

Syllabus

Health Writing

Course Information

Course Number: HLTH 2110
Course Title: Health Writing
Time: 2:00 – 2:50 pm, Thursday
Location: Classroom Hall 307
Credit Hours: 1

Instructor Details

Instructor: Kaysey Aguilar
Office: CAB 345 C
E-Mail: kaguilar@tamusa.edu
Office Hours: 3:15-5:00 pm on Mondays

Course Description

Strategies to become more familiar with types of writing required as public health students or public health professionals; strengthens and increases general writing skills; establishes a foundation for continued development in writing. Familiarization with the writing style required for public health; instruction in writing styles and narrative techniques to increase and strengthen writing abilities in public health disciplines such as environmental and occupational health, health promotion and community health sciences, health policy and management, epidemiology and biostatistics. Must be taken on a satisfactory/unsatisfactory basis.

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

Restrictions: Graduate level students may not enroll.

Course Prerequisites

Community health major; junior or senior classification; approval of instructor

Course Learning Outcomes

Learning Outcome	Learning Objective (CEPH Domains, see Appendix A last page of syllabus)
Program Goal 2. Value the scope and nature of problems and challenges addressed by the field of public health.	
Describe socioeconomic, behavioral, biological, environmental and other factors that impact population health and contribute to health disparities.	· Identify the best approaches for communicating with different audiences, including policymakers, health professionals, and the general public. (9.2)
Program Goal 3 Appreciate the breadth, depth and variety of intellectual and practical skills employed in the field of public health.	
Illustrate basic concepts related to data in public health including, collection tools and methods, analysis, and reporting with understanding of why evidence-based approaches are essential.	· Conduct a literature review on public health topic. (9.1) · Assess the quality of source material. (2.6,9.4) · Provide appropriate feedback through the peer review process. (9.1)
Program Goal 4. Appreciate the variety of communication methods and cultural competence required in the field of public health.	
Demonstrate basic concepts of public health-related communication, including culturally competent technical and professional writing and the use of other communication tools.	· Identify structure and key sections of public health writing. (9.2) · Compare and contrast different public health written works in style, audience, and purpose. (9.1,9.2) · Create written pieces demonstrating proper grammar and mechanics. (9.1, 9.2) · Conduct self-critique of written work. (9.1)

Textbook and/or Resource Materials

Recommended: Publication Manual for the American Psychological Association, 7th edition, by American Psychological Association. This information is also available at the APA website.

Grading Policy

Assignment/Assignment Type	Weight (%)
Position Paper	20
Policy Brief	25
Writing for the Public	30
Weekly Activity	15
Participation/Attendance	10

Grading Scale

70-100% = Pass

0-69.99% = Fail

1. Assignment 1 – Position Paper (600 words minimum)

In 1 ½ to 2 pages (Times New Roman, 12 pt type, double-spaced), you are to write a position paper on a public health topic of your choice. At least 3 quality, peer-reviewed sources must be cited in the text and appropriately referenced at the end. A rubric and template will be provided in BlackBoard. This piece will be evaluated on how completely it covers the topic, presentation of evidence to support your position, and correct formatting. The audience is health professionals.

2. Assignment 2 – Policy Brief (1000 words minimum)

Using the public health topic you used for your position paper in Assignment 1, you will write a policy brief for a decision-maker. The sections to be included in the brief will be covered in class. You will need to identify a minimum of NINE (9) quality references from peer-reviewed literature. Appropriate APA-formatted in-text citations for these references, as well as a correctly formatted reference page must be included. The audience is political decision-makers.

3. Assignment 3 – Writing for the Public (1000 words minimum)

Select an issue that you feel would benefit from public-facing information. Research the issue, main messages, and the target population. Draft an informational flyer, an infographic, and a digital media piece (video or social media post). Obtain feedback from at least 5 members of the public, preferably the target population. Revise based on their feedback and finalize the design before submission. The audience is the general public.

Attendance and Participation

As stated below, attendance is an expectation. Absences will be considered excused as defined under Student Rule 7. In addition to regular attendance and participation in class discussions and activities, Writing Workshop exercises and the amount of effort in the peer review exercises as demonstrated by the quality of the critique (questions for the author, identification of typos, suggestions to improve clarity or flow, etc) as evaluated by the person whose paper you peer review will be used to determine the participation grade at the end of the semester.

Assignment Rubrics

A rubric will be used to evaluate drafts and final versions of assignments. As this is a writing course as opposed to a more topic-focused course the rubric used will be necessarily generic as grammar and mechanics represent a significant portion of the score. When appropriate, rubrics will identify specific components necessary to a written piece to be evaluated. In most cases, these components and expectations will be delivered during class time as part of class discussion. In addition, your participation will be measured by your group score on your assigned Writing Workshop, as well as the score you receive as a reviewer.

Graded Class Participation/Attendance

Participation and Attendance is measured based on the following three criteria – participation in class discussions, attendance in class as determined by weekly in-class work, and peer review effort. Attendance is an expectation. Absences will be considered excused as defined under Student Rule 7. In addition to regular attendance and participation in class discussions and activities, the amount of effort in the peer review exercises as demonstrated by the quality of the critique (questions for the author, identification of typos, suggestions to improve clarity or flow, etc) as evaluated by the person whose paper you peer review will be used to determine the participation grade at the end of the semester.

Late Work Policy

As good writing is a step-wise process, submission of a draft and final version is the minimum requirement for all major writing assignments. Feedback from classmates and the instructor should be used in preparing the version to be graded. Failure to submit a draft on time will result in a zero on the final version. **FINAL VERSIONS THAT ARE SUBMITTED LATE WILL BE DEDUCTED 5 POINTS PER DAY LATE** up to five days. After five days, the assignment will receive a zero (0). It is your responsibility to ensure your papers are completely and correctly submitted according to the instructions in the Canvas portal.

All assignments MUST be submitted as Microsoft Word documents, double-spaced, in 12 pt Times New Roman type. Failure to follow directions will result in a deduction in points.

Course Schedule

Week	Topic	Items due that week before class
1 (1/22)	<ul style="list-style-type: none"> – Course introduction/Syllabus review – Why is public health writing important? – Principles of public health writing 	None
2 (1/29)	<ul style="list-style-type: none"> – Benefits of AI: How/Why to use AI in the writing process – Intro to Position Paper Assignment 	Weekly assignment 1: Writing self-assessment with AI
3 (2/5)	<ul style="list-style-type: none"> – Writing Center presentation – Drawbacks of AI: When/Why to NOT use AI in the writing process 	Weekly assignment 2: TBA Position Paper Draft DUE by 2:00 pm
4 (2/12)	<ul style="list-style-type: none"> – What should AI's role in public health writing be? 	Weekly Assignment 3:TBA Position Paper Peer-review DUE by 2:00 pm
5 (2/19)	<ul style="list-style-type: none"> – Public Health Writing to Inform Policy Makers – Introduction to Policy Brief Assignment – Policy brief analysis 	Weekly assignment 4: TBA Position Paper Final DUE by 2:00 pm
6 (2/26)	<ul style="list-style-type: none"> – Evidence-based writing in the discipline – Tools for researching health writing 	Weekly assignment 5: TBA
7 (3/5)	<ul style="list-style-type: none"> – Bilingual considerations – Cultural factors 	Weekly assignment 6: TBA Policy Brief draft DUE by 2:00 pm
8 (3/12)	SPRING BREAK	Decompress! Enjoy yourselves!
9 (3/19)	<ul style="list-style-type: none"> – Misinformation and mistrust in public health 	Weekly assignment 7: TBA Policy Brief peer-review DUE by 2:00 pm

10 (3/26)	<ul style="list-style-type: none"> – Clarity and plain language – Part 1 	Weekly assignment 8: TBA Policy Brief Final DUE by 2:00 pm
11 (4/2)	<ul style="list-style-type: none"> – Writing for the public/Analyzing writing for the public – Introduction to Writing for the Public assignment 	Weekly assignment 9: TBA
12 (4/9)	<ul style="list-style-type: none"> – Clarity and plain language – Part 2 	Weekly assignment 10: TBA
13 (4/16)	<ul style="list-style-type: none"> – Ethical/social responsibility 	Weekly assignment 11: TBA “Writing for the Public” draft DUE by 2:00 pm
14 (4/23)	<ul style="list-style-type: none"> – Ethics in AI and writing 	Weekly assignment 12: TBA “Writing for the Public” peer-review DUE by 2:00 pm
15 (4/30)	<ul style="list-style-type: none"> – Next steps for writing/Reflection time] – No final exam 	Weekly assignment 13: TBA “Writing for the Public” final DUE by 2:00 pm

Optional Course Information Items

- **Be prepared before you come to class and be an active participant in class:** It is the students' responsibility to read the assigned text readings and/or other assigned readings prior to class and be ready for discussion.
- **Be in class and be on time:** Late arrivals are disruptive to the learning experience. Please inform the instructor of any scheduling conflicts prior to the beginning of

class. If you are absent, it is your responsibility to gain access to and understand the material covered from your fellow students, as the information may be crucial for an assignment. ALL material covered may or may not appear on an assignment.

- **Ask for help if you need it:** It is the students' responsibility to come to the instructor if they have questions.
- **Follow the instructions:** It is the students' responsibility to make sure the format of the assignments followed the instructor's guidelines. Assignments should be completed using Microsoft Word. Students may choose to use Google Docs or other word processing software when completing the assignments. However, it is the students' responsibility to make sure the formatting is correct before submitting the assignment. Assignments will not be accepted if they are in PDF format, so be sure when working in Google Docs, you understand how to save and use the document as a Word document. All PHLT course writing assignments require student use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote)but are responsible for assuring appropriate citation styles are used.
- **Did you read the syllabus?** The syllabus is a working document. Changes in the class schedule/calendar or other information may be made at any time during the semester. You are responsible for knowing and understanding these changes. If you are not in class, you may miss a change.
- Every effort will be made to ensure power point lecture files, notes, articles, and assignments are available online on the Blackboard course page in a timely manner. All the assignments will be available and turned in via Blackboard. Handouts, as well as any changes in assignments or the schedule of class modules, will be announced on the Blackboard course page. It is your responsibility to pay attention to class announcements sent out during the semester. You should not share any material with people who are not enrolled in this class currently or in the future unless permission is expressly granted by the instructor.
- Please understand I do not read slides, but instead have somewhat minimal slides. You are expected to be in class, take notes, and participate in discussions. If you miss class, it is your responsibility to ask another student for notes or information. I highly recommend making a study group for any and all of your classes. Do not expect to just read my slides and pass your assessments and assignments.
- You are allowed to use electronics appropriately during the class. If you have to use electronic devices during the lecture, please silence your device and avoid disrupting others in class.
- **I will not know that you are struggling with course concepts unless you speak with me. Office hours are provided for that purpose.**
- If you have questions or need assistance with course material, please come to office hours. If that time does not work for you, please email requesting an appointment. If you have read and understand the syllabus to this point, message me within Canvas a photo of your favorite animal.

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@tamus.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@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 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@tamus.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.

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