

PUBHHBP 3510 – The Role of Behavior in Public Health
3 credits – Autumn 2025
Online, Asynchronous

Course Instructor

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Instructor's Office Hours (virtual)

Wednesdays 11:00am-12:00pm or by appointment

Join Zoom Meeting

<https://osu.zoom.us/j/92077951719?pwd=ghXsyYDWisPabsJo2vbcyGk1wFNiIL.1&from=addon>

Meeting ID: 920 7795 1719

Password: 151467

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) 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, unless a different turnaround time (due to travel, etc.) is announced.

Graduate Teaching Assistant (GTA)

Shannon Price

Price.1554@buckeyemail.osu.edu

Office hours: Mondays 1:00-2:00pm (virtual)

Join Zoom Meeting

<https://osu.zoom.us/j/93164824080?pwd=bO78yOezboOomfORxYtFZ3qia2pCix.1>

Meeting ID: 931 6482 4080

Password: 966489

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

The purpose of this course is to introduce students to the philosophical, historical, and theoretical foundations of the field of health promotion. Social determinants of health as well as settings for health promotion activities will be explored.

Prerequisites

None

Course Learning Objectives

By the end of this course, students will:

1. Describe the history and philosophical underpinnings of health promotion
2. Explain the role of health promotion within the field of public health
3. Define the basic terms associated with health promotion, including components of the health promotion planning cycle
4. Illustrate how the social determinants of health, culture/bias and health literacy impact health behaviors, health outcomes and quality of life (complexity of health behavior) for populations, communities, and themselves
5. Explain how health promotion needs are identified (assessment) and the utility of the socio-ecological framework
6. Compare and contrast a major domestic and international public health issue including definition of the issue, how it is assessed, and strategies for intervention
7. Describe basic behavior change theories and identify their use in health promotion planning, implementation, and assessment
8. Apply selected behavior change theoretical constructs to personal behavior change efforts
9. Discuss methods used in health promotion
10. Develop a program session aimed at addressing a contemporary community health problem
11. Identify settings in which health promotion programs are implemented
12. Describe the roles, responsibilities and job opportunities of health educators and community health workers and compare with their career readiness and goals

General Education Expected Learning Outcomes

As part of the Health and Wellbeing theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- **Goal 1: Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.**
 - 1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.
 - 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Assigned readings from a variety of sources (peer-reviewed articles, reports from health institutes, and community toolkits) and aligned activities and digital presentations and discussion and feedback posts and weekly quizzes on selected critical issues in health promotion. Identification and application of key concepts (personal examples of health impacts of social determinants of health; personal health behavior change project; health communications project) occur throughout the semester.

- **Goal 2: Successful students will integrate approaches health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**
 - 2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.

- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Activities to achieve goal: Lectures, assigned readings, quizzes, class discussions and online posts and responses and assignments facilitate achievement of this goal. Examples follow. Two assignments, "social determinants of health assessment" and "self-assessment of anti-bias behavior" require reflection on personal backgrounds (both barriers and facilitators to health), biases, and behaviors. This builds on existing understandings of health determinants and fosters a growing understanding of how persons with different backgrounds may come to experience health, and health behavior change, quite differently. Using prior experience and course learning, assignments require creating different tools for communicating health promotion information (responding to new and challenging contexts); these include infographics, visual abstracts, op-eds, tables or figures, and a health communication video or proposal.

- **Goal 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**
 - 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
 - 3.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Activities to achieve goal: Supported by lectures, assigned readings, quizzes, class discussions and online posts and responses, assignments also facilitate achievement of this goal. Examples follow. A 'Personal Behavior Change' assignment requires reflection on strategies implemented to promote health behavior change and barriers that made it difficult to do so. Post assignment discussions facilitate identification of additional strategies to employ to improve chances for future success. The Planning Group Sessions assignment requires identification and detailed descriptions of teaching/learning, implementation, and evaluation strategies for conducting sessions with self-selected audiences. The Health Communications Project requires identification of appropriate media-based health promotion strategies, given a self-selected audience. A health behavior (for an at-risk population) and behavior change model (and related theoretical constructs), are used to create a video or proposal that outlines communication tools and strategies to reach the at-risk population. The 'Op Ed' assignment requires identification and reflection on "upstream," policy-level factors that can promote health and well-being and writing a persuasive document advocating for a particular point of view.

Competencies:

BSPH Foundational (Core) Competencies

1. Summarize the historic milestones in public health
2. Compare and contrast types of major domestic and international public health issues
3. Discuss approaches and strategies to identify, respond to and intervene with attempt to resolve common public health issues
4. Identify political, cultural, behavioral and socioeconomic factors related to global public health issues
5. Apply the fundamental principles of the five core disciplines of public health — biostatistics, environmental health, epidemiology health administration and health behavior/promotion — to domestic and international population issues
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.

7. Locate, use, evaluate and synthesize public health information.

BSPH – Public Health Sociology Specialization Competencies

1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world.
2. Identify how common sociological theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives
4. Illustrate how sociological perspectives of stratification — particularly along the lines of race, class and gender — expand typical public health perceptions and approaches
5. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.

CEPH Foundational Domains

3. The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
4. 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
5. 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
6. The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
7. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
8. The fundamental concepts and features of project implementation, including planning, assessment, and evaluation
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

CEPH Cross Cutting Concepts

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
5. Ethical decision making as related to self and society
6. Independent work and a personal work ethic
7. Networking
9. Professionalism
12. Teamwork and leadership

Text/Readings:

No textbook will be used for this class. Instead, there are assigned readings, modules, and digital recordings which are listed weekly. Materials that are listed should be read during the week they are assigned. Articles may be added throughout the semester; therefore, 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 course is 100% online delivery via asynchronous Distance Learning (DL) mode. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Pace of online activities:** This course is divided into **weekly modules** that are released on the Saturday prior to the next week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.
- **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., instructor content and Carmen activities) in addition to 6 hours of homework/active learning activities (e.g., reading and assignment preparation) to receive a grade of (C) average.
- **Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:
 - **Participating in online activities for attendance: at least once per week**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.
 - Quizzes on recorded lectures and readings are due on Friday nights by 10:00pm.
 - Discussion board assignments are due Fridays nights by 10:00pm.
 - Replies to your classmates are due Sunday by 10:00pm.
 - Individual assignments are due on Sunday nights by 10:00pm.
 - **Participating in discussion forums: two or more times per week**
 - As part of your participation, there are weekly required discussion posts throughout the semester as part of our substantive class discussion on the related Module's topics. Your original response to the discussion post will be due each Friday at 10:00pm. You will need to reply to one of your Classmates post by Sunday at 10:00pm.
 - **Zoom meetings and office hours: optional**
All live, scheduled events for the course, including office hours, are optional. I will post recordings of any synchronous sessions for those who cannot attend.

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 and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- **Computer:** current Mac (Mac OSX) 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, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**

All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Recommended Software or Programs

Adobe Suite, Canva, or other image/video editing software: You will be required to generate social media content for an assignment. Ohio State University offers access to Adobe Creative Cloud (<https://it.osu.edu/adobe>), a suite of desktop and mobile apps that gives you the tools to create professional videos, photos, websites and more. You can also use outside, online sources at your discretion (e.g., Canva offers a free account with access to stock photos and templates for social media posts (static, gif, video) and more. Students will be given resources to consider as part of the assignment instructions.

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

Exams and Quizzes: 44%

The course includes two midterm exams and a final exam, each worth 10% of your final grade. Weekly quizzes will comprise 14% of your grade. All exams and quizzes will consist of multiple choice and short essay questions via Carmen. Exams and quizzes will be take-home and open-notes. While exams and quizzes are open-notes, it is expected that you and only you, will complete your exams and quizzes. Completing these assessments with others, or attempting to share questions with one another through different modes of electronic media, is considered cheating and not acceptable. In the event that a student cannot take the exam or quiz within the scheduled window of availability, the student must reach out to the instructor as soon as possible to arrange an alternative due date.

Assignments (44%) and Discussion Posts (12%): 56%

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Your written assignments, including discussion posts, must be your own original work. In formal assignments, you should follow AMA style to

cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

- Assignments, discussions, and quizzes are to be completed through Carmen Canvas on dates and times noted unless otherwise specified. Assignments, discussions, and quizzes turned in within 24 hours of the deadline will receive half credit. After 24 hours of the deadline, assignments will not be accepted except in instances of personal illness or death of a loved one. Assignments submitted via email will not be accepted.

Grading

The table below describes the weighting scheme for the course and how your final grade will be determined.

Assignment Category	Deadline	Points per Assignment	Total Points Possible	Percentage of Final Grade
Asynchronous Quizzes	Weekly, due Friday nights (10:00pm)	0.5	14	14%
Individual Assignments	Weekly, due Sunday nights	varies	44	44%
Weekly Discussion Boards	Weekly, due Friday nights	1	12	12%
Midterm 1	September 29, 2025, 10:00pm	10	10	10%
Midterm 2	November 7, 2025, 10:00pm	10	10	10%
Final Exam	December 12, 2025, 10:00pm	10	10	10%
Total Points in the Course			100	100%

Grading Scale

93–100: A	Outstanding work that reflects mastery of the material and ability to apply it critically and creatively
90–92.9: A-	Excellent work that reflects mastery of the material
87–89.9: B+	Good work that reflects mastery of most of the class material
83–86.9: B	Good work that reflects mastery of some of the class material
80–82.9: B-	Good work that reflects mastery of a few aspects of the class material
77–79.9: C+	Mediocre work that reflects familiarity with, but not mastery of the class material
73–76.9: C	Mediocre work that reflects familiarity with the class material
70–72.9: C-	Mediocre work that reflects little familiarity with class material

67–69.9: D+	Poor work that reflects familiarity with class material
60–66.9: D	Poor work that reflects little familiarity with class material
Below 60: E	Poor work that is not reflective of familiarity with class material

Class Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Talking through differences of opinion:** Public health is rife with high-stakes, controversial, and “hot button” topics. For online and in-person class discussions, please follow these guidelines (from the Center for Research on Learning and Teaching at University of Michigan):
 - **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, leave sufficient space to hear from others. If you tend to be quiet in group discussions, challenge yourself to contribute so others can learn from you.
 - **Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to others.
 - **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
 - **Understand that we are bound to make mistakes** in this space, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
 - **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
 - **Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
 - **Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
 - **Make an effort to get to know other students.** Introduce yourself to other students.
 - **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

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

Use of Generative AI: Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of generative artificial intelligence (GenAI) tools such as **Copilot, ChatGPT, or writers aids like Grammarly** are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's **Academic Integrity** policy and **Code of Student Conduct** because the work is not your own. 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**.

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](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.

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

Refer to CarmenCanvas course for up-to-date due dates.

Module 1: WHAT IS HEALTH PROMOTION?		
Upon completion of this module, you should be able to: - Describe the history and philosophical underpinnings of health promotion. - Describe the role of health promotion within the field of public health. - Define the basic terms associated with health promotion, including population health.		
Week 1 Aug 25- 31	Topics	Readings
	Introduction to Course	Kumar S, Preetha GS. 2012. Health promotion: An effective tool for global health. Indian J Community Med 37:5-12.
	Health Promotion Intro, Part 1	The Ottawa Charter (online – Please read these 5 sections: First Global Conference, Actions, Commitment, Call for Action, Emblem) http://www.who.int/healthpromotion/conferences/previous/ottawa/en/
		Tountas Y. 2009. The historical origins of the basic concepts of health promotion and education: the role of ancient Greek philosophy and medicine. Health Promotion International; 24(2): 185-192.
	Health Promotion Intro, Part 2	van Teijlingen, et. al. 2021. Understanding health education, health promotion and public health. Journal of Health Promotion; 9:1-7.
		DeSalvo, K. B., O'Carroll, P.,W., Koo, D., Auerbach, J. M., & Monroe, J. A. 2016. Public health 3.0: Time for an upgrade. American Journal of Public Health, 106(4), 621-622. doi:https://doi.org/10.2105/AJPH.2016.303063

Module 2: WHAT DETERMINES HEALTH AND WHY?		
Upon completion of this module, you should be able to: Describe how the social determinants of health, culture/bias and health literacy impact health behaviors, health outcomes and quality of life (complexity of health behavior) for populations, communities and self		
Week 2 Sept 1- 7	Topics	Readings
	Definitions and Determinants of Health	CDC. What are social determinants of health? https://health.gov/healthypeople/priority-areas/social-determinants-health (Please read descriptions for each of the 5 domains) YouTube Presentation: Community Wellbeing: Social Determinants of Health Dashboard (Ohio) https://www.youtube.com/watch?v=llngOrliV-E State of Ohio Community Wellbeing: Social Determinants of Health Dashboard [This is the actual link that will take you to the Dashboard] https://data.ohio.gov/wps/portal/gov/data/view/social-determinants-of-health Ferketich et al., (2019). Social determinants of health and their association with chronic disease and mental health among adults in

	Health Disparities: Why & How to Intervene	Ohio. Ohio Medicaid Assessment Survey. https://grc.osu.edu/sites/default/files/inline-files/SDH_2017OMAS.pdf Healthy People 2030: About Disparities Data https://odphp.health.gov/healthypeople/objectives-and-data/about-disparities-data Jones, C. (2000). Levels of racism: A theoretic framework and a gardener's tale. <i>American Journal of Public Health</i> 90(1), p. 1213-1215. Crear-Perry, J., Correa-de-Araujo, R., Lewis Johnson, T., McLemore, M. R., Neilson, E., & Wallace, M. (2020). Social and Structural Determinants of Health Inequities in Maternal Health. <i>Journal of Women's Health</i>, jwh.2020.8882. https://doi.org/10.1089/jwh.2020.8882 <u>OPTIONAL (if you are interested in more):</u> Lamb, M. 2021. <i>Health inequity by design: Waiting rooms and patient stress. Frontiers in Communication</i>. Sept 10, 2021. doi: 10.3389/fcomm.2021.667381 Allegories on race and racism. Camera Jones https://www.youtube.com/watch?v=GNhcY6fTyBM
Week 3 Sept 8-14 (Part 1 of 2)	Health Literacy; Social Protection Floors	Nutbeam D (2000) Health literacy as a public health goal: a challenge for contemporary health education and communication strategies into the 21st century. <i>Health Promotion International</i>; 15(3): 259-267. International Labour Organization: Social protection floor (including 4 Basic Social Security Guarantees) https://www.ilo.org/universal-social-protection-department/areas-work-social-protection-department/policy-development-and-applied-research/social-protection-floor

Module 3: HOW DO WE PLAN AND EVALUATE HEALTH PROMOTION?		
Upon completion of this module, you should be able to: • Upon completion of readings, classes and online activities in this module, you should be able to: • Explain how health promotion needs are identified (assessment) and the utility of the socio-ecological framework • Describe frameworks for program planning & evaluation • Explore public health problems and suggest practical solutions		
Week 3 Sept 8-14 (Part 2 of 2)	Topics	Readings
	Health Promotion Planning Cycle (HPPC)	"Chapter 1 Health Promotion and Public Health, Section: Health Promotion Planning Process" in John Hubley & June Copeman, <i>Practical Health Promotion</i>, 2nd edition (2013). Health Education, Advocacy and Community Mobilization Module: 12. Planning Health Education Programmes: 1. OpenLearnWorks, The Open University. (download Session 12)

		http://www.open.edu/openlearnworks/mod/oucontent/view.php?id=170#downloads
Week 4 Sept 15-21	HPPC: Needs Assessment HPPC: Strategies for Health Promotion: The Socio-ecologic Model & The Spectrum of Prevention	Association for Community Health Improvement. (2017). Community Health Assessment Toolkit. Accessed at https://www.healthycommunities.org/resources/community-health-assessment-toolkit. Background, Step 3: Define the Community, and Step 4: Collect and Analyze the Data ONLY. West, et. al. (2022). An opioid and substance use disorder needs assessment study for American Indian and Alaska Native youth in California. Psych of Addictive Behaviors, 36(5): 429 - 439. Theory at a glance: A guide for health promotion practice, 2nd ed. (2005) U.S. Department of Health and Human Services, National Institutes of Health., National Cancer Institute. (Rimer and Glanz). The Ecological Perspective: A Multilevel, Interactive Approach: pages 10 – 12 only. Cohen & Swift (1999) The spectrum of prevention: developing a comprehensive approach to injury prevention. Injury Prevention 5, 203-207. Dills, Fowler, Payne. (November 2016) Sexual Violence on Campus: Strategies for Prevention. Centers for Disease Control and Prevention. 1-18. https://www.cdc.gov/sexual-violence/communication-resources/campusv-prevention.pdf?CDC_AAref_Val=https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf
Week 5 Sept 22-28	HPPC: Evaluation Program Planning Frameworks (REAIM)	“Developing Program Goals and Measurable Objectives” from Salabarría-Peña, Y, Apt, B.S., Walsh, C.M. Practical Use of Program Evaluation among Sexually Transmitted Disease (STD) Programs, Atlanta (GA): Centers for Disease Control and Prevention; 2007. “Types of Evaluation” from Salabarría-Peña, Y, Apt, B.S., Walsh, C.M. Practical Use of Program Evaluation among Sexually Transmitted Disease (STD) Programs, Atlanta (GA): Centers for Disease Control and Prevention; 2007. Hughes R, Black C, Kennedy NP. Public Health Nutrition Intervention Management: impact and Outcome Evaluation. JobNut Project, Trinity College Dublin. 2008. P 5 – 6 ONLY Glasgow R, Bogt T, Boles S. 1999. Evaluating the public health impact of health promotion interventions: The RE-AIM Framework. Am J of Public Health; 89(9): 1322-1327. RE-AIM Planning Tool http://www.re-aim.org/wp-content/uploads/2016/09/planningtool.pdf Li et al. 2007. Translation of an effective Tai Chi intervention into a community-based falls prevention program. Am J of Public Health; 98(7):

Module 4: WHAT THEORIES AND PERSPECTIVES GUIDE HEALTH PROMOTION? Upon completion of readings, classes and online activities this module, you should be able to: - Describe basic behavior change theories and their use in health promotion planning, implementation and assessment - Apply theoretical constructs to behavior change efforts		
Week	Topics	Readings
Week 6 Sept 29-Oct 5	Intro to Theory; the Health Belief Model (Intrapersonal)	Theory at a glance: A guide for health promotion practice, 2nd ed. (2005) U.S. Department of Health and Human Services, National Institutes of Health., National Cancer Institute. (Rimer and Glanz). Part 1: Foundations of Applying Theory in Health Promotion Practice: pages 3 – 7 and 12-14 only. https://sbccimplementationkits.org/demandrmnch/ikitresources/theory-at-a-glance-a-guide-for-health-promotion-practice-second-edition/ Tavafian S (2009) Prediction of breast self-examination in a sample of Iranian women: an application of the Health Belief Model. BMC Women's Health; 9 (37). http://www.biomedcentral.com/1472-6874/9/37 (Note: Article 1 for Assignment 5)
	Stages of Change; The Transtheoretical Model (Intrapersonal)	Theory at a glance: A guide for health promotion practice, 2nd ed. (2005) U.S. Department of Health and Human Services, National Institutes of Health., National Cancer Institute. (Rimer and Glanz). Stages of Change (Transtheoretical Model): pages 15 – 16 only. Prochaska et al. 2004. Multiple risk expert systems interventions: impact of simultaneous stage-matched expert system interventions for smoking, high-fat diet, and sun exposure in a population of parents. Health Psychol. 2004 Sep;23(5):503-16. doi: 10.1037/0278-6133.23.5.503. PMID: 15367070.
Week 7 Oct 6-12	Social Cognitive Theory & Social Context in Theory (Interpersonal)	Theory at a glance: A guide for health promotion practice, 2nd ed. (2005) U.S. Department of Health and Human Services, National Institutes of Health., National Cancer Institute. (Rimer and Glanz). Interpersonal Level, including Social Cognitive Theory: pages 19 – 21 only. Branscum P, Kaye G. (2009) An evaluation of a theory based childhood overweight prevention curriculum. Californian Journal of Health Promotion; Vol 7: 1 - 6. Burke NJ Joseph G, Pasick RJ, Barker JC. Theorizing social context: rethinking behavioral theory. Health Educ Behav 2009;36:55S-70S.

	Behavioral Economics (Intra/Interpersonal)	Thorndike et al. (2012). A 2-phase labeling and choice architecture intervention to improve healthy food and beverage choices. <i>AJPH</i>, 102; 527-533. Matjasko JL, Cawley J, Baker-Goering MM, Yokum DV. Applying Behavioral Economics to Public Health Policy: Illustrative Examples and Promising Directions. <i>Am J Prev Med</i> 2016;50(5S1):S13– S19.
Week 8 Oct 13-19	Community Organizing (Community) Social Marketing (Community)	Theory at a glance: A guide for health promotion practice, 2nd ed. (2005) U.S. Department of Health and Human Services, National Institutes of Health., National Cancer Institute. (Rimer and Glanz). & Community Level, including Community Organizing and Other Participatory Models: pages 22 – 26 only. Parker et. al. (2010) Community organizing network for environmental health: using a community health development approach to increase community capacity around reduction of environmental triggers. <i>J Prim Prev</i>; April 31(1-2): 41–58. doi:10.1007/s10935-010-0207-7. Theory at a glance: A guide for health promotion practice, 2nd ed. (2005) U.S. Department of Health and Human Services, National Institutes of Health., National Cancer Institute. (Rimer and Glanz). Social Marketing: pages 36 – 39 only. http://sbccimplementationkits.org/demandrmnch/ikitresources/theory-at-a-glance-a-guide-forhealth-promotion-practice-second-edition/ Grier S, Bryant C. (2005) Social marketing in public health. <i>Annu. Rev. Public Health</i>. 26:319–39 doi: 10.1146/annurev.publhealth.26.021304.144610

Module 5: WHAT SPECIFIC METHODS CAN WE USE? Upon completion of readings, classes and online activities this module, you should be able to: - Identify methods used in health promotion - Develop a program plan & Op Ed aimed at addressing a contemporary community health problem		
Week 9 Oct 20-26	Topics	Readings
	Public Health Values & Communication Skills	American Public Health Association. (2019). Public Health Code of Ethics. Washington, DC. https://www.apha.org/getcontentasset/43d5fdee-4ccd-427d-90db-b1d585c880b0/7ca0dc9d-611d-46e2-9fd3-26a4c03ddcbb/code_of_ethics.pdf?language=en ‘Fernandez L. Running an effective task group: the five C’s. The new Social Worker. http://www.socialworker.com/feature-articles/practice/Running_An_Effective_Task_Group%3A_The_Five_C/

	Health Impact Pyramid/ Individuals & Groups	Frieden TR. A framework for public health action: The health impact pyramid. Am J Pub Health. 2010;100:590-595. Rose G. Sick individuals and sick populations. Int J Epi. 2001;30:427-432.
Week 10 Oct 27- Nov 2	Advocacy/ Law Electronic & Mass Media	Chapman S. (2004) Advocacy for public health: a primer. J Epidemiol Community Health; 58:361-365. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1732774/pdf/v058p00361.pdf Stuckler D, Nestle M. (2012) Big food, food systems, and global health PLoS Med 9(6): e1001242. Doi:10.1371/journal.pmed.1001242. http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1001242#s2 Ashe M et. al. (2007) Local venues for change: legal strategies for healthy environments. J of Law, Medicine, & Ethics; 138 – 147. Webb, Joseph, Yardley, Michie. Using the Internet to Promote Health Behavior Change: A Systematic Review and Meta-analysis of the Impact of Theoretical Basis, Use of Behavior Change Techniques, and Mode of Delivery on Efficacy. (2010 Jan-Mar) Journal of Medical Internet Research 12 (1): e4. Berkeley Media Studies Group. Making the case for prevention – basic messages for health departments. http://www.bmsg.org/node/674

Module 6: SETTINGS...WHERE WILL WE DO THIS? Upon completion of readings, classes and online activities this module, you should be able to: - Identify settings in which health promotion programs are implemented - Explore public health problems and suggest practical solutions		
Week 11 Nov 3-9	Topics	Readings
	Communities	World Health Organization. Introduction to Healthy Settings. https://www.who.int/teams/health-promotion/enhanced-wellbeing/healthy-settings Luque J, Ross L, Gwede C. (2013) Qualitative systematic review of barber-administered health education, promotion, screening and outreach programs in African-American communities. J Community Health. DOI 10.1007/s10900-013-9744-3

	Schools	Hodder R et. al. (2011) A school-based resilience intervention to decrease tobacco, alcohol and marijuana use in high school students. BMJ: 11: 1 – 10. Centers for Disease Control and Prevention (2009) School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services; https://files.eric.ed.gov/fulltext/ED511993.pdf
Week 12 Nov 10-16	Workplace Health Facilities	Gazmararian J et. al. 2013 A randomized prospective trial of a worksite intervention program to increase physical activity. Am J Health Promotion: 28(1): 32-40. Groene, Garcia-Barbero. 2005. Health Promotion in Hospitals: Evidence and Quality Management. Copenhagen, Denmark: WHO Europe. Annex 3: Standards for Health Promotion in Hospitals: pages 112-119 only.

Module 7: THE PRACTICE OF HEALTH PROMOTION Upon completion of readings, classes and online activities this module, you should be able to:		
Describe the roles and responsibilities of a health educator and community health worker		
Week	Topics	Readings
Week 13 Nov 17-23	Health Educators / Community Health Workers	National Commission for Health Education Credentialing (Certified Health Education Specialist (CHES)). (Read Health Education Credentialing, including Health Education Profession, Responsibilities & Competencies, and Code of Ethics. Exams, including CHES Overview.) https://www.nchec.org/professional-standards U.S. Department of Labor, 21-1091 Health Educators, Occupational Employment and Wages, May 2023. Bureau of Labor Statistics. Occupational Employment Statistics. http://www.bls.gov/oes/current/oes211091.htm U.S. Department of Labor, Occupational Outlook Handbook, Health Educators and Community Health Workers. (Read Summary, What They Do, Work Environment, How to Become One, Pay, Job Outlook, State & Area Data, Similar Occupations, and More Info) Bureau of Labor Statistics. http://www.bls.gov/ooh/community-and-social-service/health-educators.htm The Society for Public Health Education (SOPHE) (Read About & Advocacy Tabs) http://www.sophe.org/ Gutierrez Kapheim M and Campbell J. Best Practice Guidelines for Implementing and Evaluating Community Health Worker Programs in Health Care Settings. Chicago, IL: Sinai Urban Health Institute, January 2014. (Introduction, pps. 1 – 14 only) Hunter JB, de Zapien JG, Papenfuss M, Fernandez ML, Meister J, Giuliano AR. August 2004. "The impact of a promotora on increasing routine chronic

		disease prevention among women aged 40 and older at the U.S.-Mexico border". Health Education & Behavior. 31 (4 Suppl): 18S–28S
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Week 14 Nov 24-30	Thanksgiving break
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Module 7: THE PRACTICE OF HEALTH PROMOTION Upon completion of readings, classes and online activities this module, you should be able to: Understand professional expectations for health promotion practice		
Week	Topics	Readings
15 Dec 1-7	Career and professional development Final Exam Preparation	Are College Graduates "Career Ready"? https://www.naceweb.org/career-readiness/competencies/are-college-graduates-career-ready/ The Four Career Competencies Employers Value Most https://www.naceweb.org/career-readiness/competencies/08171683-c29a-4c11-a42b-07473593f9ef Read materials found on this page: https://cph.osu.edu/students/careers/career-development Buckeye Careers (Look at offering included in the section 'Our Services') https://careers.osu.edu/ Undergraduate Curriculum Guides https://cph.osu.edu/students/undergraduate/curriculum-guides (MAJOR: Public Health Sociology Specialization Curriculum Guide and Four-Year Plan; Environmental Public Health Specialization Curriculum Guide and Four-Year Plan; Global Public Health Minor Curriculum Guide; Epidemiology Minor Curriculum Guide) Review course material

Alignment of Competencies with Assessments

The following chart demonstrates how course topics are aligned with 1) course learning objectives, 2) BSPH program competencies (foundational and specialization), 3) CEPH foundational domains and cross cutting concepts; and 4) evaluation activities conducted to assess course learning objectives (and aligned competencies, domains & cross cutting concepts).

BSPH Foundational (Core) Competencies

1. Summarize the historic milestones in public health which have influenced current roles and responsibilities of current public health agencies, organizations, and systems.
2. Compare and contrast types of major domestic and international public health issues, including sources/causes of infectious/chronic diseases, transmission, risk factors, morbidity, and mortality.
3. Discuss various approaches/strategies for identification, response, and intervention to address and attempt to resolve common public health issues.
4. Identify genetic, social, political, cultural, behavioral, socioeconomic, demographic, and ethical factors and relationships to domestic and international public health issues and determinants of health.
5. Apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration/policy; health behavior/promotion) to domestic and international population health issues.
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate and synthesize public health information.

BSPH – Public Health Sociology Specialization Competencies

1. Employ specific sociological theories, both classical and contemporary, to explain the unequal distribution of health among different subpopulations in the United States and throughout the world. Identify how these theories can extend our knowledge of disease processes and prevention and intervention opportunities beyond typical public health perspectives.
3. Illustrate how sociological perspectives of stratification - particularly along the lines of race, class, and gender – expand typical public health perceptions and approaches
4. Identify social and public policies that differentially affect the unequal distribution of health in society as well as the social process that led to their creation and keep them in place.

CEPH Foundational Domains

1. The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
2. 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
3. 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
4. The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
5. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
6. The fundamental concepts and features of project implementation, including planning, assessment, and evaluation



9. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

CEPH Cross Cutting Concepts

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
5. Ethical decision making as related to self and society
6. Independent work and a personal work ethic
7. Networking
9. Professionalism
13. Teamwork and leadership



Alignment of Course Topics						
<i>Topics</i>	<i>Course Learning Objective(s)</i>	<i>Foundational (Core) Competencies</i>	<i>Specialization Competencies</i>	<i>CEPH Foundational Competencies</i>	<i>CEPH Cross Cutting Concepts</i>	<i>Student Evaluation Activity of Assessment (A = Assignment)</i>
Evolution of Health Promotion	1	1		1,2,3	6	Midterm Exam
Health Promotion Intro	2	1,3,5		1,2,3	6	Midterm Exam
Health Promotion Intro	3	1,3,5		1,2,3	6	Midterm Exam A#1: Behavior Change Goal
Determinants of Health/ Social Determinants of Health	4	4	PHS 1,3	4,5	3,4,6	Midterm Exam A#2: Social Determinants of Health Assessment
Health Disparities & Where/When to Intervene	4	4	PHS 1,3,4	4,5	3,4,5,6	Midterm Exam, A#3: Self-Assessment of Anti Bias Behavior
Health literacy; social protection floors	4	4		5		Midterm Exam
Health Promotion Planning Cycle, including Community Health Assessment	5, 6	2,4,5,6,7		6	3,4,6	Mid-term Exam, A#4: HP 2020 Goal & Global Comparison
Socioecological Model & Health Promotion Planning	3,7	3		6		Mid-term Exam
Program Planning & Program Evaluation	3	2,3,5		2,4,6	3,4,6,13	Mid-term Exam, A#8: Planning Group Session for Community
What is Theory? Health Belief Model (<i>Intrapersonal</i>)	7,8	5,7		2,4,6	3,6	Mid-term Exam, A#5: Health Belief Model, Stages Of Change

Alignment of Course Topics						
Topics	Course Learning Objective(s)	Foundational (Core) Competencies	Specialization Competencies	CEPH Foundational Competencies	CEPH Cross Cutting Concepts	Student Evaluation Activity of Assessment (A = Assignment)
Stages of Change (<i>Intrapersonal</i>)	7,8	5,7		2,4,6	3,6	Mid-term Exam, A#5: Health Belief Model, Stages Of Change
Behavioral Economics (<i>Intra/ Interpersonal</i>)	7,8	5,7		2,4,6	3,6	Mid-term Exam, A#6: Behavioral Economics, Social Cognitive Theory: Examples & Application
Social Cognitive Theory (<i>Interpersonal</i>)	7,8	5,7		2,4,6	3,6	Mid-term Exam, A#6: Behavioral Economics, Social Cognitive Theory: Examples & Application
Community Organizing; Social Marketing (<i>Community</i>)	7,8	5,7		2,4,6	3,6	Mid-term Exam
Public Health Values, Communications Skills & Health Promotion Practice	9,10	3,5,6,7		9	1,2,3,4,5,6	Final Exam, A#7: Planning Group Session for Community
Health Impact Pyramid/Individuals & Groups	9,10	3,5		3	6	Final Exam
Advocacy/Law	9	3,5,6,7		3	6	Final Exam; A#9: Op Ed Article
Electronic & mass media	9	6		3	6	Final Exam A#13: Course Summary
Why consider 'settings?'	11	2,3,4,5,7		3	6	Final Exam

Alignment of Course Topics						
<i>Topics</i>	<i>Course Learning Objective(s)</i>	<i>Foundational (Core) Competencies</i>	<i>Specialization Competencies</i>	<i>CEPH Foundational Competencies</i>	<i>CEPH Cross Cutting Concepts</i>	<i>Student Evaluation Activity of Assessment (A = Assignment)</i>
Schools	11	3		3	6	Final Exam
Workplace	11	2,3,4,5,7		3	6	Final Exam
Health Facilities	11	3		3	6	Final Exam
Health Educators & Community Health Workers	12	7		3	3,4,6,7,8,9	Final Exam