PUBHHMP 7632 – Strategic Change for Public Health and Population Health Management
Online, Asynchronous

Course Instructor
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Instructor's Office Hours
Fridays from 12-1PM via zoom or by appointment

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.
- **E-mail:** I will reply to e-mails (sent via Carmen or to my work email) within 24 hours on school days.
- **Discussion board:** Either the TA or the instructor will check and reply to messages in the discussion boards at least every 24 hours on school days, and every 36 hours on weekends, unless a different turnaround time (due to travel, etc.) is announced.

Graduate Teaching Assistant (GTA) TBD

GTA Responsibilities
The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description
This course will provide students a foundation in the approaches, concepts and methods of strategic \ management of organizational change as applied to public health and population health management. This course aims to develop the student's knowledge and ability in strategic management for health services organizations. Based on an introduction to the general process model of strategic management, the course will engage in detailed discussions of a series of topics in strategic management. These topics include the identification of the organization's mission, vision, and values; analysis of the external and internal environment of the organization; identification of strategic challenges and opportunities; development of strategies; evaluation of strategies; communication of strategies; and development and evaluation of an action plan.

The course emphasizes the unique strategic challenges facing public health care organizations, and their leadership; and aims to develop accordingly the student's ability to identify, analyze, and address these challenges. The course utilizes online lectures, group discussions, and a real-life case study to facilitate the

understanding of basic course content and the conceptual model of strategic management. Students will also be required to analyze a strategic case and apply the conceptual strategic planning process.

Prerequisites
None

Course Learning Objectives
In this course, students will learn a disciplined process and relevant skills for strategy development and execution that will serve as a framework that can be used in their health care or public health careers. Upon successful completion of this course, a student will be able to:
- Explain the basic concepts and principles of strategic management, as well as the components and phases of the strategic planning process.
- Perform analysis of the organization's internal and external environment in order to identify its strategic challenges.
- Aggregate environmental trends and service area competitor issues into specific strategy implications.
- Identify strategic alternatives and their respective advantages and disadvantages.
- Evaluate organizational strengths, weaknesses, opportunities and threats.
- Understand the general strategic issues faced by hospitals, physicians, managed care organizations, and other health related organizations.
- Demonstrate an awareness and sensitivity to the social, political, and ethical dilemmas inherent in strategic management.
- Demonstrate an understanding of the role of senior leadership in the strategic management process.
- Exhibit a general management point of view (i.e., the capacity to view the total healthcare enterprise in the context of its environment).

Competencies:
This course aligns with the Foundational Public Health Knowledge which are a part of the accrediting bodies requirements regarding an MPH degree. Below are the areas this course addresses.

Profession and Science of Public Health
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge.

Factors Related to Human Health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities.

MPH Core Competencies

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
4. Interpret results of data analysis for public health research, policy or practice.

Planning and Management to Promote Health
9. Design a population-based policy, program, project or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on health and health equity.

Leadership
16. Apply principles of leadership, governance and management, which includes creating a vision, empowering others, fostering collaboration and guiding decision-making.

Communication
19. Communicate audience-appropriate public health content, both in writing and through oral presentations.

Systems Thinking
22. Apply systems thinking tools to a public health issue.

MPH-PEP Specialization Competencies
PEP 1. Apply concepts of population health science to describe roles of public health, healthcare and community partners in improving population health outcomes.
PEP 2. Discuss current health policy issues using appropriate economic perspectives
PEP 3. Apply key elements of microeconomic concepts to the analysis of health care cases.
PEP 4. Use needs analysis data to develop strategic approaches to support goal achievement.
PEP 5. Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.
PEP 6. Apply quality improvement methods to create and sustain PHM and public health program improvements.
PEP 7. Apply evidence-based decision-making techniques to understand population health concerns and assess population health programs.

Text/Readings:
Ginter, P.M., Duncan, W.J., and Swayne, L.E. (2018). Strategic management of health
care organizations, 8th edition. Hoboken, NJ: Wiley Publishers. The instructor will
provide supplemental journal articles and videos.

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:** The class will be taught in an online, asynchronous format with the exception of a single small group meeting. A course website (Carmen) will support the delivery of on-line content, assignments, and student engagement. Online sessions will be discussion-oriented and designed to give students the opportunity to synthesize and apply assigned readings to practical situations. A variety of different approaches will be used to enhance student learning, including; instructor lectures, case examples, discussions, and other facilitated activities.
- **Pace of online activities:** This is course is organized into weekly modules. The course has been designed so that in general, modules become available by Monday evening at 5 PM (at the latest, many will be available prior to this time), and all module assignments are due on the Sunday (at 11:59pm) of the week it was assigned. For example, Module 2 starts on Monday, January 19th and all assignments (individual writing assignment and strategy in the news discussion board) etc. are due in Carmen no later than Sunday, January 25th at 11:59pm**.

  The course is organized into modules, which includes the following:
  1) An overview: includes the learning objectives, readings, and deliverables.
  2) Lecture(s) (1-3 pre-recorded lectures)
  3) Individual writing assignment
  4) A link to the discussion board (only in weeks when this is due)
  5) Drop box to submit group strategic plan assignments (ONLY in weeks when there is a case study assignment due)

  The activities in each module is designed in a way to for students to approach each module in the following way:
  1) Read the assigned reading and take notes on the reading
  2) Watch the lectures 2-3 times through. Watch the first time just to listen and get an understanding of the material. Then watch another couple of times, taking notes and stopping and starting the lecture to ensure you understand the talking points throughout the lecture.
  3) Complete the individual assignment
  4) Participate in the discussion board
  In addition, there are other periodic group assignments to engage students in a more hands on application of the material.

  This online course is created in such a way that you have flexibility as well as structure: To receive credit for the course, participants are encouraged to complete as much as possible of the course activities with satisfactory responses. In order to provide students with flexibility to work through content and complete assignments, the course is organized by weekly modules. By giving students a week to complete the work, students can complete assignments as their schedule allows. Because you have the flexibility to work as your schedule allows no make-ups or extensions will be granted for any missed activity. Assignments/activities are to be completed and turned in by the due dates

as posted in Carmen (Canvas) and each activity is designed to help students engage with the material in different ways and apply the material in a way that prepares them to be effective healthcare administrators.

It is important to understand that the material in this course builds off material previously taught in the course. This means that the material being taught in week 2 is explained/lectures with the expectation that students understood and learned the material in week 1. For this reason, it is CRITICAL that students keep up with the modules each week. it is also important to note that if you are not understanding something, please reach out to Professor Hogan.

**Please keep in mind that the Course personal reflection is due on the last day of the semester (Friday, April 24). Please pay close attention to the required dates for this course. Because of the nature of the material (the knowledge builds each week), the professor has designed this course in a way to help ensure you don't "fall behind". As a result, late assignments are not accepted (unless given prior approval by the professor, and usually only for extenuating circumstances)

- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy [(go.osu.edu/credithours)](go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., watching lectures) in addition to 9 hours of homework/active learning activities (e.g., discussion boards, individual writing assignments, etc.) to receive a grade of (C) average.
- **Attendance and participation requirements:** Students are expected to engage with the material on a weekly basis. A single group meeting is required, with flexibility for scheduling and attendance.

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)

Required equipment
- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
- **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, 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
- **TDD:** 614-688-8743

Assignments/Assessments

Individual Writing Assignments: 35%
Individual Writing Assignments (35%): Due on the Sunday night (11:59) on the week assigned
Throughout the semester, students will complete individual writing assignments which are designed to give student the opportunity to practice and gain experience applying and thinking critically about the topics being addressed in the reading and class lectures in a given week. Each assignment is worth 5% of the student's grade and are grading in the following way:

GRADE	4-5	3	1-2	0
	Thorough understanding Detailed answers with clearly noted references to content from the lectures or readings	**Average Response** Detailed answers but no reference to content from the lectures or readings	**Weak understanding** Short answers with no reference to content from the lectures or readings	**No submission** Did not submit

Strategy in the news: Discussion Board: 8%
Due on the Sunday night (11:59) on the week assigned: Students have an opportunity to learn about, share and discuss a variety of healthcare strategy topics via discussion board. These are designed to help students learn and apply the materials being taught in the course in real-world settings. Each week the professor will post a topic, which may require the student to listen to a podcast, read an article, watch a youtube video, etc. Each assignment is worth 1 point and students will be graded based on the following criteria:

GRADE	1	0.7	0.5	0
	Thorough understanding Detailed answers with clearly noted references to the assigned news story/podcast/blog/vlog	**Average Response** Detailed answers but no reference to content from the lectures or readings	**Weak understanding** Short answers with no reference to content from the lectures or readings	**No submission** Did not participate in the discussion

Draft, Section 1 & 2 of Strategic Plan (15% each, 30% total)
Each student will be assigned to a "Strategic plan" group at the beginning of the course. Each group will work on the plan throughout the semester. This assignment will incorporate all material covered in the course and is an opportunity to create a comprehensive strategic plan for an organization presented in the case. See "Suggested Strategic Plan Outline" for an overview of the elements of the strategic plan assignment.

Throughout the semester, groups will submit drafts of the different sections of the strategic plan. This is critical as it enables groups to check in with the professor and work thought the strategic plan in a way that they can "test out" different concepts being taught in the program.

Please refer to carmen for a grading rubric which will be available prior to the due date for the "Draft, Section 1 of strategic plan".

Group Meeting (5%): Past students of the class have valued some ability to discuss the group project in the course. Due to the nature of the course, a synchronous session helps students critically evaluate the course content and apply it to the group project. The group meeting fulfills this objective and is the only required synchronous session. Each group will be required to schedule a 30-minute meeting with the instructor to discuss their group project. This meeting can take place any time throughout the group project. Many groups schedule it either soon after the project is assigned or prior to completing their final draft. The group meeting helps students understand the material, work together as a group, and better prepare their final work product.

GRADE	4-5	3	1-2	0
	Engaged and Well Prepared Effort is made to include all group members (although not all members need to attend due to unforeseen circumstances). Detailed questions are asked by students with the intent of improving the group project and understand application of the subject matter. Content and questions are connected to the lectures and readings.	**Average Response** Uneven participation from group members. Vague or general questions. Modest connects to real world settings or course content.	**Weak understanding** Short questions and answers with no reference to content from the lectures or readings	**No submission** Did not submit

Final Draft, of Strategic Plan (20%): Each group will submit their comprehensive strategic plan which will be the culmination of the prior submitted drafts and suggested edits made by the professor. It is recommended that students follow the "suggested strategic plan outline" (below). In addition, all papers must follow the APA 6th reference style (www.apastyle.org)

1. INTRODUCTION
• Organizational demographics
• Relevant history
2. EXTERNAL ENVIRONMENTAL ANALYSIS
•List of external issues potentially affecting the organization (technological, social/cultural, political/regulatory, economic, competitive)
• Service area competitor analysis (Porter's five forces; strengths/weaknesses of competitors, mapping strategic groups)
• Conclusions
3. INTERNAL ENVIRONMENTAL ANALYSIS
• Strengths (including competitive advantages)
• Weaknesses (including competitive disadvantages)
• Conclusions
4. STATEMENT OF DIRECTIONAL STRATEGIES
• Mission
• Vision
• Values
• Goals
5. FORMULATION
• Adaptive strategies
• Market entry/exit strategies
• Competitive strategies (excluding strategic posture)
6. GROUP WORK DESCRIPTION

• Description of each group members specific contribution within the assignment

Grading
The course grade will be based on the following individual assignments:

Individual Writing Assignments (7 total, 5 points each)	**35%**
Strategy in the news: discussion board participation	**8%**
Draft, Section 1 of strategic plan	**15%**
Draft, Section 2 of strategic plan	**15%**
Group Meeting	**5%**
Final Draft of Strategic Plan	**20%**
Course personal reflection:	**2%**
TOTAL	**100%**

Grading Scale

A	**94 to 100**	Outstanding work that reflects mastery of the material and the ability to apply it
A-	**90 to <94**	Excellent work that reflects mastery of the material
B+	**87 to <90**	Good work that reflects mastery of most of the material
B	**83 to <87**	Good work that reflects mastery of some of the material
B-	**80 to <83**	Good work that reflects mastery of a few aspects of the material
C+	**77 to <80**	Mediocre work that reflects familiarity with, but not mastery of the material
C	**73 to <77**	Mediocre work that reflects familiarity with most of the material
C-	**70 to <73**	Mediocre work that reflects little familiarity with the material
D+	**67 to <70**	
D	**60 to <67**	
E	**Below 60**	

Class Policies
Any policies about attendance, using computers, cell phones, or pagers needs to be included on the syllabus. You may also include a statement about not uploading course materials to Quizlet, Chegg, etc. If you have other policies listed under exams and assignments, you can direct the student to read those sections.

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
Given that the learning goals of this class are to develop critical thinking skills to develop and execute strategy, in this course students are welcome to explore innovative tools and technologies for general research purposes, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools to conduct research for some course assignments. All written assignments, including discussion boards, individual writing assignments, and the group project, should be your own original work.

If I suspect that you have used GenAI on an assignment for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct(opens in new window) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct(opens in new window).

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.

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. 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 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.

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

Week	Module	Reading		Group Assignment Deliverables	Individual Writing Assignment	Strategy in the News: Discussion	ALL Deliverables Due Date
1: January 12-18	Course introduction	Syllabus				Discussion	1/18
2: January 19-25	What is strategy and the strategic process	1	Lecture		Assignment 1	Discussion 1	1/26
3: January 26 – February 1	External Analysis	2	Lecture		Assignment 2	Discussion 2	2/1
4: February 2-8	Service area competitor analysis	3	Lecture		Assignment 3	Discussion 3	2/8
5: February 9-15	*Strategic plan evaluation*		Research			Strategic Plan Discussion	2/15
6: February 16-22	*Group work*		GROUP WORK	Draft 1, Section 1 & 2			2/22
7: February 23 - March 1	Internal Analyses	4	Lecture		Assignment 4	Discussion 4	3/1
8: March 2-8	Directional Strategies	5	Lecture		Assignment 5	Discussion 5	3/8
9: March 9-15	*Group work*		GROUP WORK	Draft 2, Section 3 & 4			3/15
SPRING BREAK: March 16-22							
10: March 23-29	Identifying Strategic Alternatives	6	Lecture		Assignment 6	Discussion 6	3/29
11: March 30 – April 5	Evaluation of strategic alternatives	7	Lecture		Assignment 7	Discussion 7	4/5
12: April 6-12	*Group work*		GROUP WORK	Group Check-in			4/12
13: April 13-19	*Group work*		GROUP WORK	Final Draft of Strategic Plan			4/19
14: April 20-24	Course wrap up				Course Personal Reflection		4/24

Alignment of Competencies with Assessments

[Instructions: List the competencies that the course assesses in the rows, and your assessments/assignments in the columns. Mark an "x" or similar in the appropriate column for each competency to indicate where it is assessed.]

Competencies	Individual Writing Assignments	Discussion Board	Group Project
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	X	X	X
6. Explain the critical importance of evidence in advancing public health knowledge.	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
1. Apply epidemiological methods to the breadth of settings and situations in public health practice.	X	X	X
4. Interpret results of data analysis for public health research, policy or practice.	X	X	X
9. Design a population-based policy, program, project or intervention	X	X	X
10. Explain basic principles and tools of budget and resource management.	X	X	X
11. Select methods to evaluate public health programs.	X	X	X
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.	X	X	X
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	X	X	X
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.	X	X	X
15. Evaluate policies for their impact on health and health equity.	X	X	X
16. Apply principles of leadership, governance and management, which includes creating a vision, empowering others, fostering collaboration and guiding decision-making.	X	X	X
19. Communicate audience-appropriate public health content, both in writing and through oral presentations.	X	X	X
22. Apply systems thinking tools to a public health issue.	X	X	X
PEP 2. Discuss current health policy issues using appropriate economic perspectives	X	X	X

PEP 3. Apply key elements of microeconomic concepts to the analysis of health care cases.	**X**	**X**	**X**
PEP 4. Use needs analysis data to develop strategic approaches to support goal achievement.	**X**	**X**	**X**
PEP 5. Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.	**X**	**X**	**X**
PEP 6. Apply quality improvement methods to create and sustain PHM and public health program improvements.	**X**	**X**	**X**
PEP 7. Apply evidence-based decision-making techniques to understand population health concerns and assess population health programs.	**X**	**X**	**X**