

HLTH 3345 THEORIES AND MODELS OF HEALTH BEHAVIOR

Credits: 3 (3-0-0); 2026-2027 Syllabus

Class Meeting Location Scitech 173

Monday, Wednesday, & Friday 1-1:50pm:

Instructor: Dr. Bryan Bayles; PHEB 311B; Phone: 210-784-2282; bbayles@tamusa.edu

Office Hours: MWF 10-10:50 am; M: 2-3:30pm; and by appointment

Catalogue Description: Theoretical and historical foundations of health behavior research: emphasis placed on understanding and predicting behavior, as well as facilitating behavior change programs through health education. This course focuses on the presentation and critical analysis of the role of theory in health promotion, the description of different theories being used in health promotion research and interventions, and the application of these theories to intervention and research. TSI Restriction(s): Reading, Writing, Math

Public Health Domains and Foundational Competencies: At its December 3-4, 2024 meeting, the Council on Education for Public Health (CEPH) adopted a revised set of Accreditation Criteria for Standalone Baccalaureate Programs (SBPs). **Appendix A** of this syllabus provides a list of the domains and foundational competencies (FC) that must be covered through required coursework to achieve accreditation. The numbers of each domain addressed in this course are included in parentheses after their respective Course Learning Objectives.

Learning Objectives:

This course serves as a practical guide for the key theories, methods, and strategies that students will need to be effective in promoting health behavior change in their schools, workplaces, and communities. Course activities will emphasize the presentation, critical analysis, and application of the role of theory in health promotion interventions and research related to the leading causes of morbidity and mortality in the United States.

Upon successfully completing this course, students will be able to:

- 1) Incorporate the social-ecological framework into health behavior assessment to identify potential measures of health behavior and factors that influence health behaviors at the individual, family, and population levels. (Domains: 2, 9, 10, 13)
- 2) Describe psychometric and measurement characteristics of health behavior instruments, including validity, reliability, sensitivity, and specificity. (Domain 9)
- 3) Understand how social determinants and economic principles, combined with individual behaviors, may explain health behaviors and the various policy tools available to influence health behavior change. (Domains 2, 3, 15)
- 4) Discuss the major components of commonly used theories of health behavior change, including the social cognitive theory (SCT), the health belief model (HBM), the theory of planned behavior (TPB), the transtheoretical model (TTM), and the relapse prevention (RP) model and how these theories are used to guide both correlational and intervention-based research. (Domains 3, 11)
- 5) Identify gaps in knowledge, future directions, and emerging trends in health behavior research and practice, including the potential benefits of technologies such as mobile or electronic technologies for assessment, self-monitoring and behavior change. (Domains 10, 13)
- 6) Acquire critical and creative thinking skills regarding health behavior theory, as well as practice applying foundational knowledge in health behavior assessment and practice. (Domains 11, 13)
- 7) Connect what is learned in this class to other subjects/fields, careers/industries, and other areas of life to become life-long learners. (Domains 12, 13)

Required Texts:

- Cradock AL, Lewis KH, & Moore JB (Eds) (2025) *The Handbook of Health Behavior Change*. 6th Edition. Springer Publishing Company, LLC. ISBN: 978-0-8261-4264; ebook ISBN: 978-0-8261-4265-8
- Additional readings/materials from academic journals are available through the TAMUSA library, links embedded here and on Blackboard Ultra.

Assignments and Grading Criteria:

a. Participation & Article Discussion (40 points) Your attendance **and advance preparation for discussion** are essential to your learning and that of others. Assigned readings illustrate key concepts within the lecture material and will enable greater success in group exercises and your written work. Attending class will deepen understanding of course materials and better prepare you for written assignments. Throughout the course, you will be assigned at least one article to present/discuss with the entire class. More details on this assignment will be discussed in class.

b. Assignments (4 activities, 20 points each; 80 points) More details on this assignment will be discussed in class. These activities are designed to give you opportunities to think critically and creatively about the course material and apply some of them in practice. (FC=Foundational Competencies)

Assignment #1: Windshield/Walking Survey; Neighborhood Assessment (FC: b, d, f)

Assignment #2: 24-hour Dietary Recall and Blackboard Discussion/Reflection (FC: b,d)

Assignment #3: Motivational Interviewing Role Play (FC: c, e)

Assignment #4: Evidence-Based Research Article Review (FC: a, b)

c. 4 Tests (120 points; %): There will be 4 tests. These tests are to ensure you are keeping up with the readings and assignments. They will help you in making sure you are well-prepared for the mid-term and finals.

d. Mid-term Exam (80 points; 20%):

e. Final Exam (80 points; 20%):

Grading: See the breakdown below.

Assignments	Percentag	Points Possible
a. Participation & Discussions	10%	40
b. 4 Assignments	20%	80
e. 4 Tests	30%	120
f. Midterm Exam	20%	80
g. Final Exam	20%	80
TOTAL	100%	400

Scale

A	400 – 361	C	320 – 281	F	240 – 0
B	360 – 321	D	280 – 241		

COURSE SCHEDULE

Important Assignment and Test Due Dates

Friday Sept. 18: Test #1 (30 points) and Assignment #1 (20 points) Due

Friday Oct. 2: Test #2 (30 points)

Friday Oct 16: Assignment #2 (20 points) Due

Friday Oct. 23: Mid-term Exam (80 points)

Friday Nov. 6: Test #3 (30 points) and Assignment #3 (20 points) Due

Friday Nov. 20: Test #4 (30 points)

Monday Nov. 23: Assignment #4 (20 points) Due

Monday Dec 7: 12-1:50pm: Final Exam (80 points)

I. Theories, Frameworks, and Measures Relevant to Health Behaviors

Week 1 & 2: How Policy, Society, and Economics Shape Health Behaviors

Introductions; Syllabus; Overview; Scope of Health Behaviors; Theories, Models, Paradigms, Concepts, Constructs, and Variables

Assignments:

- Chapter 1 in Textbook

Week 3: The Measurement of Health Behaviors at the Individual and Community Levels

Assignments:

- Chapter 6 in Textbook
- Watch Case Study Video on [Pam Jiner: 'Citizen Science' and Neighborhood Walkability](#):
- Assignment #1: Windshield/Walking Survey; Neighborhood Assessment

Week 4: The Measurement of Health Behaviors continued

Friday Sept. 18: **Test #1 (30 points)**

Assignments:

- 1) Friday Sept. 18: **Assignment #1 Due (20 points)**
- 2) Chapter 4 in Textbook

Weeks 5 & 6: Individual-Level Theories of Health Behavior and Health Behavior Change

Assignments:

- 1) Chapter 4 in textbook
- 2) Read: Rural Health Information Hub. [Health Promotion and Disease Prevention Theories and Models](#) for a review of Ecological Models, The Health Belief Model, Stages of Change Model (Transtheoretical Model), Social Cognitive Theory, Theory of Reasoned Action/Planned Behavior

Week 6: Chp 4: Individual Level Theories

Assignments:

- 1) Chapter 7 in textbook
- 2) Assignment #2

II. Prioritized Behaviors for Primary Prevention of Disease

Week 7: Dietary Behavior Change

Friday Oct 2: **Test #2 (30 points)**

Assignments:

1. Chapter 7 in textbook

2. Read: Social Cognitive Theory application: Muzaffar et al. (2019) Promoting cooking, nutrition, and physical activity in afterschool setting. *American Journal of Health Behavior*, 43(6), 1050-1063.

Week 8: Dietary Behavior Change

Behavioral Approaches: Goal Setting, Self-Monitoring, Social Support, Problem; Solving & Decision-Making; Motivational Interviewing

Assignments:

1. Chapter 8 in Textbook
2. Watch Motivational Interviewing Videos
 - a. Dr. Bill Matulich Video: [Introduction to Motivational Interviewing](#)
 - b. Stanford Center for Health Education. [Motivational Interviewing in Action: Role Play](#)
3. Fri. Oct 16: **Assignment #2 Due (20 points)**

Week 9: Physical Activity Behavior Change

Physical Activity, Prevalence & Guidelines; Factors Contributing to Regular Physical Activity

MID-TERM EXAM (80 points)

Assignments:

1. Continue Chapter 8 in textbook
2. Relapse Prevention Model application: Stetson et al. (2005). [Exercise slips in high-risk situations and activity patterns in long-term exercisers: An application of the relapse prevention model](#). *Annals of Behavioral Medicine*, 30(1), 25-35.
3. Assignment #3 (Motivational Interviewing Role Play activity)

Week 10: Physical Activity Behavior Change

In-Class Motivational Interviewing Role Play Activity

Assignments:

1. Chapter 10 in Textbook

Week 11: Vaccination Behaviors

Friday Nov. 6: **Test #3 (30 points)**

Friday Nov. 6: **Assignment #3 Due: Motivational Interviewing Group Role Play (20 points)**

Assignments:

1. Chapter 13 in Textbook
2. Assignment #4: Evidence-Based Research Article Review

III. Prioritized Behaviors for Secondary Prevention

Week 12: Cancer Screening Behavior

Cancer & Cancer Screening & How Recommendations are Made; Cancer Screening Interventions; Challenges

Assignments:

1. Read Chapter 14 in Textbook
2. Lloyd-Jones DM, et al. American Heart Association. [Life's Essential 8: Updating and Enhancing the American Heart Association's Construct of Cardiovascular Health: A Presidential Advisory from the American Heart Association](#). *Circulation*. 2022 Aug 2;146(5):e18-e43.

Week 13: Cardiovascular Disease: A focus on Primary & Secondary Prevention

Epidemiology & Prevention of CVD; Health Behaviors & Management of CVD; CVD Interventions

Friday Nov. 20: **Test #4 (30 points)**

Assignments:

1. Chapter 14 in Textbook

Week 14: Cardiovascular Disease: A focus on Primary & Secondary Prevention

CVD Interventions & Future Challenges

Assignments:

Mon. Nov. 23: **Assignment #4 Due: Evidence-Based Research Article Review (20 points)**

Week 15: Review and Discussion

Week 16: Finals Week

Monday: Dec. 7, 12:00-1:50pm=FINAL EXAM (80 points)

IMPORTANT POLICIES AND RESOURCES

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.**

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance. While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

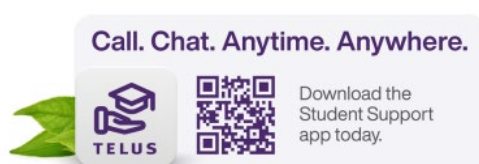
Appointments available MATH Walk in Tutoring – No appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, 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 system. 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 on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). 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. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#) . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 wide variety 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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are

encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

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 discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, 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 sex-based 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.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell

eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

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, 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, 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](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online

Appendix A
Council on Education for Public Health (CEPH) Accreditation Criteria
for Standalone Baccalaureate Programs (SBPs) Required
Coursework Domains and Foundational Competencies

[Available at this link.](#)

- 1) History of public health as a discipline and practice**
- 2) Social justice and health equity as foundational public health principles**
- 3) Determinants of health.** For example, environmental, socioeconomic, behavioral factors
- 4) Concepts and application of public health ethics**
- 5) Biological science.** For example, introductory biology, introductory anatomy and physiology, or basic public health biology
- 6) Scientific foundations of chronic and infectious disease.** For example, etiology of disease, environmental effects and interactions; coverage must extend beyond the level that would be addressed in a general biology or anatomy and physiology course
- 7) Fundamental characteristics of the U.S. health care and public health systems in comparison with other nations**
- 8) Global health concepts.** For example, differing disease burdens, global health agencies, intersections with human rights, resource-specific challenges.
- 9) Public health statistical literacy.** For example, preparing descriptive statistics, reading and interpreting public health statistical data and evidence (e.g., odds ratio, relative risk), using relevant software (e.g., Excel), communicating and collaborating with other professionals on data
- 10) Public health data collection and surveillance.** For example, common methods, challenges in real-world data collection, identifying data quality and limitations (e.g., bias)
- 11) Planning, implementing, and evaluating evidence-based interventions.** For example, needs or community assessment; program delivery; process, formative, and summative evaluation
- 12) Strategies to build partnerships and relationships to improve health;** e.g. with communities, governmental and non-governmental agencies, organizations, etc.
- 13) Application of critical thinking skills to define and address problems in public health practice.** For example, considering perspectives; problem solving to address implementation challenges; identifying misinformation
- 14) Legislative and governmental processes relevant to public health policy and advocacy**
- 15) Policy analysis.** For example, Health in All Policies, concepts of feasibility and impact

Foundational Competencies

- a) Locate public health information**
- b) Evaluate public health information**
- c) Communicate public health information orally**
- d) Communicate public health information in writing**
- e) Communicate public health information to a non-specialist audience through a medium other than standard narrative writing.** For example, social media posts, videos, PSAs, brochures, blogs, podcasts, etc.
- f) Synthesize public health information;** that is, compile information from multiple sources and distill it into cohesive conclusions