

HLTH 4340 HEALTH POLICY AND ADVOCACY Spring 2026 Syllabus

College of Arts and Sciences, Health and Behavioral Sciences

Credits: 3 (3-0-0)

Time: Monday, Wednesday, Friday 11:00 to 11:50am

Location: Classroom Hall 307

Instructor: Bryan Bayles, PhD, MPH

Office: CAB 351F

Office Hours: Monday, Wednesday, and Friday 2-3:30pm, and by appointment

Email: bbayles@tamusa.edu

Phone: 210-784-2282

Course Description: This course provides students of public health, medicine, nursing, public policy, and health administration with an introduction to a broad range of seminal issues in U.S. health policy and law, analytic frameworks for studying these complex issues, and an understanding of the ways in which health policies and laws are formulated, implemented, and applied. It explores the key health policy and legal changes brought about by government. Students will also learn the art and skill of advocacy.

TSI Restriction(s): Reading, Writing, Math

Restrictions: Graduate level students may not enroll.

Public Health Domains and 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 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.

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

1. **Understand the fundamental characteristics and organizational structures of the U.S. healthcare and public health systems (7)**
2. **Understand an understanding of health care economics and financing and their relationship to health policymaking (7, 14)**
3. **Gain an understanding of federal health insurance programs and their connection to access to health care, the uninsured, and health reform, including the key provisions of the Affordable Care Act (ACA) (2, 7, 14)**
4. **Gain an understanding of the policymaking process and the legal system (14, 15)**
5. **Understand the four key tools of policy advocacy campaigns and understand the main legal limits on lobbying by tax-exempt entities and organizations that receive federal funding (12, 14, 15, Foundational competencies c, d)**
6. **Learn how to write a concise and effective policy analysis, using health policy data sources (15, Foundational competencies a, d, f)**

Course Texts:

- This course relies on a combination of publicly available resources and academic journal articles relating to a transdisciplinary approach to health and public health policy and law. Readings will be available through the TAMUSA library or posted on Blackboard.

Assignments and Grading:**Participation** 10 points total; 2% of grade

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 all assignments. Students will receive all 10 points if they have no more than one unexcused absence and all assignments are turned in on time. 2.5 points will be deducted for each unexcused absence and/or late submission of assignments. All students are expected to engage actively in class discussions.

Written Legislative Bill Reflection 20 points; 4% of grade.

Students will select one recent healthcare or public health-related bill available at the [Texas Legislature online website](#), read a summary of the bill, and identify its main provisions and goals, as well as its current status (for example, signed into law, still in committee, etc.) Students will then write a structured reflection paper using the "mirror, microscope, and binoculars" reflection framework to deepen their understanding of the transdisciplinary nature of the policymaking process and important ethical, data, scientific, political and other issues that must be considered in the policymaking process. The primary purpose of this assignment is to orient students to the legislative bill reading process, as well as practice basic writing skills (grammar, format, APA citation style). A detailed grading rubric will be provided.

Written Policy Analyses (60 points each); 120 points total; 24% of grade

In this course, we will be using the U.S. Department of Health and Human Services Centers for Disease Control and Prevention (CDC)'s Policy Process, a structured approach that involves five domains, including problem identification, stakeholder engagement/education and evaluation, leading to policy implementation. An overview of the framework and definitions is available online at [this link](#) and [this link](#) and will be discussed in class. Students will write two of the four types of briefing documents (an Issue Brief and a Policy Brief) that are used to share evidence and inform decisions at every stage of the CDC Policy Process. More details can be found at [this link](#) and will be reviewed in class.

- **Issue Brief**

An Issue Brief provides a summary of the best available evidence on a public health problem with policy implications. Each student write one policy brief using this CDC framework on an important public health topic selected by them that is of relevance to their local community. Detailed instructions and a grading rubric will be provided.

- **Policy Brief**

A Policy Brief provides a summary of evidence-based best practices or policy options for a public health problem. A policy brief is appropriate for issues in domains two, three, four and five of the policy process: policy analysis, strategy and policy development, policy enactment, and policy implementation respectively. Each student write one policy brief using this CDC framework on an important public health topic selected by them that is of relevance to their local community. Detailed instructions and a grading rubric will be provided.

3 Tests (50 points each) 150 points total; 30% of grade

There will be three tests, each worth 50 points. These tests are to ensure you are keeping up with the readings and lecture materials. They will help you in making sure you are well-prepared for the mid-term and finals.

2 Exams (100 points each) 200 points total; 40% of grade.

There will be two exams, worth 100 points each, a midterm and a final. These exams cover all material covered up to the date of each exam.

Table 1. Assignments, their points, and due dates.

Assignment	Points Possible	Percentage of Total	Due Date
		Grade	
Participation	10	2%	Friday May 8
Legislative Bill Reflection	20	4%	Friday February 6
Test 1	50	10%	Monday February 13
Test 2	50	10%	Monday March 2
Issue Brief	60	12%	Friday March 6
Midterm Exam	100	20%	Friday March 20
Test 3	50	10%	Friday April 10
Policy Brief	60	12%	Monday May 4
Final Exam	100	20%	Monday May 11
TOTAL	500	100%	Friday May 15

Final Grading Scale:**450 to 500 points= A****400 to 449 points= B****350 to 399 points= C****300 to 349 points = D****0 to 299 points = F**

COURSE SCHEDULE

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

Changes are often to benefit the needs and pace of the class.

Please make a habit of checking your emails regularly.

You are responsible for announcements made on Blackboard. You will also get notifications of Blackboard announcements sent to your student email address.

WEEK 1 (Jan 21-Jan 23) Orientation; The US Health Care System and Public Health Institutions

Assignments:

1. Read DeSalvo KB, Wang YC, Harris A, Auerbach J, Koo D, O'Carroll P. Public Health 3.0: A Call to Action for Public Health to Meet the Challenges of the 21st Century. *Prev Chronic Dis* 2017;14:170017. [Available online at this link.](#)

WEEK 2 (Jan 26-Jan 30) The US Health Care and Public Health Systems

Assignments:

1. Use The TAMUSA Library Research Database to locate the Health Research Premium Collection (ProQuest) at [this link](#). Use this and other library resources to begin researching a health topic of your choosing that is relevant to your local community and may have policy implications.
2. Read U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC) Policy Process. Available online at [this link](#).

WEEK 3 (Feb 2-Feb 6) Structure of Government: Exploring the Framework of Public Health Powers

In-class activities pre-test and post-tests on Structure of Government

WEEK 4 (Feb 9-Feb 13) Structure of Government: Exploring the Fabric and Framework of Public Health

Friday February 13 **Test #1**

Assignments:

1. Read Texas Legislative Council; *The Texas Legislative Process*. Available online at [this link](#).

WEEK 5: (Feb 16-Feb 20) Individual Rights in Health Care and Public Health

Assignments: To be announced, depending on pace of discussion

WEEK 6 (Feb 23-Feb 27) Health Care Economics: Financing, Access and Quality

Assignments:

1. Read Chapter 3 in Reiter, K. L., & Song, P. H. (2018). *Gapenski's fundamentals of healthcare finance, third edition*. Health Administration Press. Pages 65 to 96. Available in the TAMUSA library at [this link](#).

WEEK 7 (March 2-March 6) Health Insurance: Medicare, Medicaid, and the Affordable Care Act

Monday March 2 **Test #2**

Friday March 6 **Issue Brief Due**

Assignments:

1. Read Feldstein, P. J. (2018). *Health policy issues: An economic perspective*. Health Administration Press. Chapter 8, 9 and 20 (Medicare, Medicaid, and The Evolution of Managed Care)
2. Read Chapter 11 in Wilensky and Teitelbaum (2023) *Essentials of Health Policy and Law, Fifth Edition*. Jones and Bartlett Learning. Available in the TAMUSA Library on reserve.

SPRING BREAK (Monday March 9- Saturday March 14)

WEEK 8 (March 16-March 20) Health Insurance: Medicare, Medicaid, and the Affordable Care Act

Friday March 20 **MID-TERM EXAM**

Assignments:

1. Read Chapters 8, 9 and 20 in Feldstein, P. J. (2018). *Health policy issues: An economic perspective*. Health Administration Press.
2. Read Chapter 38 in Feldstein, P. J. (2018). *Health policy issues: An economic perspective*. Health Administration Press. (The Affordable Care Act: Did it Achieve its Goals?) ~OR~

WEEK 9 (March 23-March 27) The Policymaking Process

Assignments:

1. Review U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC) Policy Process. Available online at [this link](#). Follow all sections through to 'Policy Implementation'.

WEEK 10 (March 30-April 3) Evidence-Based Policymaking

Fri April 3: STUDY DAY (NO CLASSES)

Assignments:

1. Read Fedorowicz M and Aron LY. (2021) Improving Evidence-Based Policymaking: A Review. The Urban Institute (a nonpartisan, nonprofit research organization that provides data and evidence-based solutions to help policymakers and changemakers address complex social and economic problems). Available online at [this link](#).

WEEK 11 (April 6-April 10) The 'Health in All Policies' Framework

Friday April 10 **Test #3**

Assignments:

1. Read Harris, J. M., Jr M.D.M.B.A. (2025). Manhattan's street trees: An unfinished public health story. *American Journal of Public Health*, 115(1), 66-74. Available online at [this link](#).

WEEK 12 (April 13-April 17) Coalitions and Collaborative approaches to Policy Change

Assignments:

1. Read Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., . . . Burris, A. (2010). Community-based participatory research: A capacity-building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health*, 100(11), 2094-2102. Article is available online at [this link](#).
2. Read Jimenez, C., & Heller, J. C. (2025). Community organizing and public health: A rapid review. *BMC Public Health*, 25, 1-16. Available online at [this link](#).

WEEK 13 (April 20-April 24) Distinguishing advocacy, lobbying and education

Assignments:

1. Read Chapter 17 in Burris et al. 2023; Posted by Instructor in Blackboard and hard copy available on reserve in library.
2. Watch American Public Health Association training. *Distinguishing advocacy, lobbying and education: Tips for public health outreach* Available online at [this link](#).

WEEK 14 (April 27-May 1) Distinguishing advocacy, lobbying and education

Assignments: Complete Policy Brief

WEEK 15 Review

Mon May 4 **Last Day of Class; Policy Brief Due**

WEEK 16 (May 6-May 12) Finals Week

Mon May 11th 10:00 to 11:50am **FINAL EXAM**

Grades Due at Noon Friday May 15th

Grades available in Jagwire Monday May 18

Commencement Tuesday May 19

Texas A&M University San Antonio Important Policies and Resources



TEXAS A&M UNIVERSITY SAN ANTONIO

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 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. 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 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:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 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 include 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 the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#). Download the [SafeZone App](#) 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 Jaguar Writing Center provides writing 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, 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 e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing: writingcenter@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. The [General's Store is a food pantry](#) that is available on campus as well.

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@tamus.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 with 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, based on 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@tamus.edu. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. 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@tamus.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 reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is 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. 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 students' 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.

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 Spring 2026 Dates

Dates	Event
January 13	Tuition and Fee Payments deadline
January 19	Marting Luther King Jr. Day – No Classes
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period
March 9-14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic withdrawal
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement

The complete [Academic Calendar](#) as available on our website.

Artificial Intelligence Policy

No Use of Generative AI Permitted HLTH 4355

This 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.

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