



Syllabus
SPHG 721: Conceptualizing Public Health Solutions
2 Credits | Online

Course Description

This course is part of the new 12-credit, two-semester integrated core public health training program completed by all MPH and terminal MSPH students in the Gillings School of Global Public Health. More information about the new MPH core be found [here](#).

This 2-credit course builds on the knowledge you gained in SPHG 711, 712 and 713. In this course, we move from understanding and measuring health problems to understanding some ways that we address those problems. We explore how public health practitioners establish priorities for action, taking into account context and community as crucial factors that impact how practitioners conceptualize and subsequently plan, implement, evaluate, and disseminate information about public health programs and policies. We examine strategies for addressing public health problems at each level of the social-ecological framework, from understanding health systems in the United States and globally to considering organizational-, community-, and individual-level behavioral change solutions. We consider the distinctions between programs and policies. Finally, we look at other factors, including evaluation, sustainability, and dissemination, which help us to understand how and how well public health solutions have worked, how they can be scaled, and what we and others can learn from them in adding to the evidence base. Throughout, we will be discussing health equity as a fundamental goal of improving population health.

Prerequisites: SPHG 711, SPHG 712, SPHG 713

Lead Faculty

Dana Rice, Dr.PH
Assistant Professor
Public Health Leadership Program

Section Instructor

Your section instructor will provide their contact information in 2CH on the course wall.

Office Hours: Each section instructor will hold office hours each week. The day and time will be posted on the course wall no later than Week 1. Students can attend Office Hours by logging into the live classroom.

Course Website: <https://2ch.onlinemph.unc.edu>. Use your MPH@UNC login.

Course Format/Sessions

This course is a fully online course that is completed asynchronously and with live sessions through MPH@UNC. The course will run for 13 weeks straight, with one live online session per week. Each week there are readings, assignments, and asynchronous content, which is expected to be completed before the live online session. You are expected to log into the course at least 4 times a week to participate in discussions and complete tasks and assignments for that week. Live session dates and times for your section are available in 2CH.

Course Schedule

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For week-by-week course details, please see below, the Appendix, and the 2CH course site. Readings that are not freely accessible via direct link will be located in Course Reserves. All assignments and readings should be completed BEFORE the live session in each week.

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
1	Course introduction and overview Establishing public health priorities Public health priority setting	<p>Explain the importance of evidence-based approaches to addressing public health problems</p> <p>Understand how evidence may be useful at many points along the decision-making process— policy/program development, adoption, implementation, and evaluation</p> <p>Describe current public health priorities/goals</p> <p>Discuss how the goal/priority-setting process influences resource allocation and activities</p>	<p>Green, L. W. et al. (2006). Public health asks of systems science: To advance our evidence-based practice, can you help us get more practice-based evidence? <i>AJPH</i>, 96, 406–409.</p> <p>Kumanyika, S. et al. (2012). The L.E.A.D. framework: Using tools from evidence-based public health to address evidence needs for obesity prevention. <i>Preventing Chronic Disease</i>, 9.</p> <p><i>The Guardian</i>. (2015). Sustainable development goals: All you need to know.</p> <p>Buse, K., & Hawkes, S. (2015). Health in the sustainable development goals: Ready for a paradigm shift? <i>Globalization and Health</i>, 11(13), 1–8.</p> <p>Earle-Richardson, G., Scribani, M., et al. (2015). Community views and public health priority setting: How do health department priorities, community views and health indicator data compare? <i>Health Promotion Practice</i>, 16(1), 36–45.</p> <p>Leider et al. (2014). Budget- and priority-setting criteria at state health</p>	

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
			<p>agencies in times of austerity: a mixed-methods study. <i>AJPH</i>, 104(6), 1092–1099.</p> <p>(3:38-minute video) Preparing for the Next Decade: A 2020 Vision for Healthy People</p> <p>(Website) Healthy People 2020</p> <p>(Website) Healthy North Carolina 2020: A Better State of Health</p> <p>(4:13-minute video) Sustainable Development Goals Explained, 2015</p> <p>(Website) World Health Organization. Sustainable Development Goals</p> <p>(3:05-minute video) International Decision Support Initiative: How Does Priority-Setting Help Improve Health Systems Globally?</p>	
2	The social ecological framework	<p>Review the social-ecological framework</p> <p>Discuss how and why the social-ecological framework is important for conceptualizing public health solutions and achieving health equity</p>	<p>Review: The Gillings MPH Core Social Ecological Framework</p> <p>Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: coming of age. <i>Annual Review of Public Health</i>, 32, 381–398.</p> <p>Pearlin, L. I., Schieman, S., Fazio, E. M., & Meersman, S. C. (2005). Stress, health and life course: Some conceptual perspectives. <i>Journal of Health and Social Behavior</i>, 46, 205–219.</p>	

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
			<p>Robert Wood Johnson Foundation. A new way to talk about the social determinants of health. 2010.</p> <p>Read ONE of the following:</p> <ol style="list-style-type: none"> 1) Gettinger, J., Sturtevant-Gilliam, A., Marmon-Saxe, K., & Wilson, S. W. (2018). Buncombe County: One path toward a resilient community. <i>North Carolina Medical Journal</i>, 79(2), 104–107. 2) Browne, C. V., Mokuau, N., & Braun, K. L. (2009). Adversity and resiliency in the lives of native Hawaiian elders. <i>Social Work</i>, 54(3), 253–261. <p>Herrick, A. L., Egan, J. E., Counter, R. W., Friedman, M. R., & Stall, R. (2014). Raising sexual minority youths' health levels by incorporating resiliencies into health promotion efforts. <i>AJPH</i>, 104(2), 206–210.</p> <p>9:02-minute video) Health Inequalities—Social determinants of health film (Glasgow)</p> <p>(4:55-minute video) WHO/PAHO. What is the life course vision of public health?</p>	

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
3	<p><u>Context:</u> Structural racism, health inequities, cultural competence, and cultural humility</p>	<p>Discuss racism, structural bias, and social inequities and how they affect health outcomes</p> <p>Distinguish between cultural competence and cultural humility</p> <p>Learn strategies for applying cultural humility to research and practice</p>	<p>Jones, C. P. (2018). Toward the science and practice of anti-racism: Launching a national campaign against racism. <i>Ethnicity & Disease</i>, 28 (Suppl 1), 231–234.</p> <p>Braveman, P., & Gruskin, S. (2003). Defining equity in health. <i>Journal of Epidemiology and Community Health</i>, 57(4), 254–258.</p> <p>Bailey, Z. D., Krieger, N., Agéonor, M., Graves, J., Linos, N., & Bassett, M. T. (2017). Structural racism and health inequities in the USA: Evidence and interventions. <i>The Lancet</i>, 389(10077), 1453–1463.</p> <p>Betancourt, J. R., Green, A. R., Carrillo, J. E., & Ananeh-Firempong, O. (2003). Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. <i>Public Health Reports</i>, 118(4), 293–302.</p> <p>Mieszkowski, K. (2011, Dec. 24) The haves’ children are healthier than the have-nots’. <i>The New York Times</i>.</p> <p>7:12-minute video) Chavez, V. (2012). Cultural humility: People, principles and practices, Part 1 of 4</p> <p>(8:58-minute video) Chavez, V. (2012) Cultural humility: History, poetry, power and privilege, Part 2 of 4</p>	<p>Public health problem 24 hours before Week 3 Live Session</p>

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
			<p>(17:27-minute video) Williams, D.R. How racism makes us sick. TEDMED2016.</p>	
4	<p><u>Context:</u> Where is the community in conceptualizing public health solutions?</p>	<p>Describe how community assets and capacities affect health at different levels of social ecological framework.</p>	<p>MacQueen, K. M., McLellan, E., Metzger, D. S., Kegeles, S., Strauss, R. P., Scotti, R., . . . Trotter, R. T. (2001). What is community? An evidence-based definition for participatory public health. <i>AJPH, 91</i>(12), 1929–1938.</p> <p>Bopp, M., Fallon, E. A., Bolton, D. J., Kaczynski, A. T., Lukwago, S., & Brooks, A. (2012). Conducting a Hispanic health needs assessment in rural Kansas: Building the foundation for community action. <i>Evaluation and Program Planning, 35</i>(4), 453–460.</p> <p>ATSDR. <i>Principles of community engagement</i> (2nd ed.) Chapter 1. Community Engagement: Definitions and Organizing Concepts from the Literature, pp. 3–29.</p> <p>Work Group for Community Health and Development, University of Kansas. Community Toolbox. Chapter 1: Section 3. Our Model of Practice: Building Capacity for Community and System Change, and Chapter 1: Section 6. Some Core Principles, Assumptions, and Values to Guide the Work</p>	

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
5	<p><u>Health Systems:</u> What is a health system, and what does it do? What does it mean to take a systems perspective? U.S. health system overview</p>	<p>Identify the structures/organizations/components that comprise a health system and the functions carried out by/within each</p> <p>Understand and be able to apply the measures that are used to determine the effectiveness/efficiency of a health system</p> <p>Understand and apply a systems perspective to public health problems</p>	<p>World Bank. (2007). What is a health system? World Bank Strategy for HNP Results, Annex L.</p> <p>Atun, R. (2012). Health systems, systems thinking and innovation. <i>Health Policy and Planning</i>, 27(4), iv4–iv8.</p> <p>Leischow, S. J., Best, A., Trochim, W. M., Clark, P. I., Gallagher, R. S., Marcus, S. E., & Matthews, S. E. (2008). Systems thinking to improve the public's health. <i>American Journal of Preventive Medicine</i>, 35(20), S196–S203.</p>	
6	<p><u>Health Systems:</u> Public health in the United States Comparative health systems</p>	<p>Understand and be able to discuss the defining characteristics of the U.S. health system and the values that guide the actions of the U.S. health system</p> <p>Identify and discuss the public health functions that carry out public health goals</p> <p>Understand how the U.S. health system compares to other health systems globally, and be able to discuss major similarities and differences between the U.S. health system and other national health systems</p> <p>Understand how other countries' health systems are structured, what the goals of those systems are and how they perform the essential health system functions</p>	<p>Mays, G. et al. (2009). Public health delivery systems: evidence, uncertainty, and emerging research needs. <i>American Journal of Preventive Medicine</i>, 36(3), 256–265.</p> <p>APHA. (2015). The health system, the ACA, and how the public health fits in. Healthy Outlook: Public Health Resources for Systems Transformation Fact Sheet, 10–11.</p> <p>Vanderbilt, A. A., Dail, M. D., & Jaber, P. (2015). Reducing health disparities in underserved communities via interprofessional collaboration across health care professions. <i>Journal of Multidisciplinary Healthcare</i>, 8: 205–208.</p> <p>ASTHO profile of state public health. See full report and/or issue briefs:</p>	<p>International health system profile 24 hours before Week 6 Live Session</p>

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
			<p>state health agency structure and governance, workforce, finance, activities.</p> <p>Teles, S. M. (2013). Kludgeocracy in America. <i>National Affairs</i>, 17.</p> <p>Frieden, T. R. (2013). Government's role in protecting health and safety. <i>New England Journal of Medicine</i>, 368, 1857–1859.</p> <p>(7:35-minute video) Carroll, A., & Green, J. The healthcare system of the United States (Healthcare Triage series).</p> <p>Read in Preparation for Synchronous Session</p> <p>Institute of Medicine. (2013). Report brief: U.S. health in international perspective: shorter lives, poorer health.</p> <p>Roemer, M. I. (1993). National health systems throughout the world. <i>Annual Review of Public Health</i>, 14, 335–353.</p> <p>(Website) OECD health statistics.</p> <p>(Website) The Commonwealth Fund. Mirror, mirror 2017: International comparison reflects flaws and opportunities for better U.S. health care.</p>	

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
7	<p><u>Systems:</u> Policy—what is it, who makes it, and how is it made? I3P framework Public health ethics</p>	<p>Understand and be able to describe the policy process/policy cycle</p> <p>Understand the motivations of policy-makers</p> <p>Understand the different approaches to making policies that affect public health</p> <p>Understand the legal, ethical, and political constraints on policies that affect public health</p>	<p>Weible, C.M., Heikkila. T., deLeon, P., & Sabatier, P. A. (2012). Understanding and influencing the policy process. <i>Policy Sciences</i>, 45, 1–21. (This reading is fairly dense. Read it, but don't get bogged down in the memorizing various frameworks, etc.)</p> <p>Brownson, R. C., Chriqui, J. F., & Stamatakis, K. A. (2009). Understanding evidence-based public health policy. <i>AJPH</i>, 99, 1576–1583.</p> <p>Kass, N. E. (2004). Public health ethics from foundations and frameworks to justice and global public health. <i>The Journal of Law, Medicine & Ethics</i>, 32, 232–242.</p> <p>Public Health Leadership Society. (2002). Principles of the ethical practice of public health, version 2.2.</p>	
8	<p><u>Systems:</u> Policy—evidence-based, framing, and convincing people that your issue matters; activism and advocacy for systemic change</p>	<p>Understand how the evidence base is useful in identifying and describing problems and how the evidence can be framed in a variety of ways that affect how a public health problem is understood and prioritized</p> <p>Understand the importance of getting problems onto the agenda for policy action</p> <p>Recognize how framing is used to shape public and policy-maker opinion regarding public health issues</p>	<p>Gay and Lesbian Alliance Against Defamation and the Movement Advancement Project. (2008). The art and science of framing an issue. 1–13.</p> <p>Chapman, S. (2001). Advocacy in Public Health: Roles and Challenges. <i>International Journal of Epidemiology</i>, 30(6), 1226–1232.</p> <p>Matthews, G., Burris, S., Ledford, S.L., Gunderson, G., & Baker, E. L. (2017). Crafting richer public health messages for a turbulent political environment.</p>	

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
		<p>Understand the concept of “health in all policies”</p> <p>Understand the role of advocacy in public health</p> <p>Learn to apply strategies and tools used by public health advocates</p>	<p><i>Journal of Public Health Management & Practice</i>, 23(4), 420–423.</p> <p>Rudolph, L., Caplan, J., Ben-Moshe, K., & Dillon, L. (2013). Health in all policies: A guide for state and local governments. Washington, DC, and Oakland, CA: American Public Health Association and Public Health Institute. (Read only Section 1: Background, pp. 5–19.)</p> <p>Center for Lobbying in the Public Interest. Making a difference for your cause. (Peruse.)</p> <p>NACCHO. (2017). Building your advocacy toolbox: Advocacy vs. lobbying, 1–2.</p>	
9	<p><u>System-Level Strategies:</u> U.S. health reform Climate change</p>	<p>Understand how a major health policy initiative—the ACA—addressed health issues at the systemic/societal level and affected determinants and multiple levels of the SEF</p> <p>Understand some of the major provisions of the ACA</p> <p>Understand the different types of policies that can be used to address climate change through slowing the drivers and processes of climate change and by adapting to the changes that are already unavoidable</p> <p>Understand the health issues, including health equity, that are brought about by climate change</p>	<p>Obama, B. (2016). United States health care reform progress to date and next steps. <i>JAMA</i>, 316(5), 525–532.</p> <p>Lancet and University College London Institute for Global Health Commission. (2009) Managing the health effects of global climate change. <i>Lancet</i>, 373, 1693–1733. (Read executive summary; peruse rest of document.)</p> <p>Campbell-Lendrum, D., Corvalán, C., & Neira, M. (2007). Global climate change: Implications for international public health policy. <i>Bulletin of the World Health Organization</i>, 85(3), 161–244.</p>	

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
			<p>22:35-min podcast) Interview with Professor Jonathan Oberlander on health care policy in the United States over the past 100 years.</p> <p>(Website): National Resources Defense Council. Climate change and health.</p>	
10	<p>Leadership for organizational and community-level change</p> <p>Organization-level strategies: worksite health promotion</p> <p>Community-level strategies: partnerships and coalition building</p> <p>Community-level strategies: addressing health equity</p>	<p>Understand adaptive leadership and the attributes of an adaptive leader</p> <p>Identify effective approaches to stakeholder engagement, partnership, and coalition-building for community-level solutions</p> <p>Learn strategies for promoting health equity through programs and policies</p>	<p>Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. <i>Harvard Business Review</i>, 75(1), 124–134.</p> <p>Kouzes & Posner. The five practices of exemplary student leadership, 1–10.</p> <p>Wallerstein, N., & Duran, B. (2010). Community-based participatory research contributions to intervention research: The intersection of science and practice to improve health equity. <i>American Journal of Public Health</i>, 100(Suppl 1), S40–S46.</p> <p>Israel, B. A., Coombe, C. M., Cheezum, R. R., Schulz, A. J., McGranaghan, R. J., Lichtenstein, R., . . . Burris, A. (2010). Community-based participatory research: A capacity-building approach for policy advocacy aimed at eliminating health disparities. <i>American Journal of Public Health</i>, 100(11), 2094–2102.</p> <p>Gostin, L. O., Boufford, J. I., & Martinez, R. M. (2004). The future of the public’s health: Vision, values, and strategies. <i>Health Affairs</i>, 23(4), 96–107.</p>	

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
11	Interpersonal and individual-level solutions	<p>Describe the purpose of interpersonal and individual-level solutions</p> <p>Understand strategies for tailoring existing interventions to fit individual context</p> <p>Understand how to utilize social marketing strategies to promote health behaviors</p>	<p>Website) CDC. Division of Nutrition, Physical Activity, and Obesity. Health equity toolkit.</p> <p>Hawkins, R. P., Kreuter, M., Resnicow, K., Fishbein, M., & Dijkstra, A. (2008). Understanding tailoring in communicating about health. <i>Health Education Research</i>, 23(3), 454–466.</p> <p>Evans, W. D., Pattanayak, S. K., Young, S., Buszin, J. Rai, S., & Bihm, J. W. (2014). Social marketing of water and sanitation products: A systematic review of peer-reviewed literature. <i>Social Science & Medicine</i>, 110, 18–25.</p> <p>Latkin, C. A., & Knowlton, A. R. (2015). Social network assessments and interventions for health behavior change: A critical review. <i>Journal of Behavioral Medicine</i>, 41(3), 90–97.</p> <p>PAHO. (2011). Population and individual approaches to the prevention and management of diabetes and obesity. (Read to page 17.)</p>	Policy/Equity Assignment 24 hours before Week 11
12	Promoting accountability: evaluation and reporting Quality improvement	<p>Describe the reasons why evaluation is a critical component of effectively addressing public health issues</p> <p>Understand the major principles of quality improvement for public health</p> <p>Understand the Plan-Do-Study-Act model for quality improvement</p>	<p>UCONN Health, Early Childhood Personnel Center. (n.d.). An introduction to evaluation.</p> <p>American Psychological Association. (n.d.). Why evaluate?</p> <p>CDC. Types of evaluation.</p>	

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
			<p>American Public Health Association. (2012). Quality improvement in public health: It works.</p> <p>Livingood, W.G. et al. (2013). A quality improvement evaluation case study: Impact on public health outcomes and agency culture. <i>American Journal of Preventive Medicine</i>, 44(5), 445–452.</p> <p>AHRQ. Introduction to the national quality strategy.</p> <p>Ovretveit, J., Dolan-Branton, L., Marx, M., Reid, A., Reed, J., & Agins, B. (2018). Adapting improvements to context: When, why and how? <i>International Journal for Quality in Health Care</i>, 30(Suppl 1), 20–23.</p>	
13	<p>Sustainability and scalability: the whys and wherefores</p> <p>Communication and dissemination</p> <p>Perspectives from lives in public health</p>	<p>Understand the importance of sustainability for public health interventions and the forces and factors that promote or hinder sustainability</p> <p>Demonstrate the ability to communicate effectively and disseminate important public health information</p> <p>Understand the importance of disseminating evidence about what works, what doesn't work, and why</p>	<p>Brownson, R. C., Eyles, A. A., Harris, J. K., Moore, J. B., & Tabak, R. G. (2018). Getting the word out: New approaches for disseminating public health science. <i>Journal of Public Health Management & Practice</i>, 24(2), 102–111.</p> <p>Des Jarlais, D. C., Sloboda, Z., Friedman, S. R., Tempalski, B., McKnight, C., & Braine, N. (2006). Diffusion of the D.A.R.E. and syringe exchange programs. <i>American Journal of Public Health</i>, 96(8), 1354–1358.</p> <p>Whelan, J., Love, P., Pettman, T., Doyle, J., Booth, S., Smith, E., & Waters, E. (2014). Cochrane update: Predicting sustainability of</p>	<p>Public Health Advocacy Assignment</p> <p>End of Week 13</p>

Week	Topic	Learning Objectives	Readings Due	Assignment(s) Due
			<p>intervention effects in public health evidence: identifying key elements to provide guidance. <i>Journal of Public Health</i>, 36(2), 347–351.</p> <p>Community Tool Box. Planning for sustainability: Strategies for sustaining the initiative.</p> <p>Regidor, E., de la Fuente, L., Guitierrez-Fisac, J. L., de Mateo, S., Cruz, P., Sánchez-Payá, J., & Ronda, E. (2007). The role of the public health official in communicating public health information. <i>AJPH</i>, 97, S93–S97.</p> <p>Website) SAMHSA. (2016). Reporting your evaluation results.</p>	

Course Assignments and Assessments

This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see Appendix A.

Graded Assignments	Percent of Grade
Introduction to a Public Health Problem or Issue	10
International Health Systems Profile	25
Policy/Equity Assignment	35
Public Health Advocacy	25
Participation	5
TOTAL	100

Map of Competencies to Learning Objectives and Assessment Assignments

Below you will see the competency you will develop in this course, the learning objectives that comprise the competency, and the assignment in which you will practice demonstrating this competency.

Competency
MPH05. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
Learning Objectives that comprise the competency
<ol style="list-style-type: none"> 1. Identify the structures/ organizations/components that comprise a health system and the functions carried out by/within each. (5) 2. Understand and be able to discuss the defining characteristics of the U.S. health system and the values that guide the actions of the U.S. health system. (6) 3. Identify and discuss the public health functions that carry out public health goals. (6) 4. Understand how other countries' health systems are structured, what the goals of those systems are and how they perform the essential health system functions. (6) 5. Understand how the U.S. health system compares to other health systems globally, and be able to discuss major similarities and differences between the U.S. health system and other national health systems. (6)
Assessment Assignment for evidence of student attainment of competency
International health system profile and comparison assignment

Competency
MPH12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
Learning Objectives that comprise the competency
<ol style="list-style-type: none"> 1. Understand and be able to describe the policy process/policy cycle. (7) 2. Understand the motivations of policy-makers. (7) 3. Understand the different approaches to making policies that affect public health. (7) 4. Understand the legal, ethical and political constraints on policies that affect public health. (7) 5. Understand how the evidence base is useful in identifying and describing problems and how the evidence can be framed in a variety of ways that affect how a public health problem is understood and prioritized. (8) 6. Understand the importance of getting problems onto the agenda for policy action. (8)

7. Recognize how framing is used to shape public and policy-maker opinion regarding public health issues. (8)
8. Explain the importance of evidence-based approaches to addressing public health problems. (1)
9. Understand how evidence may be useful at many points along the decision-making process—policy/program development, adoption, implementation and evaluation. (1)
Assessment Assignment for evidence of student attainment of competency
Policy/Equity Assignment

Competency
MPH14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
Learning Objectives that comprise the competency
1. Recognize how framing is used to shape public and policy-maker opinion regarding public health issues. (8)
2. Understand the role of advocacy in public health. (8)
3. Learn to apply strategies and tools used by public health advocates. (8)
4. Understand how to utilize social marketing strategies to promote health behaviors. (11)
5. Demonstrate the ability to communicate effectively and disseminate important public health information. (13)
Assessment Assignment for evidence of student attainment of competency
Policy/Equity Assignment

Competency
MPH15. Evaluate policies for their impact on public health and health equity.
Learning Objectives that comprise the competency
1. Understand how a major health policy initiative—the ACA—addressed health issues at the systemic/societal level and affected determinants and multiple levels of the SEF. (9)
2. Understand some of the major provisions of the ACA. (9)
3. Understand the different types of policies that can be used to address climate change through slowing the drivers and processes of climate change and by adapting to the changes that are already unavoidable. (9)
4. Learn strategies for promoting health equity through programs and policies. (10)
5. Describe the reasons why evaluation is a critical component of effectively addressing public health issues and improving health equity. (12)
6. Understand the major principles of quality improvement for public health. (12)
7. Understand the Plan-Do-Study-Act model for quality improvement. (12)
8. Understand the importance of disseminating evidence about what works, what doesn't work and why. (13)
Assessment Assignment for evidence of student attainment of competency
Policy/Equity Assignment

Competency
MPH18. Select communication strategies for different audiences and sectors.
Learning Objectives that comprise the competency
<ol style="list-style-type: none">1. Recognize how framing is used to shape public and policy-maker opinion regarding public health issues. (8)2. Understand the role of advocacy in public health. (8)3. Identify effective approaches to stakeholder engagement, partnership and coalition-building for community-level solutions.4. Understand strategies for tailoring existing interventions to fit individual context.5. Understand how to utilize social marketing strategies to promote health behaviors. (11)6. Demonstrate the ability to communicate effectively and disseminate important public health information. (13)7. Understand the importance of disseminating evidence about what works, what doesn't work and why. (13)
Assessment Assignment for evidence of student attainment of competency
Public Health Advocacy Assignment

Appendix A: Assignment Descriptions

Assignment Descriptions

1. Assignment Introduction to a Public Health Problem or Issue (10%)

This 250-500-word paper should introduce the public health issue you want to focus on throughout the semester. It can be local, national, or international but should have a clear equity component to the problem.

The following should guide you in writing your paper:

- 1) You should choose a topic – a problem – that is currently policy relevant, meaning that it can be addressed through policy. It can be something that you've encountered in your work, or something else that is of interest. Focus on describing the issue or problem; *do not* discuss potential solutions.
- 2) Provide some basic details/statistics about the problem, sufficient to explain the problem to a general public health audience. Provide basic details and data about the problem or issue:
 - a) Whom does it affect and how does it affect them?
 - b) How and where is the problem/issue manifested?
 - c) What is the size and scope of the problem? (prevalence/incidence, severity of the effect, cost of the problem, etc.).
 - d) What are the factors that contribute to the problem?
 - e) Who are some of the key stakeholders who have an interest in the problem?
- 3) Many public health problems or issues exist in a variety of contexts. For purposes of this assignment, you may choose the context in which you wish to address the problem/issue. For instance, you may choose to address obesity in urban communities of color, in rural poor communities, in sub-Saharan Africa, or nationally across the US. You may choose to look at under-5 mortality in indigenous communities in South America, in the American South or in New York City. You might look at the issue of high insurance deductibles affecting access to care, the opioid crisis in Appalachia or whatever else captures your interest. ***This is an opportunity for you to explore a public health problem or issue that matters to you, so have at it!***
- 4) You may not use the same topic (or general interest area) as your team project. For instance, if your team project is on substance abuse, you may not choose the opioid crisis for this project.
- 5) There isn't a single correct format for this paper, but it should be structured so as to provide clear and concise information about the problem or issue you're addressing.

2. Assignment International Health Systems (25%)

Research your assigned country health system. Write a profile of the country's health system that addresses the following:

- 1) In table format, provide information comparing the following metrics for your country and the US:
 - a) Total annual expenditure on health
 - i) Percent of total annual expenditure that is public (government expenditure) and private (paid by users of care)
 - ii) Health expenditure as a % of GDP
 - iii) Health expenditure per capita
 - b) Life expectancy in the country.
 - c) Maternal, infant and <5 mortality rates.
 - d) Leading causes of disability, morbidity and mortality.
 - e) Any major health disparities noted for the country.
 - f) Any other specific facts about the system that you think are interesting/noteworthy.

- 2) In narrative format, answer the following questions:
 - a) How is the health system financed?
 - b) How does the health system deliver care?
 - c) Describe how public health services are provided.
- 3) What is/are the main challenges facing the country's health system.
- 4) Discuss 2-3 significant differences between the other system and the US health system.
- 5) Describe one aspect of this country's health system that you would like to see adopted in the US, and one aspect that you believe would not translate well into the US health system.

Sync Session: Be prepared to share with others who have your same country to compare your findings and answer the questions below. Then be prepared to present in your sync session what you've learned about the other country's health system and to discuss the questions below.

- 1) Compare the answers you have to the questions above. Are there any differences? Figure out where any differences arose and come to a common understanding.
- 2) If you did not know where you stood financially, would you rather have this health system or the one in the US?
- 3) If you/your partner were going to have a baby, would you rather have this health system or the one in the US?
- 4) If you had a rare and complex disease, would you rather have this health system or the one in the US?

3. Assignment Policy and Equity Assignment (35%)

Part I. Describing and framing your problem. 500 words or less. The first step to creating a solution for a problem is to be able to explain the problem in a way that will persuade others – often people who have no background in the issue – that the problem you want to address is, in fact, a problem in need of a solution. How you describe your problem affects how other people feel and think about your problem. Working with the public health problem you wrote about in the first assignment, think about how you might describe the problem to policy makers. How would you frame the problem to help a policy maker to see the problem through a specific lens? The aim of this assignment is to give you an opportunity to describe your public health problem to a policy maker audience using the principles set out in the readings and class lectures. Your job is to make the audience believe that your chosen public health problem is, indeed, a problem, and one that should be addressed through policy.

- 1) Identify what policy making body you intend to address. (This should be at a level appropriate to addressing the problem you describe. For instance, if you are describing a problem related to the built environment in a community, you would not address the problem to the US Congress. If you are describing a problem related to federal immigration policy, addressing the issue to the Chapel Hill Town Council is probably not the correct forum.) Explain something about that policy making body and why you chose this audience.
- 2) Describe your public health problem to that policy maker audience. Your aim should be for that audience to see the problem through your eyes, and to move them to want to act.
- 3) Caveats:
 - a) Don't dumb down the content. Phrase it in a way that makes sense to people who have no background in the science of the problem. P values, confidence intervals and terms like "incidence" have little (or no) meaning to most lay audiences.
 - b) Don't tell people how they should feel about the problem, use evidence to evoke interest and concern about the problem.

- c) Limit “verbal handwringing” (e.g., “this is a terrible problem”, “this situation is unacceptable”, etc.). Provide your audience with the information they need to draw these conclusions on their own.
- d) Do not get into the issue of how to address the problem, just describe the problem.
- e) Be conscious of the logical flow of your paper.

Part II. The Policy Process (No specific word limit; be clear and concise: Based on the policy-making level you selected in Part I of this assignment, describe the process you would need to undertake to get a policy put into effect. How can you use evidence to inform each step of the policy process you describe above?

Part III. Equity and Ethics: Identify a policy that has been enacted to address your identified public health problem (need not be in the same context or at the same level of policy), and identify one public health core value (from the 2019 Public Health Code of Ethics) that relates to the policy. Describe how this policy solution improves and/or worsens public health. Describe how the policy advances health equity and/or contributes to health inequity. (Considerations including but not limited to how policy affects various individuals and groups, intended and unintended consequences of the policy.)

4. Assignment Public Health Advocacy (25%)

How would you advocate for greater awareness of your chosen public health problem, and foster popular sentiment (among people who are affected by the issue, the community, policy makers, the public at large) to take action to address the problem.

- 1) In 250 words, write an op-ed to raise awareness about your chosen policy problem. Specify the newspaper or other periodical you would want your op-ed published in, and why. The periodical you select should be appropriate to your policy problem. (For example, an op-ed in the NY Times or Washington Examiner would might not be the best choice for an op-ed about a local public health problem in the rural Midwest or in Ouagadougou, Burkina Faso.)
- 2) Identify one specific, named individual (an actual person) who might have authority to approve your proposed solution (e.g., a state legislator, a member of your city council, a potential funder, a health minister, a district health director, US senator, chair of your local board of education). Provide the following:
 - a) Name, address, email, phone number of the individual.
 - b) One thing from the individual’s background/interests that would potentially lead that person to either favor or oppose your proposed solution, and how you would address that factor in your approach to the individual.
- 3) Identify one “opinion leader” (a non-political public figure – not necessarily a national or international media star ... but can be) whose alliance with your cause would raise its public profile, and describe what about this person makes you think they’d be interested in being tied to your issue and proposed solution.
- 4) Create (on paper, not in a real Twitter account) one hashtag and one tweet (</= 280 characters) associated with each hashtag for each of the following:
 - a) To raise awareness of your public health problem to the general public;
 - b) To advocate for policy action to an elected policy maker (tag at least one actual policy maker);
 - c) To support people who are affected by your public health problem.

5. Assignment Participation (5%)

Participation in the live sessions counts towards your final grade.

Appendix B: Technical Support, Grading & Expectations

Technical support

The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in 2CH, immediately do the following:

1. Contact MPH@UNC's technical support with the time you attempted to do your course action, what the course action was, and (if possible), a screenshot.
2. Email your instructor with the information you sent to technical support and what time you sent the information.

MPH@UNC provides technical support 24-hours per day, seven days per week. If you need computer help, please contact student support at 855-770-2159 or studentsupport@onlinemph.unc.edu. There is also online chat available in the bottom right corner of the 2CH learning management system.

If this course uses Course Reserves, the Peer Evaluation Tool, Voicethread, Poll Everywhere, or Ecree, visit <https://sph.unc.edu/iis/mphunc-support-for-students/> for access information and instructions.

Course Grading Scale(s)

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the Graded Assignments table.

	Description	Numeric Value
H	High Pass: Clear excellence	93-100
P	Pass: Entirely satisfactory graduate work	80-92
L	Low Pass: Inadequate graduate work	70-79
F	Fail	0-69

Instructor Expectations:

Discussion Forum

The instructor will be an active reader and will occasionally post throughout the semester. The group discussion forum will be moderated by the group members unless an issue is brought to the instructor's attention by a fellow group member.

Email

The instructor will typically respond to email within 48 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office.

Feedback

All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills.

Grading

Assignments will be graded no more than two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.

Honor Code

Instructors may report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions vary but may include receiving a zero for the assignment, failing the course and/or suspension from the university. See Additional Resources and Policies for additional information.

Inclusive Excellence

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the course schedule on the second page of the syllabus.

Telephone Messages

Email communication is preferred, and voice mails will not be returned.

Student Expectations:

Appropriate Use of Course Resources

The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Assignments

Submit all assignments through 2CH or assignment links located in the weekly modules, syllabus link, or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, please contact student support at 855-770-2159 or studentsupport@onlinemph.unc.edu. There is also online chat available in the bottom right corner of the 2CH learning management system.

Attendance/ Participation

Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify your instructor.

Communication

You are expected to follow common courtesy in all communication to include email, discussion forums, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions

You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

Discussion Forum

You are expected to participate in course Discussion Forums and/or assignments that require you to comment on other student responses or submissions. Often, you will be asked to respond to your fellow students' comments. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic. Go to <https://sph.unc.edu/iis/discussion-forum-participation-guidelines/> for additional information.

Email

All email correspondence between student/instructor and peer/peer will be conducted in a professional manner.

Honor Code

To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- Students may not use materials written for other courses, even if produced by the student themselves.
- For homework, students may verbally discuss approaches to the problems but each student should independently write up the answer and verify solutions.

See Additional Resources and Policies for additional information.

Inclusive Excellence

In this class, we practice the Gillings School's commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives Encourage and solicit feedback from students to continually improve inclusive practices.

Late Work

Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 10% reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. You must inform the instructor on the first week of class if you cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities.

Readings

Readings for a particular class should be completed before the weekly live session and before completing associated activities.

Appendix C: Additional Resources and Policies

Accessibility at UNC Chapel Hill

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Gillings School Diversity Statement

We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School's environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our [Diversity and Inclusion](#) webpages:

- Diversity and Inclusion:
<https://sph.unc.edu/resource-pages/diversity/>
- Minority Health Conference:
<http://minorityhealth.web.unc.edu/>
- National Health Equity Research Webcast:
<https://sph.unc.edu/mhp/nat-health-equity-research-webcast/>

Gillings School Office of Student Affairs

<https://sph.unc.edu/students/osa/>

Honor Code

As a student at UNC Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct (<https://studentconduct.unc.edu/>) or review the following resources:

- Honor System
<https://studentconduct.unc.edu/honor-system>
- Honor system module
<https://studentconduct.unc.edu/students/honor-system-module>
- UNC Library's plagiarism tutorial
<https://guides.lib.unc.edu/plagiarism>
- UNC Writing Center's handout on plagiarism
<https://writingcenter.unc.edu/tips-and-tools/plagiarism/>

Non-Discrimination Policies at UNC Chapel Hill

<https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/>

Ombuds

<https://ombuds.unc.edu/>

Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill

<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Title IX at UNC Chapel Hill

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), or the Gender Violence Services Coordinators (confidential) Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu to discuss your specific needs. Additional resources are available at safe.unc.edu.