

HBHP 7542 – Settings and Special Populations in Health Behavior and Health Promotion
3.0 credits – Autumn 2025
Wednesday & Friday, 12:45–2:05 pm; Mendenhall Lab 175

Course Instructor:

HB Franchino-Olsen, PhD, MPH, MS

Assistant Professor

Qualifications: PhD, Public Health/Maternal and Child Health, UNC-Chapel Hill, 2021

Pronouns: she/her

Office: 359B Cunz Hall

Email (phone): franchino-olsen.1@osu.edu

Phone: 614-292-3875

Instructor's Office Hours

Office Hours are "Student Hours" when you can drop by without appointment to ask questions or get help for the course

Wednesdays, 11:15–12:15

Other times available by appointment; email to schedule

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days for shorter assignments & 14 days for longer assignments (e.g., papers).
- **E-mail:** I aim to reply to e-mails (franchino-olsen.1@osu.edu) within 48 hours on school days.

Course Description

Health promoters have been increasingly challenged to effectively design and initiate culturally-specific activities for promoting health. These activities require knowledge of language, culture, gender, age, religion, power relationships and other socio-ecological factors. If these variables are not taken into account during assessment, development and evaluation, the health promotion program is unlikely to effectively achieve its stated outcomes. This three-credit course will explore "special population" characteristics with regard to health issues in a variety of multicultural community and health care settings in the United States. The course is structured in a manner such that student preparation, participation, and engagement is expected. Learning will be encouraged through discussion, interactive lectures, in-class exercises, and individual and group assignments.

Prerequisites

None

Course Learning Objectives

- Describe theoretical frameworks used to explain health disparities
- Discuss barriers to engaging in and accessing health promotion activities encountered by diverse populations

- Apply intersectional, ecological, and life course perspectives to health disparity analysis and advocacy
- Identify roles and responsibilities of the public health practitioner and community members as agents of change
- Critically analyze public health programs and other existing efforts to address health inequities
- Synthesize existing knowledge to develop recommendations to promote equitable health outcomes
- Construct a complex understanding of community, practice, social justice and health
- Demonstrate reflective and reflexive practice by paying critical attention to the practical values and theories which inform everyday actions

Competencies:

Foundational Public Health Knowledge:

- (#1) Explain public health history, philosophy and values
- (#2) Identify the core functions of public health and the 10 Essential Services
- (#4) List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- (#6) Explain the critical importance of evidence in advancing public health knowledge
- (#10) Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

HBHP Specialization:

- (#4) Critically assess the scientific literature describing health promotion interventions.

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

Text/Readings:

No textbook will be used for this class. Assigned materials can be found on our Carmen site. Materials listed on Carmen should be read **before** class on the week noted. Articles or additional materials may be added throughout the semester, so make sure and check Carmen frequently.

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of

your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** This in-person class includes lectures, class discussions, and individual and group activities.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., class sessions, instructor content, Carmen activities, etc.) in addition to 6 hours of homework/active learning activities (e.g., reading and preparation for class sessions, assignments) to receive a grade of (C) average.
- **Attendance and participation requirements:** Class attendance, arriving to class on time, and participation during discussions are expected. You are allowed one unexcused absence. Points will be deducted from class participation points for frequent late arrivals.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (<https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/submit-video-assignments-student>)
- Recording, editing, and uploading video (<https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/submit-video-assignments-student>)

Required equipment

- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam on phone or computer, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft Office 365**
All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Class Attendance and Engagement (18 points total). I expect that every student will attend class, come to class on time, and be prepared to actively discuss the assignments. Participation is essential to this course because it: a) provides students with feedback about their understanding of the course material; b) encourages discussion of different viewpoints; c) develops respect for others' point of view; d) encourages students to reflect and reconsider their viewpoints; and e) assists in the development of speaking skills.

Active engagement and respectful discourse are expected and are necessary to receive full credit. For example, do you: a) contribute by offering ideas and asking questions; b) add to the discussion by building off ideas of others; and c) provide a sound rationale when *respectively* challenging responses of others. I expect all students to speak up at least once during each large group discussions and multiple times during small group discussions. Full credit is reserved for excellent class participation, which includes providing a response when the rest of the class is not raising their hand. This grade also reflects how you react and respond to your classmates and instructor as they express their thoughts. See the "class policies" section for what to do if you need to miss a class.

Reflection Papers (12 points total). For weeks 2-7, 9-13, and 15, you will be asked to respond via reflection papers to a question (or set of questions) posted on Carmen. This is an opportunity for you to critically reflect on the readings and class discussions. Papers should be 1 page, single spaced (Times New Roman, 12-point font), and demonstrate appropriate formatting, spelling, and grammar. Responses should demonstrate clear understanding of the reading and provide clear evidence of reflection on the question(s) posed. The questions posed will also emphasize course learning objectives and competencies, including:

- Public Health philosophy and values
- The core functions of public health and the 10 essential services
- The social determinants of health
- Major causes and trends of morbidity and mortality in the US
- The importance of cultural competence in communicating public health content
- The means by which structural bias and social inequities undermine health and create challenges to achieving health equity
- The critical importance of evidence in advancing public health

Student-Led Class Discussion (6 points). At the start of the semester, all students must sign up to lead the class through a discussion of one of our assigned readings. Students are expected to thoroughly review the reading and, in pairs, prepare discussion questions in advance and facilitate a 10–15-minute class discussion on the reading.

Terminology and Readings Quizzes (4 points). There will be a quiz on key terminology at the end of Unit 1. There will also be three unannounced in-class quizzes throughout the semester on class readings. All quizzes will be multiple choice and worth 1 point.

Class Paper, Part 1: Topic Selection (4 points). Students must select the topic for their class paper, identifying the health issue, the population, and 3 relevant citations.

Class Paper, Part 2: Background and Determinants (15 points, plus 2 points for draft and peer review). Students will write a paper that critically analyzes the United States' current public health

programming in regard to a specific health disparity within a specific population. The paper will include a description of the health issue and how the selected community is impacted by the health issue (providing descriptive statistics); it should additionally review the evidence on known underlying causes of the health disparity and assess population needs that affect the communities' health. Students must communicate audience-appropriate public health information in written form. For MPH students, this should be a 3-page paper, double spaced (excluding citations), Times New Roman, 12-point font.

Class Presentation #1 (“Flash presentation”) (6 points). Beyond communicating audience-appropriate public health information in written form (Class Paper, Part 2), students must also communicate this information in oral form. Specifically, all students must synthesize the information described in Part 2 and communicate it in a way that can be useful to a general public health audience. Students must prepare 3 slides for this “flash presentation” and present all slides within a 2-3 minute period.

Class Paper, Part 3: Evidence-Based, Multi-Level Intervention (25 points, plus 2 points for draft and peer review). Students will write a paper that proposes a multi-level intervention for a specific health disparity within a specific population. This paper must review at least 3 evidence-based interventions, programs, or policies; they should additionally recommend a multi-level strategy for their population that addresses at least 2 levels (policy, community, organizational, interpersonal and/or intrapersonal). An evaluation plan for this intervention must also be specified. The paper must apply awareness of cultural values and practices to the design or implementation of public health policies or programs. For MPH students, this should be a 5-page paper, double spaced (excluding citations), Times New Roman, 12-point font.

Class Presentation #2 (6 points). Drawing from the multi-level intervention proposed in Part 3, students must select one strategy and advocate for a political, social or economic policy or program that will improve health in their selected population. Students must select an innovative, well-designed, and professional communication strategy appropriate for the relevant audience (e.g., community members, stakeholders, policy makers).

Final Exam: There is no final exam for this course.

Assignment Submission. Unless otherwise specified, assignments are to be submitted to Carmen **before** 11:59pm on the due date. Files should be labeled per this example:

LastName_AssignmentName.doc

Example: Franchino-Olsen_ReflectionWeek2.doc

All assignments should include a header with student name, assignment title and due date.

ADDITIONAL REQUIREMENT: PhD Students Only: Doctoral students enrolled in this course will have additional requirements:

1. Class-led discussion. Students must facilitate the class discussion alone, rather than in pairs.
2. Class Paper, Part 2. In addition to what is required for all students, PhD students must additionally research and write about (a) background information on when the health issue arose and (b) theory that has been used to explain the health issue. For PhD students, this should be a 6-page paper, double-spaced (excluding citations), Times New Roman, 12-point font.
3. Class Paper, Part 3. In addition to what is required for all students, this paper must (a) suggest a multi-level strategy that addresses at least three levels (policy, community, organizational,

interpersonal, and/or intrapersonal), one of which must be a policy-level; and (b) provide a theoretical framework on which this multi-level intervention is based. For PhD students, this should be a 10-page paper, double spaced (excluding citations), Times New Roman, 12-point font.

Grading Categories of Assignments/Assessments

Class participation & engagement: 24%

As noted above, class participation is expected, which includes attending classes, engaging meaningfully in class discussions (18% of final grade), and leading one week's reading discussion (6% of final grade). All of this requires in-person attendance in class. (See class policies for what to do if you miss a class or have repeated late arrivals.) Participation and engagement also mean that you will communicate respectfully and that you are not using devices or other distracting materials during class. It is expected that you will not use AI or other technology to generate your contributions to class, but that you will meaningfully engage with the readings and in-class content to develop the questions or comments you contribute. Any misuse of technology or AI for participation and engagement will result in a significant grade reduction.

Reading assessments (Reflection papers & Reading quizzes): 16%

You are expected to come to class having read the assigned readings (or listened to or watched any other assigned materials) and meaningfully engaged with the ideas they presented. This will be assessed via the assigned reflection papers (12% of your final grade) and four reading/terminology quizzes (4% of final grade). Assignments are to be turned into Carmen on dates and times noted unless otherwise specified. Late assignments emailed to the instructor within 24 hours after the deadline will lose half points, and no papers will be graded 24 hours past the deadline except in instances of personal illness or death of a loved one. A doctor/counselor's note may be needed to be provided to receive credit for late assignment due to personal illness. For the reflection papers, you may not use AI, work with or consult other students (past or present), or use other resources beyond the readings (unless you cite those resources in your reflection).

Papers & Class Presentations: 60%

The Class Paper is broken into three parts and is worth 48% total of your final grade (Part 1: 4%; Part 2: 17%; Part 3: 27%). See above for information about the content, length, and other requirements. Each of your two class presentations are worth 6% of your final grade. For both the parts of the paper and the presentations, you may not use AI to write the content or generate your ideas. Any use of AI on other tasks (e.g., image generation, translation, search engine replacement, etc.) must be declared on a separate page at the end of your paper between the main text and the citations or on a separate slide of your presentation before the citations. You may not work with or consult other students (past or present) for the papers and presentations, beyond the peer review feedback you receive in class.

Grading Scale

The total available points for this course equal 100, so scores across the coursework are summed to total the final numerical grade. These grades are assigned a letter grade based on the grading scale below.

Grading Scale

A	93 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <93	Excellent work that reflects mastery of the class material
B+	87 to <90	Good work that reflects mastery of most of the class material
B	83 to <87	Good work that reflects mastery of some of the class material

B-	80 to <83	Good work that reflects mastery of a few aspects of the class material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of, the class material
C	73 to <77	Mediocre work that reflects familiarity with most of the class material
C-	70 to <73	Mediocre work that reflects little familiarity with the class material
D+	67 to <70	
D	60 to <67	
E	Below 60	

Class Policies

1. Assigned readings (or other pre-assigned materials) should be completed prior to class and before completing assignments. You are responsible for all material covered in class.
2. Class attendance, arriving to class on time, and participation during discussions are expected. You are allowed one unexcused absence. Points will be deducted from class participation points for repeated late arrivals.
3. No smartphone use during class. During class, do not send emails, work on non-class work, or visit websites that are not relevant to the current class discussions.
4. Assignments are to be turned into Carmen on dates and times noted unless otherwise specified. Late assignments emailed to the instructor within 24 hours after the deadline will lose half points, and no papers submitted 24 hours past the deadline will be graded except in instances of personal illness or death of a loved one. A doctor/counselor's note may be needed to be provided to receive credit for late assignment due to personal illness.
5. In instances of a planned absence from class (e.g., travel to a conference), notify the instructor at least two weeks in advance. In instances of unplanned absence (illness, death of a loved one), notify the instructor as soon as you are able.
6. Grades will not be debated in class. If you disagree with your grade on an assignment, turn in a rebuttal outlining what you would like reconsidered and why. Your written grade rebuttal must be sent in writing within one week after your grade is posted and released on Carmen, through an email sent to the instructor.
7. Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.
8. All assignments for this course are individual assignments and must be original, self-generated work products. Please use AMA (American Medical Association) citation style when citing other people's work in your assignments.
9. Use of another student's materials or assistance from individuals who already have taken the course will place you in violation of this course's standards. Submission of work based on old material (yours or another student) is considered academic misconduct no matter how small the infraction. Evidence of "working together" for individual assignments or using previous material if retaking the course will be considered academic misconduct.
10. You will best accomplish the goals of this course by undertaking all activities and assessments without Artificial Intelligence (AI) assistance. Therefore, unless you are explicitly instructed to do so, you are not permitted to use any AI tools in this course. If you are uncertain about any part of this policy or its application to any assignment or activity in the course, consult with me before proceeding.

Respect in Discussions

This class structure will include a large amount of class discussion, both as an overall class and in small groups. Students will be expected to participate actively in discussion and to use, challenge or develop concepts from readings, speakers and other courses during the class discussions. Open discussion is expected and active listening to the opinions of others is required. As many topics may be controversial, it is important for students to agree to maintain confidentiality of opinions expressed by others.

Sometimes, we may express or hear an opinion that others do not agree with or would label as being politically incorrect or personally offensive (racist, homophobic, sexist, etc.). Let's all agree that if this happens, use it as a teachable moment, taking the high road by respectfully challenging and calling that individual in, rather than calling out. Example response:

I am sure that you did not mean to be offensive, but some people might take the way you expressed it negatively because of XYZ. A more effective way to reference that might be to say "XXX".

For those of us who may be informed of potentially offensive language or behavior, let's accept the perspective and experiences of others, step back, and carefully reexamine our words and grow from the experience.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

As described multiple times in this syllabus, it is expected that you will not use AI or other technology to generate any of your contributions to this course; instead, you should plan to meaningfully engage with the readings, assignments, and all other course content to develop your contributions to the field. Any misuse of technology or AI for participation and/or engagement will result in significant grade reductions, among other consequences, and may be considered a violation of Ohio State's Academic Integrity¹ and Code of Student Conduct² because the work is not your own. Please speak with me before using AI for other tasks (e.g., image generation, translation, etc.) so I can guide you on whether to use it and how to cite your use to avoid plagiarism. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct.¹

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

¹ <https://oaa.osu.edu/artificial-intelligence-and-academic-integrity>

² <https://trustees.osu.edu/bylaws-and-rules/code>

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination

or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

In this course we will adhere to the 4Cs of civil discourse: Be Curious, Be Charitable, Be Conscientious, and Be Constructive. To acquaint yourself with this framework, please visit Ohio State’s Center for Ethics and Human Values website: go.osu.edu/4Cs.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

This course is organized into three units: Foundations, Settings and Special Populations, and Promoting Equity.

* indicates a scheduled guest speaker

SEMESTER OVERVIEW				
Week		Unit	Wednesday	Friday
1	27-Aug	Foundations	Intro, Disparities, & Equity	cont
2	3-Sep		Ethics, Equity, & Justice	Social Determinants of Health
3	10-Sep		Intersectionality *	cont
4	17-Sep		Research Tools, Resources, and Skills *	Life Course Perspective
5	24-Sep	Settings and Populations	Ethics and Reflective Practice	Violence
6	1-Oct		Violence (cont)	In-Class Peer Review / Class Paper, Part 2 Session
7	8-Oct		Race *	Remote /Out-of-class Activity - No In-Person Class
8	15-Oct		Flash Presentations	<i>Fall Break - No Class</i>
9	22-Oct		Rural Health *	Housing *
10	29-Oct		Gender & Sexual Orientation *	Substance Use *
11	5-Nov	Promoting Equity	Community-Engaged Approaches *	cont *
12	12-Nov		Policy	cont
13	19-Nov		Advocacy	In-Class Peer Review / Class Paper, Part 3 Session
14	26-Nov		<i>Thanksgiving – No Class</i>	<i>Thanksgiving – No Class</i>
15	3-Dec		Case Studies	cont
16	10-Dec		Class Presentations (LDOC)	---

Alignment of Competencies with Assessments

Competencies	Assessment 1 (Reflection papers)	Assessment 2 (Class paper, part 2; presentation 1)	Assessment 3 (Class paper, part 3; presentation 2)	Assessment 4 (Student-led class discussion; quizzes)
(#1) Explain public health history, philosophy and values	x			
(#2) Identify the core functions of public health and the 10 Essential Services	x			
(#4) List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	x	x		
(#6) Explain the critical importance of evidence in advancing public health knowledge	x	x	x	x
(#10) Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	x	x		x
(HBHP #4) Critically assess the scientific literature describing health promotion interventions			x	x