
6. Examine the factors that influence personal health and public/community health.

7. Explore the prevention and health promotion strategies that can affect the current and future health problems across the life-course
7. Demonstrate how the Healthy People document guides public/community health interventions

Course Learning Outcomes: (CEPH criteria met in purple and Appendix A)

Upon completion of this course, students will be able to:

- 1) Articulate the public health core functions and ten essential services. (1.2, 1.3, 1.4)
- 2) Compare and contrast past accomplishments and future challenges of public health. (1.1, 1.2, 1.5, 1.6,3.2, 3.3)
- 3) Describe the relationships between population health and health systems. (7.1, 7.2)
- 4) Recognize multiple measures of population health status. (2.1,2.3, 2.6)
- 5) Assemble and appraise county-level population health data with comparable temporal and geographic (regional/state/federal) data (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 5.1, 5.2, 5.3, 5.4)
- 6) Investigate opportunities and strategies for improving county-level population health. (4.1, 4.2, 4.3)
- 7) Distinguish relationships between population health and the federal, state, and local governments. (8.1, 8.2, 8.3, 8.4, 8.5)
- 8) Distinguish local, state and federal emergency preparedness and response responsibilities and strategies. (8.1, 8.2, 8.3, 8.4, 8.5)

Grading

- Students will accumulate points throughout the semester based on their exams, assignments, and activities.
- Cheating (including plagiarism) results in zero points.

A maximum of 700 points can be obtained as follows:

- 5 Tests (100 points each) 400 points
(Your lowest Test will be dropped)
- Final Exam (cumulative) 100 points
- Trails Data Analysis & Write Up 100 points
- 4 Activities (25 points each) 100 points

Final Course Grade

A = 630-700 points
 B = 560-629 points
 C = 490-559 points
 D = 420-489 points
 F < 420

A detailed grading rubric will be provided for all activities and written assignments.

GRADING

1. 5 Tests (100 points each; Total of 400 points): There will be **five** tests based on material from the text, PowerPoint notes, and classroom discussions. Make-up exams will only be allowed under circumstances recognized by the instructor or university and must be approved by the Instructor prior to the exam date/time. You may drop your lowest of the five test grades.

2. 1 Final Exam: (100 Points) There will be a **Final Exam**. The Final Exam is comprehensive.

3. Trails Data Analysis & Write Up (100 pts):

This is a Course-Based Undergraduate Research Experience (a.k.a. CURE) that was developed by Dr. Bayles in collaboration with Biology professors Megan Wise De Valdez and Marie Tipps, together with the San Antonio Parks and Recreation Department.

4. Four Activities (25 points each; total 100 points)

#1: CDC Solve the Outbreak; <https://www.cdc.gov/mobile/applications/sto/web-app.html> Discussion Board Posts due by Sunday Sept. 8 midnight

#2) Brief Interview (25 Points) Due by Final Exam date

Students are required to conduct an interview (preferably in-person but Zoom if necessary) with a Community Health professional. The Instructor will assist you in arranging the interview. The individual will be someone who works in an agency or organization that coincides with the content of the course (that is, some aspect of public health or community health education).

The object of the interview is to get “in the door” of a public health organization, health promotion, or community organization where public health/health education/promotion is done and get a glimpse of the agency and the individual’s work and career path from the inside. Students will write a recap and reflection paper (approximately 2-3 pages) about the interview. The reflection will include thoughts about likes and dislikes, surprises, and other aspects about what you learned. Your instructor will provide more guidance on the interview process during class.

#3) Foodborne Outbreak Investigation Activity

#4) Health Disparity Reflection; Due Sunday Oct 27th by Midnight

Policy on Grade Appeals: We all make errors, and I’m no different! If you feel that I am in error upon receiving a grade for an exam or assignment, let me know after class, or during an office visit. If your concern warrants further consideration, I may ask you for a written explanation of why you think your answer is correct and/or why my grading is overly harsh. Please note that a request for you to elaborate verbally or in writing does not guarantee that points will be restored to your grade.

Policy on Late Assignments & Making Up Exams: Please complete exams and other assignments on/by the dates when they are scheduled/due. Should extenuating circumstances arise that prevent you from taking or turning in an exam at the normal time, I may ask you to present verifiable documentation of the circumstances. Failure to produce such documentation

may result in refusal to accept your late exam/assignment and a grade of '0'. In other cases, a penalty of 10% per day late may be imposed at the instructor's discretion. Whenever possible, let me know ahead of time if you are going to be late with an exam or assignment.

Policy on receiving an 'Incomplete': If you are ill or otherwise unable to attend class for an extended period, please let me know what is going on as soon as possible, so that we can develop a plan that will enable you to complete the course. Students with extended absences who have not contacted me by the end of the semester will receive a grade of '0' for all incomplete/missing work.

COURSE CONTENT & SCHEDULE:

The course schedule, readings, assignments, and syllabus policies are subject to change at the Instructor's discretion. You will be notified of changes via Blackboard Announcements and during class. Changes are often to benefit the needs of the class.

WEEK 1: Community Health Past Present & Future (Chapters 1 & 2)

Mon Aug 26: Overview; Syllabi; Chps 1 & 2

Wed Aug 28: Mon Aug 26: Chps 1 & 2

Fri Aug 30 Mon Aug 26;; Chps 1 & 2

- Watch video *How the "Ghost Map" Helped End a Killer Disease*
https://www.ted.com/talks/steven_johnson_tours_the_ghost_map#t-587620

WEEK 2: Epidemiology: The Study of Disease, Injury & Death in the Community (Chapter 3)

Mon Sept 2: Labor Day Holiday - **No classes**

Weds Sept 4: Epidemiology (Chp 3)

Fri Sept 6: Epidemiology (Chp 3)

- **Activity: CDC Solve the Outbreak;** <https://www.cdc.gov/mobile/applications/sto/web-app.html>; Discussion Board Posts due by Sunday Sept. 8 midnight

WEEK 3 Epidemiology: The Study of Disease, Injury & Death in the Community (Chapter 3)

Mon Sept 9: Epidemiology (Chp 3)

Wed Sept 11: Epidemiology (Chp 3) *Census Date*

Fri Sept 13: Epidemiology (Chp 3) *In-Class Epidemiology Exercise

WEEK 4 Communicable and Noncommunicable Diseases: Prevention and Control (Chp 4)

Mon Sept 16 **TEST #1 (Covers Chapters 1, 2, 3)**

Wed Sept 18 Communicable & noncommunicable Disease (chp 4)

*In Class Herd Immunity Demonstration

Fri Sept 20 Communicable & noncommunicable Disease (chp 4)

- **Activity: Epidemiology exercise** submitted on Blackboard by Sunday Sept. 22 midnight

WEEK 5

Mon Sept 23 Communicable & noncommunicable Disease (chp 4)

Wed Sept 25; Maternal, Infant & Child Health (Chp 7)

Fri Sept 27 Maternal & Infant Health (Chp 7)

- **Activity: CDC Food Outbreak Activity exercise** submitted on Blackboard by Sunday Sept. 29 midnight

WEEK 6

Mon Sept 30 **TEST #2 (Covers Chapters 4 & 7)**
Wed Oct 2 Adolescents, Young Adults, and Adults (Chp 8)
Fri Oct 4 Adolescents, Young Adults, and Adults (Chp 8)

WEEK 7

Mon Oct 7 Adolescents, Young Adults, and Adults (Chp 8)
Wed Oct 9 Older Adults (Chp 9)
Fri Oct 11 Older Adults (Chp 9) **GUEST LECTURE (Dr. Bayles presenting in Austin)**

WEEK 8

Mon Oct 14 Older Adults (Chp 9)
Weds Oct 16 Review (catch up class)
Fri Oct 18 **TEST #3 (Covers chapters 8 & 9)**

WEEK 9

Mon Oct 21 Disparate Populations / Health Disparities (Chp 10)
Weds Oct 23 Disparate Populations / Health Disparities (Chp 10)
Fri Oct 25 Disparate Populations / Health Disparities (Chp 10)
➤ **Activity Due Sunday Oct 27th by Midnight**

WEEK 10

Mon Oct 28 Community Mental Health (Chp 11) **GUEST LECTURE (Dr. Bayles at APHA)**
Weds Oct 30 Community Mental Health (Chp 11) **GUEST LECTURE (Dr. Bayles at APHA)**
Fri Nov 1 Community Mental Health (Chp 11)

WEEK 11

Mon Nov 4 **TEST #4 (Covers chapters 10 & 11)**
Weds Nov 6 Community Environmental Health (Chp 14)
*In class Discussion of Trails Data Assignment; (CURE: Course-Based Undergraduate Research Experience)
Fri Nov 8 Community Environmental Health (Chp 14)

WEEK 12

Mon Nov 11 Community Environmental Health (Chp 14)
Wed Nov 13 Community Environmental Health (Chp 14)
Fri Nov 15 Community Environmental Health (Chp 14)

WEEK 13

Mon Nov 18 **TEST #5 (Covers chapters 14)**
Wed Nov 20 Injuries as a Community Health Problem (Chp 15)
Fri Nov 22 Injuries as a Community Health Problem (Chp 15)

WEEK 14 Open/Review

Mon Nov 25 Open topic
Wed Nov 27 Study day – **NO CLASSES**
November 28-November 30, 2024 Thursday-Saturday Thanksgiving Holiday - No classes
➤ **Activity: San Antonio Trails Data Analysis & Write Up Due**

WEEK 15 Open/Review/Presentations

- Mon Dec 2 Open Topic
Wed Dec 4 LAST CLASS (celebration!)
○ Fri Dec 6 Study day – **NO CLASSES**

WEEK 16 EXAMS

December 7-December 13, 2024 Saturday-Friday **FINAL EXAMS**

FINAL EXAM (Cumulative)

- December 17, 2024 Tuesday Commencement
- **December 24-January 1, 2025 Tuesday-Wednesday Winter Break**

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

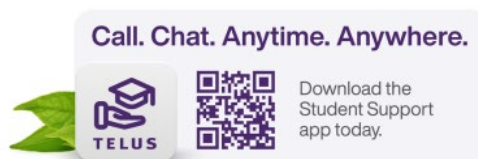
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up

any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with

a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.

5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

No Use of Generative AI Permitted

HLTH 2301 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates:

August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic "W"
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.

Appendix A: Council on Education for Public Health (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