Application for Registration of a New Program[1]

Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs.

This application should NOT be used for the following types of program proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel;
- Programs Preparing Licensed Professionals;
- Revisions to Existing Registered Programs; or
- Programs Leading to a credit-bearing Certificate or Advanced Certificate.

The application materials for those types of proposals can be found at:
http://www.highered.nysed.gov/ocue/aipr/register.html

Doctoral programs: please contact the Office of College and University Evaluation (OCUE).

Directions for submission of proposal:

1. Create a ***single*** PDF document that includes the following completed forms:

- Application for Registration of a New Program
- Master Plan Amendment Supplement and Abstract (if applicable)
- External Review of Certain Degree Programs and Response (if applicable)
- Application to Add the Distance Education Format to a New or Registered Programs (if applicable)
- CEO (or Designee) Approval Form

2. Create a separate PDF document for any required syllabi (see Task 3 for syllabi requirements.)

3. Attach the PDF documents to an e-mail.

4. Send e-mail to **OCUERevAdmin@mail.nysed.gov**

When submitting to the mailbox, include the following elements in the subject line of the e-mail: Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, New Program, Master of Science, English Literature

[1] CUNY and SUNY institutions: contact System Administration for proposal submission process.

Task 1: Institution and Program Information	
Institution Information	
Institution Name: Institution Code (6 digits): ***The name and code of the institution should reflect the information found on the Inventory of Registered Programs***	City University of New York (CUNY) Lehman College 332000
Institution Address:	250 Bedford Park Boulevard West
City:	Bronx
State/Country:	NY
Zip:	10468
Regents Regions:	9. NYC
Specify campus(s) of the institution where program is offered, if other than the main campus: ***The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs***	Lehman College
Specify any other additional campus(s) where the program is offered besides the ones selected above:	
If any courses will be offered off campus, indicate the location and number of courses and credits:	
If the program will be registered jointly with another institution, please provide the partner institution's name:	

Program Information for New Programs	
Program Title:	Bachelor of Public Health
Degree Award:	Bachelor of Science
HEGIS code:	1214.00
Number of Credits*:	54

* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

Option/Concentration Name: Geographic Information Science Credits: 15
Option/Concentration Name: Global Health Credits: 15
Option/Concentration Name: Credits:
Option/Concentration Name: Credits:

If program is part of a dual degree program, provide the following information:

Program Title:	
Degree Award:	
HEGIS code:	

Section III. Contact Information	
Name of contact person	
Title of contact person:	
Telephone	
Fax:	
Email:	

Task 2 - Proposed Program Information

Guidance for this task can be found by clicking here: Department Expectations: Admissions, Academic Support Services, Credit for Experience and Program Assessment and Improvement

Relevant Regulations for this task can be found by clicking here: Relevant Regulations for Task 2

a. Program format

Check all scheduling, format, and delivery features that apply to the proposed program. Unless otherwise specified below, it is assumed the proposed program may be completed through a full-time, day schedule. Format definitions can be found by clicking here: Format Definitions

☐	**Evening:** All requirements for the award must be offered during evening study.
☐	**Weekend:** All requirements for the award must be offered during weekend study.
☐	**Evening/Weekend:** All requirements for the award must be offered during a combination of evening and weekend study.
☐	**Day Addition:** For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the award can also be completed during traditional daytime study.
☐	**Not Full-Time:** The program cannot be completed on a full-time basis, e.g., an associate degree that cannot be completed within two academic years. Such programs are not eligible for TAP payments to students.
☐	**5-Year baccalaureate:** Indicates that because of the number of credits required, the program is approved as a 5-year program with five-year State student financial aid eligibility.
☐	**4.5 Year baccalaureate:** Indicates that because of the number of credits required, the program is approved as a 4.5-year program with 4.5-year State student financial aid eligibility.
X ☐	**Upper-Division:** A program comprising the final two years of a baccalaureate program. A student cannot enter such a program as a freshman. The admission level presumes prior completion of the equivalent of two years of college study and substantial prerequisites.
☐	**Independent Study:** A major portion of the requirements for the award must be offered through independent study rather than through traditional classes.
☐	**Cooperative:** The program requires alternating periods of study on campus and related work experience. The pattern may extend the length of the program beyond normal time expectations.
☐	**Distance Education:** 50% or more of the course requirements for the award can be completed through study delivered by distance education.
☐	**External:** All requirements for the award must be capable of completion through examination, without formal classroom study at the institution.
☐	**Accelerated:** The program is offered in an accelerated curricular pattern which provides for early completion. Semester hour requirements in Commissioner's Regulations for instruction and supplementary assignments apply.
☐	**Standard Addition:** For programs having Independent, Distance Education, External, OR Accelerated formats, indicates that all requirements for the award can also be completed in a standard, traditional format.
☐	**Bilingual:** Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.
☐	**Language Other Than English:** The program is taught in a language other than English.
☐	**Other Non-Standard Feature(s):** Please provide a detailed explanation.

b. Diploma Programs

If the program is credit bearing *and* will lead to a Diploma or Advanced Diploma, list the 5-digit program code of the registered degree program(s) to which the credits will apply:

c. Program Description and Purpose

1) Provide a brief description of the program as it will appear in the institution's catalog.

Answer: The Bachelor of Science in Public Health (BSPH) intends to prepare graduates with skills and competencies needed to advance population health in the New York City (NYC) region and to meet both national and global demands of current and emerging public health trends

2) List the educational and (if appropriate) career objectives of the program.

Answer: The BSPH will prepare students for either 1) entry-level jobs in the public health field, or 2) acceptance into an accredited MPH program.

3) How does the program relate to the institution's mission and/or master plan?

Answer: The proposed BSPH aligns with the mission of Lehman College by primarily serving students who live in the Bronx and surrounding region to provide undergraduate studies in the liberal arts and sciences within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

4) What is the documented need for this program?

Answer:

Needs of Students:

Despite the projected shortage of properly trained public health workers, and the fact that healthcare is the largest employer in the Bronx, Lehman undergraduate students do not currently have a choice to major in public health. As the only public liberal arts college in the Bronx, Lehman can provide affordable access to a BSPH. Meanwhile, students appear to increasingly recognize the value of such a degree, as attested to by the steadily increasing choice of a health science minor in public health.

Since most health data are spatially-related, there is an increasing need for public health students to have at least basic training in Geographic Information Science (GISc), including the creation of clear, informative maps and the ability to analyze spatially-related data. While the continued growth of GISc**Error! Reference source not found.** may be attributed in part to its many applications, public health professionals have embraced GISc as an essential tool. Therefore, knowledge and skills in GISc provide students with a clear competitive edge in the job marketplace, justifying the proposed GISc option. Lehman BSPH students who choose this option will benefit from full-time faculty in both the Department of Health Science and the Department of Earth, Environmental and Geospatial Sciences, who are nationally recognized for their applications of GISc for research and solutions in public health.

Recognition of global health issues has risen dramatically in recent years in response to emerging situations like disasters and conflicts requiring international relief, local health effects of global climate change and the threat of spreading infectious diseases like Ebola (to name but a few). Prioritization of global health issues is attested to by efforts devoted by national agencies like the US Department of Health and Human Services and international organizations like the World Health Organization**Error! Reference source not found.** and the United Nations. Many jobs created by these demands require training in public health with a focus on global health, as proposed for the Lehman BSPH.

A search of internet-based job postings reveals many jobs in the New York City region and beyond that require a 4-year Bachelor's degree in public health or a closely related field. Although many positions in global health would be in places like Washington DC, there are also many global health-related postings for bachelor-level positions located in New York City.

More "traditional" employers of public health workers include government agencies at all levels; however, the healthcare industry is increasingly incorporating public health principles in response to changing state and federal

legislation. Examples include the emphasis on preventive medicine, required community health needs assessments, etc.

Needs of College:
The existing MPH program at Lehman College will greatly benefit from a Lehman BSPH, which is expected to become the single greatest source of properly qualified MPH applicants. Lehman would be a natural place to continue graduate studies for the majority of students who live in the Bronx and vicinity, particularly since Lehman's MPH is tailored towards students with full-time jobs. This is in line with policy of the CUNY School of Public Health, which prioritizes increasing enrollment in the consortial campus' MPH programs. It is also a major priority of Chancellor Milliken, President Fernández and Dean Latimer to increase overall graduate enrollment.
A BSPH at Lehman College will enhance cross-disciplinary undergraduate training opportunities in the School of Health Sciences, Human Services and Nursing; where students will have opportunities to collaborate on projects with students in nursing, social work, speech language and others. This, in turn, is expected to increase beneficial college-wide initiatives like students interning in local communities, creation of a student public health club, the production of health fairs, a strengthened alumni association and subsequent job networks.

Needs of the University:
With its first CEPH accreditation in 2011, the CUNY School of Public Health is relatively new. It was created in response to the growing societal demands for a properly trained public health workforce, with urban health being central to its mission. Member campuses include the Graduate Center, which offers a Doctor of Public Health in various specialties, and three senior colleges (Lehman, Hunter and Brooklyn), which have established MPH degrees. A goal of this school is to create an educational continuum from community colleges through the senior colleges and the Graduate Center, which requires establishing public health options for undergraduates. This is in large part why Brooklyn College is developing a public health concentration within their Bachelor of Science in Health and Nutrition, and Lehman College is developing the BSPH major, both of which would complement Hunter's existing BS in Community Health.
The CUNY School of Public Health is currently preparing a self-study for the upcoming CEPH reaccreditation application in 2016. One significant goal of this process is to "harmonize" public health programs across the consortial campuses, and a BSPH at Lehman College is a key factor in achieving this goal.

Needs of the Community:
It is well known that the Bronx and upper Manhattan have some of the highest disease rates in the nation. Within New York State, Bronx County consistently ranks the absolute lowest with respect to both health factors and health outcomes, according to the County Rankings and Roadmaps project supported by the Robert Wood Johnson Foundation. However, many of these diseases are preventable, such as childhood asthma and adult obesity-related conditions.
Since most Lehman undergraduates live in the Bronx, where they intend to stay and work, a BSPH at Lehman is critical to help address the long-term overwhelming health needs of many Bronx communities. Along with basic public health competencies, graduates of this program will also provide technical skills that come with training in research methods and program planning and evaluation, etc.

Needs related to Economy:
Although public health is a much broader field, it is closely linked to health care and social assistance, which is a job sector the U.S. Bureau of Labor Statistics projects to grow at an annual rate of 2.6 percent, adding five million jobs between 2012 and 2022. This accounts for nearly one-third of the total projected national increase in jobs. Regionally, the New York State Department of Labor indicates that public health and related health care fields are among the fastest growing employment sectors in the New York City region.

Much of the increasing demand for healthcare is due to an aging "baby boom" generation and therefore many of these people are naturally retiring out of the workforce. However, the Bronx has a disproportionate amount of preventable disease among younger populations, thus impeding their productive ability while also increasing

demands for social services, all of which has a negative economic impact. Hospitals, health care provider networks and many non-profit community organizations in the Bronx strive to apply principles of public health to reduce this disproportionate disease burden, but these institutions require a properly trained public health workforce. Graduates of the Lehman BSPH will be specifically trained to meet this need.

Needs related to the Nation:
The US Health Resources and Services Administration, along with the Centers for Disease Control and Prevention, have been tasked in recent years with going beyond their traditional public health roles. A properly trained public health workforce is needed at the national level more than ever to help prevent, prepare for and respond to both natural disasters and terroristic events. Furthermore, the nation needs to be prepared for health impacts of globalization, such as preventing epidemics of deadly viruses like Ebola while controlling endemic viruses such as West Nile. As stated earlier, approximately 250,000 new public health workers will be needed nationally by the year 2020, while only 20% of the current workforce has formal training in public health.

5) Describe the role of faculty in the program's design.

Answer: This BSPH program has been developed by faculty of the Lehman College Department of Health Sciences. It was conceived of and developed by those faculty in the Public Health program, which currently offers a Master of Public Health as part of a greater CUNY School of Public Health (SPH). Faculty from all other programs in the Lehman Department of Health Sciences then reviewed and contributed, with a particular aim of preventing any potential conflicts with existing undergraduate programs. After approval within Lehman College, the proposal was then reviewed by the CUNY SPH curriculum committee and full faculty from the consortial campuses of Lehman, Hunter and Brooklyn Colleges.

6) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: An articulation agreement with Bronx Community College has been established.

7) What are the anticipated Year 1 *through* Year 5 enrollments?

Answer:

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Beginning as Sophomores	10	11	12	13	14
Beginning as upper-class	20	23	26	29	32
Sub-totals new students	30	34	38	42	46
Total majors	30	64	102	144	160*

* reflects graduation of first year cohort.

d. Admissions

1) List all *program* admission requirements (or note if identical to the institution's admission requirements).

Answer: Regular admission requirements for Lehman College apply. In order to declare a public health major, a minimum GPA of 3.0 is recommended (from Lehman or elsewhere).

2) Describe the process for evaluating exceptions to these requirements.

Answer: A minimum GPA of 3.0 is listed as "recommended" instead of required so that promising students whose GPA is less than 3.0 will not be automatically rejected.

3) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?

Answer: Given that approximately 80% of undergraduate students enrolled at Lehman College are Hispanic or Black/non Hispanic[Error! Reference source not found.] and that approximately 75% of the Lehman health science majors are female, it is almost certain that women and minority students will constitute the "majority" of public health majors

at Lehman College. Likewise, both Hostos Community College and Bronx Community College have high enrollments of minority students, and these schools are the main source of transfer students to Lehman.

e. Academic Support Services

Summarize the academic support services available to help students succeed in the program.
Answer: Aside from the Leonard Lief library, additional academic services at Lehman College include two tutoring centers. The Academic Center for Excellence provides appointment-based and drop-in tutoring in the humanities, social sciences and writing, as well as general writing skills. The Science Learning Centetr provides drop-in tutoring for natural and computer science courses. More information is found at http://www.lehman.edu/issp. Students opting for the GISc option will also have access to a state of the art GIS lab with tutors, which is established in the Department of Earth, Environmental and geospatial Sciences.

f. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.
Answer: Six required credits in the BSPH are devoted to a fieldwork course (proposed PHE 470) and a capstone course (proposed PHE 472).

g. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including the use of data to inform program improvement.

Answer: Program enrollment will be monitored annually to determine if the minimum expectation is being met for sustaining the program, while also monitoring for the need to expand faculty and other resources if enrollment exceeds expectation. Student surveys will also be administered at the end of each academic year to solicit feedback for continual improvement.

h. Transfer to Baccalaureate Programs

If the program will be **promoted as preparing students for transfer to a baccalaureate program**, provide a copy of an articulation agreement with at least one institution.

Not Applicable: X☐

Task 3 - Sample Program Schedule

NOTE: The sample program schedule is used to determine program eligibility for financial aid.

Guidance for this task can be found by clicking here: Department Expectations: Curriculum (including Internships, Financial Aid Considerations, and Liberal Arts and Sciences)

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 3

a). Complete **Table 1a** (for undergraduate programs) or **Table 1b** (for graduate programs).

b). If the program will be **offered through a nontraditional schedule**, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

Answer:

c). As required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

Answer:

d). For existing courses that are a part of the major, enter the **catalog description** of the courses:

Answer:

Required Core Courses

HEA 300: Introduction to Public Health. (3 credits, 3 hours) Science of community health. Prevention and control of disease, vital statistics, and current health problems.

HSD 269: Fundamentals of Biostatistics for Health Professionals. (3 credits, 3 hours) An introduction to biostatistics as used in health research. Emphasis on the application and interpretation of statistics in the context of health services, health education, and nutrition studies. PREREQ: MAT 132 or its equivalent, or demonstrated competence in database manipulation, spreadsheet calculations, and word processing.

HSD 306: Epidemiology. (3 credits, 3 hours) Basic principles and methods in epidemiology and their use in prevention and control of health problems in populations at risk. Impact of community health activities on individual and community responses to health and nutrition problems. Epidemiological approaches to health and nutritional care and their relationship to multicultural community health activities. PREREQ: HSD 266 and 269.

HEA 267: Human Behavior and Health. (3 credits, 3 hours) Psychological, social, and cultural determinants of health behavior, implications for educators in school and community settings, and conditions and phenomena that affect acceptance of health information. PREREQ: PSY 166, SOC 166, or Departmental permission.

HEA 301: Environmental Health. (3 credits, 3 hours) Description and analysis of causative agents of the major pollutants and their effects on man and society. PREREQ: Two courses in the natural sciences.

HSA 267: Management of Health Organizations. (3 credits, 3 hours) Fundamental concepts of management theory. Examination of the structure of health organizations and administrative processes, such as planning,

problem solving and decision making, and quality, and productivity improvement. Emphasis on the major issues and problem areas confronting health administrators.

HSD 266: The U.S. Healthcare Delivery System. (3 credits, 3 hours) Examination of the major issues in the organization and delivery of health and nutrition services. An overview of healthcare institutions, financing, management, and human resources.

HEA 400: Program Planning and Evaluation (3 credits, 3 hours) Identification and analysis of the processes of planning and evaluating health education and promotion programs. Examination of programs in schools, community health agencies, clinical facilities, and worksite/industrial settings. PREREQ: HEA 267 plus 2 HEA courses at the 300 level.

HSD 240: Nutrition and Health. (3 credits, 3 hours) Fundamental principles of normal nutrition, with an emphasis on health maintenance and disease prevention. Discussion of nutritional concerns through the life cycle and nutrition programs in health services. PREREQ: Distribution course in the natural sciences. No credit will be given for *DFN 140 if it is taken after HSD 240.

EXS 264: Physical Fitness and Exercise (3 credits, 3 hours) Nature and scope of the health-related aspects of physical fitness, emphasizing assessment, self-management skills, and the importance of a healthy lifestyle, as applied to individual and group fitness settings.

EXS 265: Behavioral Aspects of Physical Activity (3 credits, 3 hours) Conceptual and theoretical frameworks for understanding the behavioral component of physical activity and exercise, and for developing intervention strategies for enhancing physical activity and exercise behavior.

COMHE 304: Introduction to Health Communication Theory and Practice (3 credits, 3 hours) *[*At Hunter] An introduction to the field of health communication with a particular emphasis on theoretical constructs, case studies and U.S. and international practical models and applications; highlights the multidisciplinary and multifaceted nature of health communication and its contribution to the achievement of behavioral, social and organizational objectives as one of the keys to public health interventions. PREQUE: Permission of the instructor

ESC 475*: Community Change Model: Creating New Communities. (3credits, 4 hours: 2 hours, lecture; 2 hours, lab)* Examination, design, and implementation of the Community Change Model as a means to engage youth and adults in analyzing and addressing community problems and concern. Community surveys, interviews, and focus groups will be conducted. PREQUE: Permission of the instructor.

POL 343: International and Regional Organizations (3 credits, 3 hours) The United Nations' system and other global and regional organizations.

POL 339: Human Rights. (3 credits, 3 hours) Theories and practices of human rights and their historical development in the context of globalization. Impact of human rights on local and global social movements. Significance of human rights activism at home and abroad. PREQUE: Satisfactory completion of 45 college credits.

ENW 3070: Health and Science Writing. (3credits, 3 hours) Work-related writing in the social, natural, and health sciences, including nursing. Projects stress writing issues specific to the healthcare and scientific communities. (Spring) PREREQ: Departmental permission.

ENW 300: Business Writing. (3 credits, 3 hours) Work-related writing for B.B.A. and B.S. in Accounting majors. Focus on rhetorical issues and strategies for persuasion in business memoranda, documents, and presentations. Students prepare shorter writings, as well as a substantial formal report that incorporates data analysis and support for its conclusions and recommendations. PREREQ: ENG 121; Departmental permission.

ENW 304: Non-Profit Grant Writing. (3 credits, 3 hours) Conception, research, and composition of grants and other types of professional proposals for public sector, nonprofit, and non-governmental organizations and endeavors. Development of the skills in essay writing, news copy, and feature copy used to produce the

components of effective grant proposals. PREQUE: Departmental permission

ENW 333: *Marketing and PR Writing.* (3 credits, 3 hours) Mastering the appropriate formats needed to write in marketing and public relations fields. Formats studied include reports, news releases, talking points, and the various advertising and direct-marketing media generated by for-profit and non-profit organizations. PREQUE: Departmental permission.

ENW 335: Technical Writing. (3 credits, 3 hours). Generating texts that explain complex technological, scientific, economic, and other matters to experts and lay people clearly and with authority. Projects include how-to manuals, guides, FAQs, and reports. PREREQ: Departmental permission.

AAS 226: Community Organization. (3 credits, 3 hours). The structure of the inner city. Analysis of community needs and resources- health, housing, recreation, and neighborhood projects in urban areas. The organization of community action projects within a theoretical framework for understanding and applying models of community control.

HIN 269: Analysis and Action for Community Health. (3 credits, 3 hours) Health needs of families in the context of their communities. Introduction to epidemiological method and the principles of epidemiological investigation as tools for analyzing health needs. Issues of prevention, environmental health, special risk families, planned change, the concept of health teams, and the roles of health workers in the community are addressed. PREREQ: 30 college credits.

ANT 341: Medical Anthropology. (3 credits, 3 hours) Relationship of culture to disease: cross-cultural attitudes toward illness and the ailing, curative practices, and problems in the introduction of Western medical practices into peasant communities. The effects of culture on the state of health of the population.

Geographic Information Science

GEP 205: Principles of Geographic Information Science. (3 credits, 4 hours: 2 lecture; 2 lab)
The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. Also included is the use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment.

GEP 320: Population Geography. (3 credits, 3 hours - Hybrid)
The world's population in the context of geography and demography. The theoretical framework, defined by the fields of population geography and demography, will be studied and explored qualitatively and quantitatively and will be applied to public health issues. Data sources and acquisition, population metrics (growth, change distribution, and composition), population and food supply, mortality, fertility, and migration. Lab work will provide students with hands-on experience using GISc to explore demographic concepts.

GEP 310: Geography of Urban Health. (3 credits, 4 hours: 2 lecture; 2 lab) The course is a geographical examination of urban health. Topics include the historical perspective of health, place, and society; mapping and measuring health and health impacts; the social and spatial patterning of health; the geography of health inequalities and disparities; health and social/spatial mobility; and the effects of urban segregation, overcrowding, and poverty on disease. Geographic Information Science will be used in the laboratory exercises to illustrate the theoretical concepts and to produce worked examples of health geography.

GEH 240: Urban Geography. (3 credits, 3 hours) Addresses are the contribution of geographical concepts and methods to an understanding of contemporary and future urban problems. Emphasis placed on the ghetto and the urbanized region in post-industrial societies.

GEH 245: Introduction to Quantitative Methods of Geography. (3 credits, 3 hours) Emerging fields of geospatial statistics, applying quantitative techniques to real-world geographic problems. Concepts and application of exploratory spatial data analysis (ESDA), traditional statistics and geospatial statistics within various software packages, including GeoDa, ArcGIS, [R], and Excel.

GEH 232: Medical Geography. (3 credits, 3 hours)

This is an introduction to medical geography via a study of the way in which environments affect health and disease. Included is the study of the effect of the distribution of health facilities on community health and access to health services. PREREQ: GEH 101, or instructor's permission.

GEH 490: Honors in Geography. (4 credits, 3 hours) Individual research, including reading and—in some areas—laboratory or field investigations, to be carried out under the individual guidance of a staff member. The results must be embodied in an honors essay or other suitable presentation. PREREQ: Departmental permission.

GEP 204: Basic Mapping: Applications and Analysis. (3 credits, 4 hours: 2 lecture; 2 lab) The course offers an introduction to the world of maps—how to use, interpret, and analyze maps. History of cartography, map projections, scales, measurements, contour interpretations, thematic maps, charts and graphs, remote sensing, aerial photos, and geographic information systems.

GEP 321: Introduction to Remote Sensing. (3credits, 3 hours) Fundamentals of remote sensing: energy interactions between the sun, atmosphere, and features on the earth surface. Course content: structure of raster data, cell size, and both passive and active remote sensing; and spatial, spectral, radiometric and temporal resolution characteristics of different multi-spectral remotely sensed data using specialized image analysis software.

GEP 350: Special Projects in Geographic Information Systems. (3 credits, 3 hours) The course focuses on special topics in the use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The advanced use of computer mapping and spatial analysis for studying the physical and human components of the earth's environment.

GEP 360: Geovisualization and Analytic Cartography. (3credits, 3 hours) Creating maps using advanced Geographic Information Science (GISc) techniques. Focus on understanding cartographic conventions and principles of good cartographic design and analysis of complex spatial data through geovisualization methods. PREREQ: GEP 204, or GEP 205, or Departmental permission.

Global Health

HEA 302: *Women and Health (3 credits, 3 hours)* Physiological, psychological, political, and social determinants of the health and healthcare of women. PREREQ: Two courses in the behavioral sciences.

HEA 211: Perspectives on AIDS *(3 credits, 3 hours)* Examination of HIV/AIDS in the United States and the world, including biomedical aspects of HIV/AIDS, history of the epidemic, epidemiology, prevention, treatment, and policy issues.

HSA 350: Contemporary Health Issues (3 credits, 3 hours; *maximum 6 credits).* Recent topics of interest pertinent to the management and delivery of healthcare. Emphasis will be given to administrative, political, legislative, and legal dimensions of current health issues. PREREQ: HSD 266 and HSA 267.

HEA 348: Latino Health. *(3 credits, 3 hours)* An interdisciplinary perspective on the health of Latinos in the United States. Topics include health disparities, immigrant paradox, chronic disease, and current research on protective factors.

e). Syllabi:

For undergraduate programs, provide syllabi for all new courses **in the major**.
For graduate programs, provide syllabi for **all new courses**.

The expected components of a syllabus are listed in Department Expectations: Curriculum of the Guidance Document.

Note: Although it is required to submit syllabi for all new courses as noted, syllabi for ***all*** courses required for the proposed program should be available upon request.

Instructions for submitting syllabi:

All required syllabi must be included in a single, separate PDF document.

Table 1a: Undergraduate Program Schedule

- Indicate academic calendar type**: X** Semester ☐ Quarter ☐ Trimester ☐ Other (describe):

Example program schedule for a student in the GISc option.

Term: Fall 1		Credits per classification				Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
HEA 300	3	x	x	☐		HSD 306	3	x	x	☐	HSD 266 and 269
HSD 269	3	x	x	☐	MAT 132	HEA 267	3	x	x	☐	PSY 166 or SOC 166
HSD 266	3	x	x	☐		HSA 267	3	x	x	☐	
HEA 301	3	x	x	☐		ENW 3070	3	x	x	☐	
GEP 205	3	x	x	☐		GEP 320	3	x	x	☐	
Term credit total:	15	15	15			Term credit total:	15	15	15		
Term: Fall 2		**Credits per classification**				**Term: Spring 2**		**Credits per classification**			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
PHE 302	3		x	x☐	HEA 300 HSD 267 HSD 269 HSD 306	PHE 470	3		x	x☐	Required core courses
PHE 303	3		x	x☐	HEA 300 HSD 269 HSD 306	PHE 472	3		x	x☐	Required core courses
HEA 400	3		x	☐	HEA 267	GEH 245	3			☐	
GEP 350	3		x	☐		GEH 232	3			☐	GEH 101
Term credit total:	12		12			Term credit total:	12		6		

Program Totals:	Credits: 54	Liberal Arts & Sciences: 42	Major: 48	Elective & Other: 6

Cr: credits LAS: Liberal Arts and Sciences Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Example program schedule for a student in the Global Health option.

Term: Fall 1		Credits per classification				Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
HEA 300	3	x	x	☐		HSD 306	3	x	x	☐	HSD 266 and 269
HSD 269	3	x	x	☐	MAT 132	HEA 211	3	x	x		
HSD 266	3	x	x	☐		HSA 267	3	x	x	☐	
HEA 301	3	x	x	☐		ENW 3070	3	x		☐	
HEA 267	3	x	x	☐	PSY 166 or SOC 166	PHE 340	3		x	x☐	HSD 240
Term credit total:	15	15	15			Term credit total:	15	12	12		
Term: Fall 2		**Credits per classification**				**Term: Spring 2**		**Credits per classification**			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
PHE 302	3		x	x☐	HEA 300 HSD 267 HSD 269 HSD 306	PHE 470	3		x	x☐	Required core courses
PHE 303	3		x	x☐	HEA 300 HSD 269 HSD 306	PHE 472	3		x	x☐	Required core courses

PHE 304	**3**		**x**	☐	**PHE 302 CoReq**	**PHE 307**	**3**		**x**	**x**☐	**EVN 210 PHE 302 PHE 303**
HEA 400	**3**		**x**	☐	**HEA 267**	**HEA 348**	**3**	**x**	**x**	☐	
Term credit total:	**12**		**12**			**Term credit total:**	**12**	**3**	**6**		

Program Totals:	**Credits: 54**	**Liberal Arts & Sciences: 48**	**Major: 48**	**Elective & Other: 6**

Cr: credits LAS: Liberal Arts and Sciences Maj: major requirement New: new course Prerequisite(s): list prerequisite(s) for the noted courses

Table 1b: Graduate Program Schedule

- Indicate **academic calendar** type: ☐ Semester ☐ Quarter ☐ Trimester ☐ Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

Term:				**Term:**			
Course Number & Title	Credits	New	Prerequisite(s)	**Course Number & Title**	Credits	New	Prerequisite(s)
		☐				☐	
		☐				☐	
		☐				☐	
		☐				☐	
		☐				☐	
		☐				☐	
Term credit total:				Term credit total:			
Term:				**Term:**			
Course Number & Title	Credits	New	Prerequisite(s)	**Course Number & Title**	Credits	New	Prerequisite(s)
		☐				☐	
		☐				☐	
		☐				☐	
		☐				☐	
		☐				☐	
		☐				☐	
Term credit total:				Term credit total:			
Term:				**Term:**			
Course Number & Title	Credits	New	Prerequisite(s)	**Course Number & Title**	Credits	New	Prerequisite(s)
		☐				☐	
		☐				☐	
		☐				☐	
		☐				☐	
		☐				☐	
		☐				☐	
Term credit total:				Term credit total:			
Term:				**Term:**			

Course Number & Title	Credits	New	Prerequisite(s)		Course Number & Title	Credits	New	Prerequisite(s)
		☐					☐	
		☐					☐	
		☐					☐	
		☐					☐	
		☐					☐	
		☐					☐	
Term credit total:					Term credit total:			

Program Totals:	**Credits:**	Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:

New: indicate if new course **Prerequisite(s)**: list prerequisite(s) for the noted course

Task 4. Faculty

Guidance for this task can be found by clicking here: Department Expectations: Faculty

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 4

a) Complete the faculty tables that describe faculty (**Table 2 and Table 3**), and faculty to be hired (**Table 4**), as applicable. Faculty curricula vitae should be provided only by request.

b) What is the institution's definition of "full-time" faculty? Include the number of credits expected to be taught by full-time faculty per academic term.

Answer: 21

Table 2: Current Faculty, Full-Time

- Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. *Include and identify the Program Director.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.
Marilyn Aguirre-Molina, M.S., Ed.D., Professor	PHE 302: Social Determinants of Health (new); PHE 305: Community Based Participatory Research Methods (new); PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new)	Teachers College, Columbia University, EdD	Founding Executive Director of CUNY Institute of Health Equity; edited and authored several books on Latino Health; served as Senior Program Officer at the Robert Wood Johnson Foundation
Luisa Borrell, D.D.S., Ph.D., Professor	HSD 269: Fundamentals of Biostatistics; HSD 306: Epidemiology; PHE 303: Approaches to Public Health Research (new); PHE 304: Data Analysis and Translation for Application (new); PHE 471: Capstone Seminar (new)	University of Michigan, PhD	Served as Chair of Health Sciences Department, directed Columbia University's masters and doctoral program in epidemiology, authored more than 80 peer-reviewed articles

Glen Johnson, M.S., M.A, Ph.D., Associate Professor	HSD 269: Fundamentals of Biostatistics; PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new); PHE 307: Emergency Preparedness at the Community Level (new); GEH 245: Introduction to Quantitative Methods of Geography; GEP 360: Geovisualization and Analytic Cartography; PHE 472: GIS Capstone Seminar	Pennsylvania State University, PhD	Biostatistician for the New York State Department of Health and the Pennsylvania Department of Environmental Resources; Assistant Professor at the University at Albany School of Public Health; authored more than 35 peer-reviewed articles, chapters and a book
Andrew Maroko, M.Phil., Ph.D., Assistant Professor	GEH 240: Urban Geography; GEH 232: Medical Geography ; GEP 204: Basic Mapping: Applications and Analysis; GEP 310: Geography of Urban Health; GEP 321: Introduction to Remote Sensing; GEH 490: Honors in Geography; PHE 472: GIS Capstone Seminar	Graduate Center, CUNY, PhD	Serves as the Associate Director of the Urban GISc Lab at Lehman College, authored more than 20 peer-reviewed articles
Emma Tsui, M.PH., Ph.D., Assistant Professor	PHE 302: Social Determinants of Health (new); PHE 305: Community Based Participatory Research Methods (new); PHE 470: Applied/Field Experience (new); PHE 471 Capstone Seminar (new)	Johns Hopkins University, PhD	Serves as Campus Director for the Lehman College MPH Program, authored six peer-reviewed articles

Table 3: Current Faculty, Part-Time

Provide information on faculty members who are part-time at the institution and who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title/Rank at Institution (include and identify Program Director)	Program Courses which may be Taught	Highest and Other Applicable Earned Degrees and Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; professional experience in field, scholarly contributions, other academic affiliations.

Alma Idehen. M.S., Adjunct Lecturer	HEA 300: Introduction to Public Health	M.S.	
Claude Joseph, M.P.A, Adjunct Lecturer	HSD 269: Fundamentals of Biostatistics	M.P.A.	
Maria Baquero, M.P.H, Adjunct Lecturer	HSD 269: Fundamentals of Biostatistics	M.P.H.	
Steven Dewolf, M.A., Adjunct Lecturer	HSD 306: Epidemiology	M.A.	
Laurell Watson M.P.A., Adjunct Lecturer	HEA 267: Human Behavior and Health HSA 267: Management of Health Organizations HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Constance Garcia, M.A., Adjunct Lecturer	HSA 267: Management of Health Organizations	M.A.	
Lawrence Eitel, M.P.A., Adjunct Lecturer	HSA 267: Management of Health Organizations HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Hannah Shields, M.A., Adjunct Lecturer	HSD 266: The U.S. Health Care Delivery System	M.A.	
Noel Ruiz, M.P.A., Adjunct Lecturer	HSD 266: The U.S. Health Care Delivery System	M.P.A.	
Jesse Gonzalez, M.A, MCHES, Adjunct Lecturer	HEA 400: Program Planning and Evaluation	M.A, MCHES	

Table 4: Faculty to be Hired

- If faculty must be hired to teach in the proposed program, specify the title/rank of each new position, the number of new positions, full-time or part-time status, a listing of the expected course assignments for each position, and the expected hiring date.
- Position descriptions and/or announcements may also be submitted.
- Prior to offering the assigned courses, the Department must be notified that a faculty meeting the requirements has been hired.
- These proposed faculty should be reflected in Task 5, Table 5, New Resources

Full-time Faculty

Title/Rank of Position	# of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent of Time to Program	Expected Course Assignments	Expected Hiring Date (mm/dd/yyyy)
Assistant/Associate Professor (Program Director)	1	PhD or DPH, public health (community health, epidemiology, environmental health)	F/T	100%	Core courses and electives, depending on need and the faculty member's areas of expertise	Fall 2016

Part-time Faculty
None

Task 5. Financial Resources and Instructional Facilities

Guidance for this task can be found by clicking here: Department Expectations: Financial Resources and Instructional Facilities

Relevant Regulations for this task can be found by clicking here: Relevant Regulations for Task 5

a) Summarize the instructional facilities and equipment committed to ensure the success of the program.

Answer: Existing classrooms and e-services at Lehman College will apply to the BSPH program. For those opting for the GISc option, the GISc Lab in Gillet Hall will be available for classes and student use during open lab hours. This lab contains 24 Dell workstations networked to a server, where all necessary software is pre-installed and updated as needed by a full-time lab manager who is devoted to the GISc lab. Non GISc classes requiring a computer lab will be conducted in Carmen Hall where Lehman's IT center is based.

b) Complete the new resources table (**Table 5**).

Not Applicable: X☐

Table 5: New Resources

List the costs of the **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3
Personnel			
Library			
Equipment			
Laboratories			
Supplies & Expenses (Other Than Personal Service)			
Capital Expenditures			
Other			
Total all			

Task 6. Library Resources

Guidance for this task can be found by clicking here: Department Expectations: Library Resources

Relevant regulations for this task can be found by clicking here: Relevant Regulations for Task 6

a) Summarize the analysis of library resources *for this program* by the collection librarian and program faculty. Include an **assessment of existing library resources** and their accessibility to students.

Answer: The Leonard Lief Library at Lehman College is a full service library as expected at a senior CUNY college. See http://www.lehman.cuny.edu/library/ for details.

The library's mission statement:
"Books and technology, print and electronic documents, databases, Special Collections, and multimedia are the various formats of the 21st century academic library. Providing both physical and virtual space, websites and Group Study Rooms are some of the challenges in operating a Library round-the-clock, in a 24/7 digital environment.

We are proud of our light-filled building, and committed to outstanding user services. Ultimately, the strongest feature of our Library is our faculty and staff, who always seek ways to serve you better."

b) Describe the institution's response to identified needs and its plan for library development.

Answer:

LEHMAN COLLEGE
Department of Health Sciences
Bachelor in Public Health
CUNY School of Public Health
(Semester)

Faculty:
Office hours:
Office:

COURSE SYLLABUS

PHE 302: Social Determinants of Health

3 credits
Course Prerequisites: HEA 300, HSD 267, HSD 269, HDS 306

Course Description

The purpose of this course is to provide an introduction to the social factors/determinants that influence health. Theoretical and methodological approaches to the study of social determinants will be discussed from a social ecological perspective. Social determinants will include race, class, education, family, neighborhood, media, global influences, immigration, and gender.

Course Objectives

At the completion of this course students will be able to:

1. Discuss the various theoretical approaches to the study of social determinants of health
2. Describe the methodological approaches to the study of social determinants of health
3. Recognize the important role social determinants play in the health of individuals and society
4. Describe and critique the literature on several social determinants of health and their relationship to health outcomes
5. Critically evaluate evidence for social determinants of health and identify gaps in the current knowledge base

Assigned Readings

Principles and Basic Concepts of Equity and Health. Division of Health and Human Development, PAHOWHO, 1999
http://www.paho.org/english/hdp/hdd/pahowho.pdf

Other assigned readings are provided on Blackboard.

Course Structure:

Class Attendance and Participation

Class attendance is an important part of the learning process. Students are expected to attend all class sessions and do all required reading prior to the class to which it is assigned. There is a substantial amount of reading required in this course and you may need to read some of the articles more than once.. Because class attendance and participation are such a key part of class

you are expected to attend each class. Students are expected to arrive on time. Students are also expected to create a respectful environment that is conducive to learning. To help create this environment, cell phones and pagers must be turned off or set to vibrate. Text messaging is not allowed and students found to be texting during class will be asked to turn off their phones. Laptop computers and other electronic devices (i.e., iPhones, iPads, iPods, etc.) are not allowed.

Critical reading and reflection are integral components of higher level thinking and learning. This course will provide an opportunity to develop and practice these skills. Therefore, in order to have good discussion and really delve into the topics each week, students need to come to class prepared to discuss the readings in detail. These topics will likely create lively and interesting discussions and students may at times disagree with one another. Students are expected to respect other's opinions and work to create an environment where everyone feels comfortable sharing his or her ideas.

Meeting Deadlines

All assignments are due at the beginning of class. Assignments will receive 5% off for each 24 hours they are late. Students must turn in all written assignments to pass the course.

Other Expectations

Students can expect the instructor to facilitate student learning through classroom activities, lectures, constructive feedback on class assignments, and appointments with students. Students can expect to get out of class on time as long as students arrive to class on time and are ready to begin working at the scheduled start time. The instructor will be open to constructive feedback about the course. Students can expect timely responses to emails, usually within 24 hours, however, in the rare instance where you do not receive a response within 24 hours, please do not email again until at least 48 hours have passed. Do not wait until the night before to email me about a question for an assignment, I do not guarantee that I will be able to get back to you with enough time for you to complete the assignment.

Course Feedback

During this course I will be asking you to give me feedback on your learning in informal as well as formal ways, including anonymous surveys. You will also have opportunities in class to provide feedback. It's very important for me to know your reaction to what we're doing in class, so I encourage you to respond to these surveys and other feedback opportunities, ensuring that together we can create an environment effective for teaching and learning.

GRADING SCALE

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69

COURSE REQUIREMENTS

Written Assignments: In addition to turning assignments in at the beginning of class, all students must upload their assignments to Blackboard. All written assignments must be completed to pass the course.

Class Participation – 10% of grade**.** Students are expected to have read all assigned materials prior to coming to class and should be prepared to participate in class discussions of those readings. Because of the interactional nature of the class, quality and quantity of informed participation and contribution will be evaluated.

Each student will also be responsible for preparing 2 questions or commentary on each weeks' readings. The questions/commentary should not be a Yes/No answer, but rather pose a question that would lead to a discussion. Questions/commentaries should cover areas such as issues/questions that were brought up by the readings, comparisons or contradictions in readings, links between readings across different topic areas, and/or controversial issues.

The questions should be posted to the Discussion Board on Blackboard by the preceding Sunday at 5 pm. Students are welcome to comment on the discussion board postings at any time.

Weekly Individual/Dyad Presentation – 10% of grade**.** One to two students will work together each week to find an additional one to two readings for the class session. Students will select topics on the first day of class, with input from the Instructor. Topics may include specific health issues or sub-groups related to the focus of that day's class. This assignment gives students the opportunity to work independently to find relevant information, present information to the class, and lead the discussion.

Reaction Papers – 30% of grade**.** Students will write a two page reaction paper (1 inch margins, 12 point Times New Roman font, double spaced) on the readings and class material for a total of three classes. Students can submit up to four reaction papers with the top three scores counting toward the final grade. In addition to content, reaction papers will be graded for grammar, clarity, and organization as well as the use of and reference to class material. (10% of final grade for each reaction paper, total 30% of final grade).

Research Paper - 30% of grade**.** A final research paper (approximately 12-15 pages double-spaced pages, not including references) is required of each student and is due no later than May 9th at 5pm. Topics for research papers may vary widely but must be linked to the study of social determinants of health and must be approved in advance by the instructor I suggest you set up a time to meet with me or come to office hours to discuss your topic before beginning. Be sure to upload a final copy of the paper to Blackboard by May 9th at 5pm.

Research Paper Presentation – 20% of grade**.** Each student will present their research papers to the class in a formal 10 minute PowerPoint presentation with 5 minutes for questions scheduled during the last two of weeks of class.

The assignment of points and the grading scale is as follows:

Class Participation	10%

Individual/dyad presentation	10%
Reaction Papers (3 at 10% each)	30%
Research Paper	30%
Research Paper Presentation	20%
Total	100%

SCHOOL POLICIES

Academic Integrity:

Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism; (2) cheating; (3) having another person fulfill your assignment. To help you in understanding what plagiarism is and how to avoid it, please read the guide provided by CUNY's provost, dean, and student affairs offices:
web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf

Any cases of academic dishonesty that I discover in any assignment in this course will be dealt with strictly: **A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be failed in the assignment and possibly also in the course**. Please consult CUNY's policy on academic integrity for further information: http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html

Students with Disabilities:
The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

Course Schedule

Date	Topic	Readings
Week 1	Introductions/Course Syllabus	Review syllabus, assignments, course expectations
Week 2	Theoretical Approaches	1. Braveman P, Egerter S, Williams DR, 2011. The Social Determinants of Health: Coming of Age, The Annual Review of Public Health. 2. Krieger N (2003). Theories for social epidemiology in the 21st century: An ecosocial perspective. In Health and Social Justice: Politics, Ideology, and Inequity in the Distribution of Disease. A Public Health Reader. Hofrichter R. Ed. 428-450.
Week 3	Social Epidemiology	1. Krieger N (2001). A glossary for social epidemiology. J of Epidemiology & Community Health. 55: 693-700. 2. Berkman L and Kawachi I, 2000. A Historical Framework for Social Epidemiology. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press. 3. Marmot M. 2000. Multilevel Approaches to Understanding Social Determinants. In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press.
Week 4	Race and Racism as Social Determinants	1. Krieger N, 2008. Does Racism harm health? Did child abuse exist before 1962? On explicit question, critical science, and current controversies: an ecosocial perspective. American Journal of Public Health, 98 (9 suppl): S20-5. 2. Orsi J, Margellos-Anast J, Whitman S, 2010. Black-White Health Disparities in the United States and Chicago: A 15 year progress analysis, American Journal of Public Health, 100(2):349-356. 3. Krieger, N. Discrimination and Health. (2000) In Social Epidemiology. Berkman LF, Kawachi I. editors. New York: Oxford University Press. Chapter 3 pp. 36-75. 4. Williams DR, Neighbors HW, Jackson JS. Racial/ethnic discrimination and health: findings from community studies. Am J Public Health. 2003 93(2):200-8 5. Thomas SB, The Color Line: Race Matters in the Elimination of Health Disparities (2013) In Race, Ethnicity, and Health: A Public Health Reader. LaVeist TA, Isaac LA. Editors. San Fransisco: Jossey-Bass. 35-40

Date	Topic	Readings
Week 5	Social Class and Poverty	1. Aber, et al. The effects of poverty on child health and development. Annual Review of Public Health 1997 18:463-83. 2. Adler NE, Ostrove JM Socioeconomic status and health: what we know and what we don't. Ann N Y Acad Sci. 1999;896:3-15. 3. LaVeist TA. Disentangling race and socioeconomic status: A key to understanding health inequalities. J Urban Health. 2005 Jun; 82 (2 Suppl 3). 4. Submaranian SV, Belli P, Kawachi I. The macroeconomic determinants of health. Annu Rev Public Health, 2002; 23: 287-302.
Week 6	Education	1. Chapter 1: Lareau, A. (2011). Unequal Childhoods: Class, Race, and Family Life, Second Edition with an Update a Decade Later. Berkeley and Los Angeles, CA: University of California Press. 2. Zarcadoolas C, Pleasant A, Greer, DS. Understanding health literacy: an expanded model. Health Promotion International 2005; 20(2): 195-203. 5. Blane D. The life course, the social gradient, and health. (2006) .In Social Epidemiology, Berkman and Kawachi, Eds. Oxford University Press. <u>Suggestion</u>: Have at Least One Reaction Paper Completed by Today
Week 7	Family Influences	1. Hertzmann C (1996). The Biological Embedding of Early Experience and its Effects on Health in Adulthood. Annals New York Academy of Sciences. 85-95. 2. Poulton R et al. (2002). Association between children's experience of socioeconomic disadvantage and adult health: a life-course study. The Lancet.360: Nov. 23, 2002, 1640-1645. 3. Masten AS, Shaffer A (2006). How Families Matter in Child Development: Reflections from Research on Risk and Resilience. In Families Count: Effects on Child and Adolescent Development. Eds. Clarke-Stewart A, Dunn J.

Date	Topic	Readings
		pgs 5-25. 4. Bornstein M, Cheah CSL. The Place of "Culture and Parenting" in the Ecological Contextual Perspective on Developmental Science. In Parenting Beliefs, Behaviors, and Parent-Child Relations: A CrossCultural Perspective Rubin KH & Chung OB Eds. 2006. Psychology Press
Week 8	Neighborhood Influences	1. Pickett KE, Pearl M. 2001. Multilevel analyses of neighbourhood socioeconomic context and health outcomes: a critical review. J Epidemiology and Community Health 55: 111-122. 2. Browning CR, Cagney KA, (2002). Neighborhood structural disadvantage, collective efficacy, and self-rated physical health in an urban setting. Journal of Health and Social Behavior 43:383-99. 3. Cummins S, Curtis S, Diez Roux AV, Macintyre S, 2007. Understanding and representing 'place' in health research: a relational approach, Social Science and Medicine, 65(9): 1825-38. 4. Duncan GJ, Raudenbush SW. 2001. Neighborhoods and Adolescent Development: How Can we Determine the Links? In Does it take a Village?: Community effects on children, adolescents, and families.105-136.
Week 9	Media Influences	1. Wartella E, Robb M. Historical and recurring concerns about Children's use of mass media. (2008) In The Handbook of Children, Media, and Development.Calvert SL, Wilson BJ Editors. Blackwell. 7-26. 2. Montgomer KC, Chester J. 2009. Interactive Food and Beverage Marketing: Targeting Adolescents in the Digital Age. Journal of Adolescent Health, 45: S18-S29 3. Penchmann C, Levine L. Loughlin S, Leslie F. 2005.Impulsive and SelfConscious:Adolescents' Vulnerability to Advertising and Promotion. Journal of Public Policy and Marketing, 24(2): 202-221. 4. Stroud NJ. Media Use and Political Predispositions:

Date	Topic	Readings
		Revisiting the Concept ofSelective Exposure.(2008). Political Behavior, 30:341-366.
		***Suggestion** Have at Least Two Reaction Papers Completed by Today
Week 10	Global Influences	1. Navarro V, Shi L. The political context of social inequalities and health. Soc Sci Med. 2001 Feb; 52 (3): 481-91. 2. Labonte R, Schrecker T, Gupta AS. (2005). Health for Some: Death Disease and Disparity in a Globalizing Era.. Toronto: Centre for Social Justice. 3. Lee K. (2003). An Introduction to Global Health. Globalization and health: An Introduction. New York: Palgrave MacMillan. Pp. 1-29. 4. McMichael AJ, Beaglehole R. The changing global context of public health. 2000. The Lancet 356(5): 495-499
Week 11	Immigration, Culture, and Acculturation	1. Lara, M. et al. Acculturation and Latino health in the United States: A Review of the Literature and its Sociopolitical Context. (2013) In Race, Ethnicity, and Health: A Public Health Reader. LaVeist TA, Isaac LA. Editors. San Fransisco: Jossey-Bass. 215-252 2. Berry JW. Acculturation: A Conceptual Overview (2006). In Acculturation and Parent-Child Relationships: Measurement and Development. Bornstein MH &Cote LR Eds. New Jersey: Laurence Erlbaum Associates Inc. p. 13-32.
Week 12	Gender and Sexual Orientation	1. Gorman, K.; Read, J. 2006. Gender Disparities in Adult Health: An Examination of Three Measures of Morbidity Journal of Health and Social Behavior, 47 (2): 95-110. 2. Meyer, H. 2003. Prejudice, social stress, and mental health in

Date	Topic	Readings
		lesbian, gay, and bisexual populations: Conceptual issues and research evidence. Psychological Bulletin 129(5) 674-697. 3. Rieker PP, Bird CE, 2005. Rethinking Gender Differences in Health: why we need to integrate social and biological perspectives, Journals of Gerontology, Series B, 60B: 40-47. 4. Hatzenbuehler ML, Keyes KM, McLaughlin KA, 2011. The protective effects of social/contextual factors on psychiatric morbidity in LGB populations. International Journal of Epidemiology.
Week 13	Student Presentations	
Week 14	Student Presentations	
Week 15	Presentations and Wrap Up	

COURSE SYLLABUS

LEHMAN COLLEGE
Department of Health Sciences
Bachelor in Public Health
CUNY School of Public Health
(Semester)

Faculty:
Office hours:
Office:

COURSE SYLLABUS

PHE 303: Approaches to Public Health Research

3 credits

Course Prerequisites: HEA 300, HSD 269, 306

Course Description

Students are introduced to research and research methods, and how they are applied to address public health problems. It is centered on what research is, basic approaches/paradigms, the difference between quantitative and qualitative approaches, and the application of said research.

Public health professionals require skills to identify and delineate problems that face communities in which they work, and the ways to solve them. Often, this requires them to conduct small- scale investigations of their own, either as managers working on specific health projects, or as consultants hired to provide technical assistance. To help you to develop the skills to effectively perform this function, this course provides support for you to work through the process of considering in depth, a specific health problem, and formulating a scientifically valid and locally relevant investigation around it.

Course Objectives

At the conclusion of this course, students will be prepared to:

- Conduct preliminary assessment of population health needs
- Develop project objectives that are "SMART" (specific, measurable, achievable, realistic, and time-frame)
- Develop project hypotheses and implementation design (including how to develop conceptual and theoretical frameworks)
- Collect and analyze data (quantitative and qualitative),
- Develop monitoring and evaluation plans (including how to develop project logic models and logical frameworks),
- Develop and justify project budgets,
- Institute procedures for ethical conduct in project implementation.

It is expected that at the end of the course, you will have acquired skills in describing the rationale, objectives, and methods of investigation, implementation, and evaluation of projects in community health. Project design and implementation is usually a group effort. For this reason, you will work both independently and in groups.

Required Text

There is no required textbook for this course. The instructor has selected essential reading lists for each week. All required reading materials will be available to you at no cost. Web links and/or electronic copies of the required readings will be posted on Blackboard.

Course Readings

- Bertrand JT (2005). Evaluating health communication programs. Drum Beat, Issue 302. June.
- Bertrand JT, Escudero G (2004). Compendium of indicators for evaluating reproductive health programs. Chapel Hill, NC: Carolina Population Center, MEASURE Evaluation Project. Pp. 1-14.
- Centers for Disease Control and Prevention (2005). Introduction to program evaluation for public health programs: A self-study guide www.cdc.gov/getsmart/program-planner/Introduction.pdf and http://www.cdc.gov/eval/index.htm
- Earp JA, Ennett ST (1991). Conceptual models for health education research and practice. Health Educ Res, 6:163-171.
- Fisher AA, Foreit JR, Laing J et al. (2002). Designing HIV/AIDS intervention studies: an operations research handbook. New York: Population Council.
- Habicht JP, Victora CG, Vaughn JP (1999). Evaluation designs for adequacy, plausibility and probability of public health programme performance and impact. Int J Epidemiol, 28:10-18.
- Hodges BC, Videto DM (2005). Assessment and planning in health programs. Sudbury, MA: Jones and Bartlett Publishers Inc.
- Issel, M.L. (2008). Health program planning and evaluation: a practical, systematic approach for community health. New York: Jones & Bartlett Publishers.
- Mary D (1998). Handbook for excellence in focus group research. Washington, DC: Academy for Educational Development.
- Rossi PH, Lipsey MW, Freeman HE (2004). Evaluation: a systematic approach. Thousand Oaks, CA: Sage Publications Inc.
- Saunders RP, Evans MH, Praphul J (2005). Developing a process-evaluation plan for assessing health promotion program implementation: a how-to guide. Health Promotion Practice, 6:134-147.
- Smedley BD, Syme SL (eds.) (2000). Promoting health: strategies from social and behavioral research. Washington, D.C.:, National Academies Press.
- Shain RN, Piper JM, et al. (1999). A randomized controlled trial of a behavioral intervention to prevent sexually transmitted disease among minority women. New England Journal of Medicine, 340:93-100.
- Thielman NM, Chu HY, Ostermann J et al. (2006). Cost-effectiveness of free HIV voluntary counseling and testing through a community-based AIDS Service Organization in Northern Tanzania. Am J Pub Health, 96:114-125.
- Trochim WMK (2008). Social research methods - Evaluation research. Retrieved from http://www.socialresearchmethods.net/kb/evaluation.php.
- Viadro CI (1997). Designing a process evaluation for a comprehensive breast cancer screening intervention: challenges and opportunities. Evaluation and Program Planning, 20:237-249.
- Weir SS, Morroni C, Coetzee N, Spencer J, Boerma JT. (2002). A pilot study of a rapid assessment method to identify places for AIDS prevention in Cape Town, South Africa. Sex Transm Infect, 78 (Suppl 1):i106-i113.

- Westat JF (2002). The 2002 User-Friendly Handbook for Project Evaluation. Division of Research, Evaluation and Communication, National Science Foundation. Retrieved from http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf.
- W.K. Kellogg Foundation (1998). Evaluation handbook. Retrieved from http://ww2.wkkf.org/DesktopModules/WKF.00_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2810770&LanguageID=0.
- Wholey JS, Hatry HP, Newcomer KE. (2004). Handbook of Practical Program Evaluation. 2nd Edition. San Franciso, CA: John Wiley and Sons.

GRADING SCALE

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69
- F = 59% or less

COURSE ASSIGNMENTS

There is no end of course examination.

Each assignment will be submitted in word document format to Blackboard. Assignments are to be submitted before 11:59pm on the due date. To avoid confusion and to ensure that your assignments will be graded, please save your assignment with your last name, first name and the assignment name (e.g., "*Moore_Mike_LetterofIntent.doc*") and for group assignment, with your group name as the file name (e.g., g*roup1_letterofintent.doc).*

It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with email or BB will not be accepted as sufficient reason for late or non-submission of required assignments.

Individual Project:
For your individual assignments, you will identify a given public health problem based upon which you will undertake a series of graded exercises that will lead to the development of a mini-proposal for conducting a baseline assessment, designing and implementing an intervention. You will develop structured program specific aims and hypotheses, an intervention design, an implementation plan, and an evaluation plan. Continuous assessment will be based on completion and submission of the various sections of the project design, implementation and evaluation plan. Grades will be awarded, based on the scientific merit, overall quality, and completeness of submitted work. (Up to 10 single spaced pages)

Group Project**:**
For your group assignments, you will identify a given public health problem based upon which you will undertake a series of graded exercises that will lead to the development of a full proposal for conducting a baseline assessment and an intervention. You will develop structured proposal including program specific aims and hypotheses, an intervention design, an implementation plan, and an evaluation plan. Continuous assessment will be based on completion and submission of the various sections of the proposal as well as a group

presentation. Grades will be awarded, based on the scientific merit, overall quality, and completeness of submitted work.

Group Evaluation:
Twice during the semester you will submit an evaluation of your group experience.

Assignment	Type	Points %	Due date
Course entry assignment	Individual	5	
Letter of intent	Group	5	
Letter of intent	Individual	5	
Draft: title, background, specific aims and hypotheses	Group	5	
Draft: title, background, specific aims and hypotheses	Individual	5	
Power-Point presentation (15 minutes): Title, introduction, specific aims, hypotheses, background & significance, design & methods, implementation, limitations, conclusion	Group	5	
Group Member Evaluation	Individual		5
Draft: title, introduction, specific aims, hypotheses, background & significance, design & methods, implementation, limitations, conclusion	Group	10	
Draft: title, specific aims, hypotheses, background & significance, design & methods	Individual	10	

Assignment Scores/Grading:

Assignments Due Date and Points

Group Member Evaluation		5

Final paper: Complete proposal – title, introduction, specific aims, hypotheses, background, design and methods, implementation, monitoring and evaluation, conclusions, appendices (budget, human subjects, any surveys, focus group guides, etc.), references	Group	20	
Final paper: Short proposal - Title, introduction, specific aims, hypotheses, background, design and methods, implementation, monitoring and evaluation, references	Individual	20	
Total		**100**	

SCHOOL POLICIES

Academic Integrity*:*

Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism; (2) cheating; (3) having another person fulfill your assignment. To help you in understanding what plagiarism is and how to avoid it, please read the guide provided by CUNY's provost, dean, and student affairs offices.

Any cases of academic dishonesty that I discover in any assignment in this course will be dealt with strictly: A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be failed in the assignment and possibly also in the course. Please consult CUNY's policy on academic integrity for further information:
http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html

Students with Disabilities:
The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

Course Schedule

Week 1	Introduction & Course Overview
Lecture Objective: Introduction & Course	The week's materials will provide an overview of the course, clarify course rules and expectations, and introduce you to the principles and issues in public health intervention research and evaluation.
Required Readings	1. Trochim WMK (2008). Social Research Methods: Knowledge Base. Retrieved from www.socialresearchmethods.net. **Read:** Foundations Philosophy of Research Ethics in Research Conceptualizing Evaluation Research 2. Cecil G Sheps Center for Health Services Research (2009). Program planning and monitoring self-instructional manuals. Retrieved from http://www.shepscenter.unc.edu/data/peoples/index.html. 3. For review in class from D2L Letter of Intent Guidelines Draft Letter of Intent with Comments Group Proposal Outline Individual Proposal Outline Course Syllabus Foundation RFP NIH RFP
Recommended Readings	1. Craig P, Dieppe P McIntyre S et al (2004). Developing and evaluating complex interventions: the new Medical Research Council guidance. BMJ 2008:337:a1655. 2. Saunders RP, Evans MH, Praphul J (2005). Developing a process-evaluation plan for assessing health promotion program implementation: A how-to guide. Health Promotion Practice, 6:134-147.

Activity Objective: RFPs and Proposal Logistics	Understand Requests for Proposals (RFPs) and proposal formatting in general, and the course assignment RFP, specifically. In small groups, students will review a set of RFPs and associated proposal logistics (i.e., formatting, timing, etc.) and consider in small groups, a set of discussion questions. Finally, students will be given the RFP for the class projects, with time to ask questions of the instructor and TA.
Activity	Access and review posted web links of RFPs (request for proposals), RFAs
Week 2	**Needs Assessment and Priority Settings in Public Health**
Lecture Objective: Needs Assessment and Priority Settings in Public Health	This week's lecture will introduce you to a fundamental element of project planning: assessing population health needs and ensuring that project initiation, planning and implementation reflect the needs and aspirations of beneficiaries. You will be introduced to a variety of approaches for conducting population health needs assessment in high and low-income countries. Advantages and limitations of these various approaches will be addressed.
Required Readings	1. Hill Z, Manu A, Tawiah-Agyemang C (2008). How did formative research inform the development of a home-based neonatal care intervention in rural Ghana? J Perinatol., Suppl 2:S38-45. 2. Wright J, Walley J (1998). Assessing health needs in developing countries. British Medical Journal 316:7147; 1819-23. 3. University of Kansas (2010). The Community Tool Box. Part B. Community Assessment, Agenda Setting, and Choice of Broad Strategies (Sections 1 - 5). Retrieved from http://ctb.ku.edu/en/tablecontents/chapter_1003.htm.

Recommended Readings	1. McBride KR, Goldsworthy RC, Fortenberry JD (2009). Formative design and evaluation of patient-delivered partner therapy informational materials and packaging. Sex Transm Infect., 85:2; 150-5. 2. Weir SS, Morroni C, Coetzee N, Spencer J, Boerma JT (2002). A pilot study of a rapid assessment method to identify places for AIDS prevention in Cape Town, South Africa. Sex Transm Infect, 78 (Suppl 1):i106-i113. 3. Department for International Development (2003). Tools for development: a handbook for those engaged in development activity. London: Department for International Development (DfID). Version 15. Retrieved from http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf Chapter 2 – Stakeholder analysis; Chapter 3 - Problem and situation analysis. 4. Peace Corps (2007). Participatory analysis for community action (PACA) training manual. Washington DC: Peace Corps, Office of Overseas Programming and Training Support, Information Collection and Exchange. Retrieved from http://multimedia.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf
Activity Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
Activity Preparation	To be assigned.
Week 4	**Defining Project Goals, Objectives, Indicators & Hypotheses**
Lecture Objective: Defining Project Goals, Objectives, Indicators & Hypotheses	This week's lecture will discuss the importance of ensuring that project planning is based on well-defined aims, objectives, and hypotheses. You will be presented with practical examples and guidelines for crafting project objectives that are specific, measurable, achievable, realistic and time-framed (SMART). The link between project objectives and evaluation indicators will be addressed.

Required Readings	1. March of Dimes (2004). "SMART" objectives. Retrieved from www.marchofdimes.com/chapterassets/files/SMART_objectives.pdf. 2. Morrison M (2009). How to write SMART objectives and SMARTer objectives. Retrieved from http://www.rapidbi.com/created/WriteSMARTobjectives.html. ***Review the additional sources cited on this web site.***
Recommended Readings	1. Bertrand JT, Escudero G (2004). Compendium of indicators for evaluating reproductive health programs. Chapel Hill, NC: Carolina Population Center, MEASURE Evaluation Project. Pp. 1-14. Retrieved from: http://www.cpc.unc.edu/measure/publications/ms-02-06. *This is a 210 page document that details indicators for evaluation measurement is various areas of public health. You are not required to read and memorize these. Review and identify examples that may be relevant to your proposed project.* 2. Scott S (2003). Developing measurable objectives. Retrieved from http://www.ngcproject.org/documents/Developing_Measurable_Objectives.pdf
Activity Objective: Writing Specific	Learn how to write SMART specific aims and when a specific aim calls for a hypothesis.
Activity Preparation	To be assigned.
Week 5	**Project Conceptual Model**
Lecture Objective: Project Conceptual Model	The conceptual framework represents a picture of how an effort or initiative is supposed to work. It is an explicit visual statement about the activities that will bring about change and the results one would expect to see for the community and its people as a result of the project's implementation. This week's lecture will discuss the importance and methods of constructing and interpreting project conceptual models.

Required Readings	1. Earp JA, Ennett ST (1991). Conceptual models for health education research and practice. Health Educ Res, 6:163-171. 2. World Health Organization (2007). A conceptual framework for action on the social determinants of health. Commission on Social Determinants of Health. Geneva: World Health Organization. Retrieved from http://www.who.int/social_determinants/resources/csdh_framework_action_0 5_07.pdf.
Activity Objective: Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
Activity Preparation	To be assigned.
Week 6	**Design and Method – Quantitative**
Lecture Objective: Design and Method	Building on discussions related to health needs assessment and thinking ahead about evaluation methods and indicators, this week's lecture will discuss the various designs and methods that are available for structuring the orientation of population based health projects. Discussion and examples will be presented in
Required Readings	Trochim WMK (2008). Social research methods: Knowledge base. 1. Sampling: http://www.socialresearchmethods.net/kb/sampling.php 2. Measurement: http://www.socialresearchmethods.net/kb/measure.php 3. Design: http://www.socialresearchmethods.net/kb/design.php
Recommended Readings	Here are some sample size calculation software applications: • Epi-Info Statcalc: http://www.cdc.gov/epiinfo/ • RoaSoft sample Size calculator: http://www.raosoft.com/samplesize.html • Creative Research Systems: http://www.surveysystem.com/sscalc.htm • Macorr sample size calculator: http://www.macorr.com/ss_calculator.htm • Decision Support Systems: http://www.dssresearch.com/toolkit/sscalc/size.asp

Activity Objective: Conceptual Maps	Refine your group and individual conceptual maps. Building on your group and individual proposal background sections, we will work through the kinks in your graphical representation of your concepts, the conceptual map, both in groups and individually. The instructor will be available for questions.
Activity Preparation	Prepare a power-point slide containing your group's draft conceptual map. This does not need to be complete or fully thought out. Please bring a memory stick or be prepared to access your conceptual map on the projector via another method (e.g., D2L, email) to share with the class for critique. You should also come prepared with a hand drawn or power-point version of your individual conceptual map.
Week 7	**Project Theoretical Model and Intervention Mapping**
Lecture Objective: Project Theoretical Model and Intervention Mapping	Theory helps program planners to understand how individuals, groups, and organizations behave and change. It helps in articulating assumptions and hypotheses concerning our strategies, and targets of intervention. This knowledge can be used to enhance the effectiveness of interventions. This week's lecture will discuss the importance of theory in project planning, implementation, and evaluation. It will discuss specific theoretical constructs, provide examples of application to project planning, and provide a guide for theory selection and integration in project planning.
Required Readings	1. National Cancer Institute (2005). Theory at a glance: a guide for health promotion practice. US Bethesda, MD: Department of Health and Human Services, National Institutes of Health. Retrieved from www.cancer.gov/cancertopics/cancerlibrary/theory.pdf.

Recommended Readings	1. Kim YH (2005). Adolescents' smoking behavior and its relationships with psychological constructs based on trans-theoretical model: A cross-sectional survey. International Journal of Nursing Studies; 43:4;439-446. 2. Lytle LA, Perry CL (2001). Applying research and theory in program planning: an example from a nutrition education intervention. Health Promotion Practice, Jan 2001; 2: 68-80. 3. Davies SL, Harrington K, Franklin FA, Shewchuk RM, Feese ML, Windle M. (2005). Hi5+: systematic development of a family intervention to increase fruit and vegetable intake. Health Promot Pract. 6:2; 190-201. 4. Harrington KF, Franklin FA, Davies SL, Shewchuk RM, Binns MB (2005) Implementation of a family intervention to increase fruit and vegetable intake: the Hi5+ experience. Health Promot Pract. 6:2; 180-9. 5. Townsend M et al (2003). Using a theory-driven approach to design a professional development workshop. Journal of Nutrition Education and Behavior 35: 312-318.
Activity Objective: Group Work	For in-class activity, each group will be assigned one or more of the above listed articles to review and present in the class. Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
Activity Preparation	To be assigned.
Week 8	**Design and Method – Quantitative (Questionnaire Design)**
Lecture Objective: Design and Method – Quantitative	This week's lecture will discuss strategies for designing effective questionnaires for use in primary data collection.

Required Readings	1. McColl E, Jacoby A, Thomas L (2001). Design of questionnaires: a review of best practice applicable to surveys of health services staff and patients. Health Technology Assessment 5:31. Retrieved from http://www.hta.ac.uk/pdfexecs/summ531.pdf. 2. Krosnick JA, Holbrook AL, Berent MK et al (2002). The impact of "No Opinion" response options on data quality: Non-attitude reduction or an invitation to satisfice? *Public Opinion Quarterly, 66,* 371–403. 3. Saris WE, Krosnick JA, Schaeffer EM. (2010). Comparing questions with Agree/Disagree response options to questions with item-specific response options. Survey Research Methods 4:1; 61-79. 4. Sanchez ME (1992). Effects of questionnaire design on the quality of survey data. Public opinion quarterly 56:206-217.
Recommended Readings	1. Bradburn N, Sudman S, Wansink B (2004) Asking Questions: the definitive Guide to questionnaire design – for market research, political polls, and social and health questionnaires. San Francisco: Jossey Bass. 2. Schuman H, Presser S. (1981). Questions and answers in attitude surveys. New York: Academic Press. 3. Mitchell AA, Cottler LB, Shapiro S (1986) Effect of questionnaire design on recall of drug exposure in pregnancy. American Journal of Epidemiology Vol. 123, No. 4: 670-676. 4. Jenkins CR, Dillman DA (1995) Towards a theory of self-administered questionnaire design: In: Lyberg L, Biemer P, Collins E et al (eds) Survey Measurement and Process Quality. New York: Wiley-
Activity Objective: Theory and the Conceptual Map	Refine your group and individual conceptual maps. Building on your group and individual conceptual maps, we will work through overlaying theory onto the conceptual map both in groups and individually. The instructor and TA will be available for questions.

Activity Preparation	Prepare a power-point slide containing your group's draft conceptual map. You should also come prepared with a hand drawn or power-point version of your individual conceptual map. Select the theory(ies) that you will use in your group and individual projects. If you have been unable to make a final selection, be prepared to discuss theory selection with the instructor, class, and TA.
Week 9	**Design and Method - Mixed Method Approach**
Lecture Objective: Design and Method – Mixed Method Approach	This week's lecture will introduce you to the benefits of triangulation in public health research by presenting the case for application of mixed methods approaches. Examples of research questions that merit the application of mixed methods approaches will be presented and issues in practical application of mixed methods in public health research will be discussed.
Required Readings	1. Creswell JW, Fetters WD, Ivankova NV (2004). Designing a mixed methods study in primary care. *Annals of Family Medicine* 2:7-12. 2. O'Cathain A, Murphy E, Nicholl J (2007). Why, and how, mixed methods research is undertaken in health services research in England: a mixed methods study. BMC Health Serv Res. 14; 7:85. 3. Gibbs L, Kealy M, Willis K et al. (2007). What have sampling and data collection got to do with good qualitative research? Aust N Z J Public Health; 31(6):540-4. 4. Green J, Willis K, Hughes E et al. (2007) Generating best evidence from qualitative research: the role of data analysis. Aust N Z J Public Health; 31(6):545-50. 5. Devers KJ (1999). How will we know "good" qualitative research when

Recommended Readings	1. Lewin S, Glenton C, Oxman AD (2009). Use of qualitative methods alongside randomised controlled trials of complex healthcare interventions: methodological study. BMJ 339:b3496. 2. Barg FK, Huss-Ashmore R, Wittink MN et al. (2006). A mixed-methods approach to understanding loneliness and depression in older adults. J. Gerontol. B. Psychol. Sci. Soc. Sci., 61(6): S329-S339. 3. Johnson B, Onwuegbuzie AJ (2004). Mixed methods research: a research paradigm whose time has come. *Educational Researcher* 33:7; 14-26. 4. Stange KC, Crabtree BF, Miller WL (2006). Publishing multi-method research. Ann. Fam. Med; 4:4; 292–294.
Activity Objective: Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
Activity Preparation	To be assigned.
Week 10	**Project Monitoring and Evaluation**
Lecture Objective: Project Monitoring and Evaluation	This week's lecture will discuss various evaluation designs and methods, and their application to project planning, implementation, and evaluation in public health interventions. Various evaluation models will be presented along with their respective strengths and limitations.
Required Readings	1. Green J, McClintock C (1985). Triangulation in evaluation: design and analysis issues. Evaluation Review 9:5; 523-545. 2. Habicht JP, Victora CG, Vaughn JP (1999) Evaluation designs for adequacy, plausibility and probability of public health programme performance and impact. Int J Epidemiol, 28:10-18. 3. Saunders RP, Evans MH, Praphul J (2005) Developing a process-evaluation plan for assessing health promotion program implementation: a how-to guide. Health Promotion Practice, 6:134-147.

Recommended Readings	1. Bill & Melinda Gates Foundation (2010). A guide to actionable measurement. Retrieved from http://www.gatesfoundation.org/learning/Documents/guide-to-actionable- measurement.pdf 2. Westat JF (2002). The 2002 User-friendly handbook for project evaluation. Division of Research, Evaluation and Communication, National Science Foundation. Retrieved from http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf. 3. Patirakia EI Papathanassogloua EDE, Tafasb C et al. (2006). A randomized controlled trial of an educational intervention on Hellenic nursing staff's knowledge and attitudes on cancer pain management. European Journal of Oncology Nursing 10:337-352.
Activity Objective: Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
Activity Preparation	To be assigned.

Week 11	Project Monitoring and Evaluation
Lecture Objective: Project Monitoring and Evaluation	This week's lecture will provide skills in how to use project logic models in conducting project planning and evaluation activities. Examples of logic models used by various national and international health and development agencies will be reviewed.
Required Readings	1. Centers for Disease Control and Prevention CDC Evaluation Working Group: Logic Model Resources. Retrieved from http://www.cdc.gov/nccdphp/dnpao/hwi/programdesign/logic_model.htm. 2. Department for International Development (2003). Tools for development: a handbook for those engaged in development activity. London: Department for International Development (DfID). Version 15. Retrieved from http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf Chapter 5 Logical Framework. 3. European Commission (2004). Aids delivery methods. Volume 1: The project cycle management guideline. Part 2. The Logical Framework Approach. Pp.57-94.
Recommended Readings	1. W.K. Kellogg Foundation (1998). Evaluation handbook. Retrieved from http://www.ojp.usdoj.gov/BJA/evaluation/links/WK-Kellogg-Foundation.pdf.
Activity Objective: Group Presentations	Receive feedback from instructor, TA, and classmate on your emerging proposal plans.
Activity Preparation	Prepare power-Point presentation to last 15 minutes including: title, introduction, specific aims, hypotheses, background & significance, conceptual model, design & methods, implementation, limitations, conclusion. Wisely select how to best present this information in 15 minutes.
Week 12	**Budget and Budget Justification**
Lecture Objective: Budget and Budget Justification	This week's lecture will discuss various types of budgets. Guidelines and examples of how to develop and justify project budgets will be provided.

Required Readings	1. Foundation Center (2010). Proposal budgeting basics. Retrieved from http://foundationcenter.org/getstarted/tutorials/prop_budgt/. 2. University of Arizona Sponsored Projects Services (2012). Proposal Information Quick Reference. Retrieved from http://www.sps.arizona.edu/proposal/quick-reference.htm. 3. University of Arizona Sponsored Projects Services (2012). Handbook for Principal Investigators: Format of the Proposed Budget. Retrieved from http://www.sps.arizona.edu/handbook/proposed_budget.htm. Please review the sample budgets available here: http://www.sps.arizona.edu/handbook/samplebudget_1year.htm http://www.sps.arizona.edu/handbook/samplebudget_multiyears.htm
Activity Objective: The Logic Model	Groups will present their conceptual maps via a Powerpoint slide and reading the draft conceptual map narrative. We will work through refining the group's conceptual map narrative and completing your group logic models in class. The Instructor and TA will be available for questions.
Activity Preparation	Prepare a power-point slide containing your group's draft conceptual map. Draft the narrative that describes your group's conceptual map. Prepare a table that contains the major activities for each of your group's specific Aims. Select, as a group, the logic model shell/outline that your group will use. You should also come prepared with the same three materials for your individual proposal.
Week 13	**Project Sustainability**
Lecture Objective: Project Sustainability	One of the most abiding challenges in public health project design and implementation is how best to ensure project sustainability beyond donor funding. This week's lecture will discuss approaches for increasing the sustainability of projects.

Required Readings	1. Kilbourne AM, Neumann MS, Pincus HA et al. (2007). Implementing evidence-based interventions in health care: application of the replicating effective programs framework. Implementation Science; 2:1; 42. Retrieved from http://www.implementationscience.com/content/pdf/1748-5908-2-42.pdf 2. Marschalek I (2008). The concept of participatory local sustainability projects in seven Chinese villages. Journal of Environmental Management. 87:2; 226-35.
Activity Objective: The Budget	Prepare your group's proposal budget in class through a guided activity. Instructor and TA will be available to answer questions for the group or individual projects.
Activity Preparation	Prepare an Excel spreadsheet draft budget for the group proposal. You should also come prepared with your group's logic model power-point slide as it will assist you in preparing your budget as we work through a guided exercise in class.
Week 14	**Ethical Considerations in Project Design, Implementation &**
Lecture Objective: Ethical Considerations in Project Design, Implementation & Evaluation	This week's lecture will provide guidelines on how to examine and identify project related risks to participants. It will introduce you to various local, national, and international policies and guidelines related to ethical involvement of participants in public health research. Strategies to ensure implementation of appropriate ethical safeguards for involvement of participants in public health research will be presented.

Required Readings	**Read:** 1. Review Belmont Report Educational Video http://www.youtube.com/watch?v=W7sfIA1dIGQ 2. University of Arizona Office for the Responsible Conduct of Research (2012). Requirements as a UA Investigator: Investigator Manual. Retrieved from: http://orcr.vpr.arizona.edu/irb/Researchers. 3. Department of Health and Human Services (2010). Institutional Review Board Guidebook. Chapter IV: considerations of research design. Office for Human Research Protection. Retrieved from: http://www.hhs.gov/ohrp/archive/irb/irb_guidebook.htm 4. Thomas SB, Quinn SC (1991). The Tuskegee Syphilis Study, 1932 to 1972: implications for HIV education and AIDS risk education programs in the black community. American Journal of Public Health 81:11; 1498-1505. Retrieved from http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1405662&blobtype=p df.
Further Reading	1. Department of Health and Human Services (1979). The Belmont Report. Ethical principles and guidelines for the protection of human subjects of research. National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. Office of the Secretary. Retrieved from videocast.nih.gov/pdf/ohrp_belmont_report.pdf 2. Department of Health and Human Services (1997). The Nuremberg Code. DHHS. Office for Human Research Protection. Retrieved from history.**nih**.gov/research/downloads/nuremberg.pdf
Activity Objective: Group Work	Move forward in your group proposal assignment by utilizing class time. Instructor and TA will be available to answer questions for the group or individual projects.
Activity Preparation	To be assigned.

LEHMAN COLLEGE
Department of Health Sciences
Bachelor in Public Health
CUNY School of Public Health
(Semester)

Instructor:	TBD
Office:	TBD
Office hours:	TBD
Email:	TBD
Phone:	TBD

COURSE SYLLABUS

PHE 304: Fundamentals of Global Health

3 credits, 3 hours
Course Prerequisite: PHE 302

Course Description:
This course introduces the student to current and emerging global health priorities, including emerging infectious diseases, effects of poverty, conflicts and emergencies, natural disasters, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion. Students will then learn about interventions to improve global health by exploring a number of high-profile topics, including the HIV/AIDS epidemic, maternal and child health, access to pharmaceuticals, human resources and policy at multiple levels.

Required Text:
There is no official textbook for this course, although there will be required readings each week posted on the course blackboard website.

Use of Technology and Blackboard Information:
Blackboard will be used to post documents and assignments. It can be accessed via www.lehman.cuny.edu. If you have any problems with your Lehman e-mail address, password, or blackboard login, contact the computer helpdesk at 718-960-1111.

Course Learning Objectives:
Upon completion of this course, students are expected to:

1. Describe key public health concepts related to global health, including: demographic and epidemiological transitions, measures of health status, and the burden of disease.
2. Describe how globalization has changed the patterns of the spread of disease and the methods needed to control disease.
3. Discuss the multi-directional links between health and social and economic factors.

4. Discuss how social and cultural factors can affect a society's vulnerability to morbidity and mortality and its approaches to prevention and control.
5. Identify health conditions that have a major impact on morbidity and mortality and key biological concepts needed to understand their public health importance.
6. Identify critical issues in the organization and delivery of public health and health care services and methods to address these issues.
7. Discuss the determinants of health and risk factors for conditions of major importance to global health.
8. Discuss the burden of disease in various regions of the world and the variations in incidence and prevalence both within and across countries.
9. Discuss the potential for science and technology to contribute to improvement in health.
10. Identify key organizations and institutions, their roles in global health, and the manner in which they can cooperate to address key global health issues.
11. Apply principles of cost-effectiveness, benefits and harms, and sustainability of a new intervention designed to improve global health.
12. Apply understandings of the impact of culture on health to address issues of cultural diversity.
13. Analyze the epidemiological features of a disease that provide opportunities for successful interventions or present barriers to success.
14. Analyze the socioeconomic features of a disease that provide opportunities for successful interventions or present barrier to success.

Course Format:
This course includes lectures, class discussions, readings, a series of personal and group written assignments and a final exam.

Grading Policy:
Grades will not be curved, there will be no extra credit and no grades will be dropped.

Components of Final Grade:

10%	Class participation
15%	Critical reflection papers (5% each)
10%	Group debate
5%	Group paper outline (to include objectives, hypotheses, and policy relevance)
10%	Draft group paper
30%	Final group paper
20%	Final exam
100%	Total

Grade Scale:

A	>= 93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	< 60

Class Participation:
Class participation includes engagement in discussions and answering of questions during lecture. Lateness and absence will count against this grade. Class participation accounts for 10% of the final grade.

Assignments:
Assignments consist of reflection papers, accounting for 15% of the final grade.

Group debate:
A group debate will be held, where each student is expected to come prepared and will be graded on an individual basis, accounting for 10% of the final grade.

Group paper:
Students will be assigned to small groups, in order to work together with other students on a term paper. The paper will be graded in stages to encourage timely completion. The overall paper will equal 45% of the final grade

Final exam:
A comprehensive final exam will equal 20% of the final grade.

Course Policies

Lateness and absences: Lateness or absence will count against your class participation grade unless there is an emergency or it is cleared with the professor in a timely fashion *before* class. If you miss a session, it is your responsibility to check with your classmates for notes and other course materials.

Late submission of assignments or exams: Late assignments/exams will generally not be accepted unless it is cleared with the professor *well before the due date*. Under special circumstances, unexcused late assignments may be accepted (at the professor's discretion) but one full letter grade will be subtracted. If there is a medical reason for lateness, please supply documentation.

Blackboard: Blackboard will be used to distribute and update assignments, readings, and other course materials. It is the student's responsibility to check it regularly.

Cell phone use: The use of cell phones and other similar devices are not permitted during class.

Computers: For classes held in a computer lab, the following additional rules apply:

- Monitors must be turned off during lectures
- No drinking or eating of any kind in the lab
- No printing of any materials without permission from the instructor or the lab manager

Incompletes: A grade of incomplete will **only** be considered if you are clearly making a good faith effort to complete the course (i.e., attending regularly, participating in discussions) and have a good reason for not completing the work.

Academic dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including "cutting and pasting" or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their own. For further clarification, please read CUNY's policy on academic integrity at http://www.lehman.edu/provost/documents/academic-integrity.pdf. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

Syllabus Modification: The instructor may modify the syllabus and study plan.

Accommodation for Students with Disabilities:

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Schedule:

-Readings and assignments are to be done *before* the class in which they are listed.

-Schedule, readings, and assignments are subject to change.

Session	Date	Topic	Readings	Assignments
1		Introduction; Social determinants of health		
2		International cooperation in global health: A historical overview		
3		International health agencies, activities & other actors		Reflection paper1
4		Political economy of health and development		
5		Globalization and health		Reflection paper2
6		Gender & health		
7		Nutrition and global health		Reflection paper3
8		The role of NGOs in global health		--
9		Water & sanitation		Group debate
10		Disease control priorities in low income countries		Draft Group paper
11		Disease control priorities in low income countries		
12		Maternal and child health		Final Group paper
13		Health systems reforms		
14		Semester Review		Term Projects due
15		**Final Exam**		--

LEHMAN COLLEGE
Department of Health Sciences
Bachelor in Public Health
CUNY School of Public Health
(Semester)

Instructor:	TBD
Office:	TBD
Office hours:	TBD
Email:	TBD
Phone:	TBD

COURSE SYLLABUS

PHE 305: Community-based Participatory Research Methods

3 credits
Courses Prerequisite: PHE 302 and PHE 308

Course Description:
Community-based participatory research (CBPR) is a collaborative approach to research that equitably involves all partners – community members, organizational representatives, and researchers - in the research process. CBPR also aims to involve community members in the research process to improve a community's own capacity to engage in research, and facilitate social change. The course covers the principles, methods and processes of CBPR for public health professionals.

Required Text:
Minkler, M., & Wallerstein, N. (2008). *Community-based participatory research for health: from process to outcomes* (2nd ed.). San Francisco, CA: Jossey-Bass.
The required text will be on reserve at the library. Additional readings (e.g., articles) will be provided via blackboard as needed.

Use of Technology and Blackboard Information:
Blackboard will be used to post documents and assignments. It can be accessed via www.lehman.cuny.edu. If you have any problems with your Lehman e-mail address, password, or blackboard login, contact the computer helpdesk at 718-960-1111.

Course Learning Objectives:
Upon completion of this course, students will be able to:

- Describe the major principles of CBPR and illustrate their relevance.
- Identify and describe important events that have shaped the development and evolution of CBPR.
- Discuss key CBPR methodological considerations in partnering with communities, planning for research, data gathering, and dissemination of results.
- Discuss the importance of cultural competency and identify challenges in working with diverse populations.
- Identify and critically examine ethical dimensions of CBPR.
- Identify advantages and limitations of CBPR as a method for approaching study and action to address public health and social problems and health disparities.

Course Format:
This course includes lectures, class discussions, readings, assignments, a final paper/presentation, a midterm, and a final exam.

Grading Policy:
Grades will not be curved, there will be no extra credit and no grades will be dropped.

Components of Final Grade:

10%	Class participation
20%	Assignments
20%	Final Paper & Presentation
25%	Midterm exam
25%	Final exam
100%	Total

Grade Scale:

A	>= 93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	< 60

Class Participation:
Class participation includes engagement in discussions and answering of questions during lecture. Lateness and absence will count against this grade. Class participation accounts for 10% of the final grade.

Assignments:
Assignments consist of in-class and take-home work. They focus on a series of written assignments that will ultimately comprise your CBPR research project proposal. All sources must be properly cited using in-text citation (name and date in the body of the text) followed by a list of sources in a "references" section at the end (APA format).

Assignment 1: Outline the goal of your proposal. This will contribute to your proposal aims section of your final paper.

Assignment 2: Outline your community assessment and research planning process for your research proposal project. This assignment will likely contribute to the background and significance sections of your proposal.

Assignment 3: Outline the research methodology and data gathering process for your research proposal. This assignment will contribute to your Research Design and Methods section of your project paper.

Assignment 4: Outline your process for data interpretation, how you will share what you have learned and what action you are planning based on your findings and process. This assignment will contribute to proposal project section entitled "Data Interpretation, Dissemination and Action Planning".

All assignments must be uploaded to blackboard *before* the start of class on the due date to receive credit. Written assignments must be saved as an MSWord document (.DOC or .DOCX), having 1" margins, 1.5" spacing, 12 point fonts, and be saved as *LastName_FirstName_AssignmentName* (e.g. Smith_Joe_Assignment1.doc).
Assignments comprise 20% of the final grade.

Final Paper and Presentation:
The final project will combine the three written assignments and should reflect revisions based on further reading and feedback provided by the instructor. The final project paper should be between 5 and 10 1.5 spaced pages with a 12-point font. The project is an outline for a
CBPR project proposal and should include the following sections:
• Proposal Aims
• Background and Significance
• Research Design and Methods
• Data Interpretation, Dissemination, and Action

The final paper must be uploaded to blackboard *before* the start of class on the due date to receive credit and must be saved as an MSWord document (.DOC or .DOCX), having 1" margins, 1.5" spacing, 12 point fonts, and be saved as *LastName_FirstName_FinalPaper* (e.g. Smith_Joe_FinalPaper.doc).
The Final Paper comprises 20% of the final grade.

Students will create and present their proposal to the class using PowerPoint. This presentation should be no longer than 10 minutes and summarize each section listed above.

The final paper and presentation are worth 20% of the final grade.

Midterm exam:
The midterm exam will cover sessions the first half of the course, which includes all readings, assignments, and lectures. It is worth 25% of the final grade.

Final exam:
The final exam will cover the second half of the course (readings, assignments, and lectures). It is worth 25% of the final grade.

Course Policies

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- No printing of any materials without permission from the instructor or the lab manager

Incompletes: A grade of incomplete will **only** be considered if you are clearly making a good faith effort to complete the course (i.e., attending regularly, participating in discussions) and have a good reason for not completing the work.

Dropping: The last day to drop the course with the grade of "W" is **April 12** (no refund).

Academic dishonesty: Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing (including "cutting and pasting" or paraphrasing information from the internet without proper citation), fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or papers written for other courses, or tampering with the academic work of other students. Students may be asked to submit their notes and references to prove that their work is their own. For further clarification, please read CUNY's policy on academic integrity at http://www.lehman.edu/provost/documents/academic-integrity.pdf. Violators will be reported to the head of the Department and to the Dean of Student Affairs.

Syllabus Modification: The instructor may modify the syllabus and study plan.

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Schedule:

-Readings and assignments are to be done *before* the class in which they are listed

-Schedule, readings, and assignments are subject to change

Session	Date	Topic	Readings	Assignments
1		Course overview, conceptual models of research and brief introduction to CBPR	Chapter 1	--
2		CBPR Historical context and social determinants of health	Chapter 2	--
3		Principles of CBPR	Chapter 3	--
4		Experimental Design in CBPR	Chapters 4 Article (TBD)	Assignment 1 Due
5		Community partnerships and Collaborations (2) / Peer critique of Assignment 1	Chapters 5 & 6	--
6		Community assessment, issue analysis, and research planning	Chapter 9 & 12	--
7		Data gathering	Chapters 10 & 11	Assignment 2 Due
8		**Midterm exam**	--	--
9		Ethical considerations in CBPR, IRB, and funding issues (1) / Peer critique of assignment 2	Chapter 14 Article (TBD)	--
10		Ethical considerations in CBPR, IRB, and funding issues (2)	Chapter 15	Assignment 3 Due
11		Diverse populations, cultural competence, and issues of power in CBPR / Peer critique of assignment 3	Article (TBD)	--
12		Interpretation, results sharing, and action planning	Chapters 16 & 17	Assignment 4 Due
13		Peer critique of draft	--	Final Paper Draft Due
14		Final Paper Presentations	--	Final Paper Due
15		**Final Exam**	--	--

LEHMAN COLLEGE
Department of Health Sciences
Bachelor in Public Health
CUNY School of Public Health
(Semester)

Faculty:
Office hours:
Office:

COURSE SYLLABUS

PHE 307: Emergency Preparedness at the Community Level

3 credits
Course Prerequisites: EVN 210, PHE 302, PHE 303

Course Description:
Human health is directly affected by natural disasters (hurricanes, earthquakes, flooding, heat), as well as transmission and expansion of diseases spread by air, water, and food quality, as well as industry precipitated contaminants. The course examines potential risks that exist within local communities and identifies public health intervention and prevention strategies. There will be class trips.

Course Objectives:
This course proposes to provide students with the following:

1. Identify the roles of the various phases of disaster management and issues concerning planning and policies in those phases.
2. Describe stages of comprehensive emergency management from a planning and policy perspective
3. Describe the role of federal, state, and local governments in disaster planning and policies.
4. Interpretation and application of mitigation planning and policy strategies.
5. Preparation of comprehensive emergency management and related plans
6. Analysis of factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.
7. Description of the factors that give rise to disaster vulnerabilities (e.g. natural, physical, social, economic, policies, and governance).
8. Identify of the factors that give rise to differential vulnerabilities and levels of community resilience
9. Demonstrate capacity to assess and manage these vulnerabilities through disaster planning and policy-making.
10. Interpretation and analysis of Data, methods, tools, and geospatial techniques (including GIS) that can enhance vulnerability assessments and knowledge building.
11. Demonstrate skill to utilize mapping in mitigation planning and

response operations

Course Textbooks:

Waugh, William L. Jr. (2000). Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management. Armonk, New York: M.E. Sharpe.

Burby, Raymond (1998). *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities*. Joseph Henry Press.

Resources:

The following **websites** will be useful in the development and understanding of disaster and emergency preparedness:

- www.fema.gov - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including a link to the Florida Emergency Management Agency).

- www.colorado.edu/hazards - for information regarding specific hazards, full texts of the Natural Hazards Center's series of working papers and quick response reports for recent disasters, and other information sources.

- www.dhs.gov - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates.

- www.iaem.com - for information on the International Association of Emergency Managers (including IAEM Europa, IAEM Oceana, and IAEM Asia), job listings, commentary on current policy issues.

- www.drc.udel.edu - for applied social science research related to disasters, full texts of some of the Disaster Research Center's publications, including reports to FEMA and other government agencies.

- www.emforum.org - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts.

Course Format:

- The course will be divided into four modules relating to planning and policy processes corresponding to these four traditional phases of disaster management. Throughout the semester, particular attention will be paid to how disaster planning and policy efforts can increase and promote resilience and reduce vulnerabilities within communities and across population groups.

GRADING SCALE:

Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69
- E = 59% or less

CLASS REQUIREMENTS

Readings: All reading should be done before each session to facilitate discussion. Required course assignments include the following: 1) class participation; 2) two quizzes; 3) a applied research project; and, 4) a final examination.

Class Participation 10% of grade. Class participation is an essential component of the requirements for successful completion of this class. Points for class participation are not simply guaranteed by attendance; participation consists of being present in class, reading all assignments prior to the beginning of class, and being an active member in class discussions and presentations. In addition, there will be some class activities, case analyses, and discussions. Class participation is important, because your presence and contributions are a vital part of a successful class. Interaction with others is as important a part of the learning experience as is the material being studied.

Quizzes 30% of grade. There will be two quizzes. These will cover all the material in class up to the date of the quiz. It will consist of multiple-choice and short essay questions.

Final Examination 20% of grade. The final examination will consist of short essay questions.

Applied Research Project - Disaster Case Analysis 30% of grade. Students should select a major U.S. or international disaster and prepare a written analysis (10-15 pages in length) including bibliography. Students should be prepared to provide a 5-10 minute over in class during the last class session. Using library and internet sources, the analyses should assess the state of knowledge about the disaster and provide an analysis that includes:

- a brief (1-2 page) description of the disaster and the emergency management effort;
- the nature and location of the disaster (i.e., natural or technological/man-made);
- the number of human casualties and amount of property loss.
- social and economic demographics and vulnerabilities of the area
- the government(s) having jurisdictional responsibility and involved in the disaster response and recovery effort;

- the involvement of nonprofit and for-profit actors in the response and recovery effort;
- the major planning and policy issues raised—e.g., lack of mitigation effort, inadequacy of preparedness, response failure, recovery problems; and,
- the disaster planning the community had undertaken prior to the incident.

The assignment of points and the grading scale is as follows:

Class Participation	10%
Quizzes	30%
Final Examination	20%
Applied Research Project	30%
Total	100%

SCHOOL POLICIES

Academic Integrity*:* Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism; (2) cheating; (3) having another person fulfill your assignment. To help you in understanding what plagiarism is and how to avoid it, please read the guide provided by CUNY's provost, dean, and student affairs offices:

Any cases of academic dishonesty that I discover in any assignment in this course will be dealt with strictly: A faculty report on the dishonest student will be filed with the Office of the Academic Integrity Official; the student will be failed in the assignment and possibly also in the course. Please consult CUNY's policy on academic integrity for further information: http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html

Students with Disabilities
The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

COURSE SCHEDULE

Week 1: Introduction Hazards and Disasters: Planning and Policies

Module 1: Disaster Mitigation Policies and Planning

Week 2: U.S. Disaster Policies: History and Institutions

- Waugh, 2000 - Chapter 2.
- Sylves, 2008**.** ***Disaster Policy and Politics: Emergency Management and Homeland Security*****.** Washington D.C.: CQ Press, Chapters 1, 2, and 3
- Lindell et al., 2006. *Fundamentals of Emergency Management*, Chapters 1 and 2.
- Federal Emergency Management Agency. (2004b). History of the federal emergency management agency. Washington DC: FEMA. Retrieved March 14, 2011, from http://www.fema.gov/about/history.shtm

Week 3: Mitigation Planning and Policy Strategies: Local, State, and Federal Level

- Schwab, James C (Ed). 2010. Hazard Mitigation: Integrating Best Practices into Planning. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association (Chapters 2, 3 and 4)
- Burby, Raymond (Ed.). 1998. Cooperating with Nature (Chapter 7)
- Godschalk, David. 2003. Breaking the Disaster Cycle: Future Directions in Natural Hazard Mitigation. http://www.training.fema.gov/emiweb/downloads/breakingdisastercycle/Session01. pdf
- Waugh. 2000. Living with Hazards, Chapter 5

Week 4: Measuring and Mapping Vulnerability

- Thomas, D.S.K., P.K. Stephens and J. Goldsmith. 2009. Chapter 14.–Measuring and Conveying Social Vulnerability,‖ in B.D. Phillips, D.S.K. Thomas, A. Fothergill and L.Blinn-Pike (Eds). Social Vulnerability to Disasters. Boca Raton, FL: CRC Press
- Esnard, A-M**.** (2007). The Nexus of Hazard Assessment, GeoSpatial Technologies, and Holistic Community Planning Strategies (Chapter 5). In –Losing Ground: Nation on Edge‖ Environmental Law Institute.
- Thomas, D.S.K., K. Ertugay and S. Kemec. 2007. Chapter 5 –The Role of Geographic Information Systems/Remote Sensing in Disaster Management‖ in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY:L Springer

Module 2: Preparedness and Planning

Week 5: Social, Economic, and Political Vulnerabilities

- Bolin, B. 2007. Chapter 7 –Race, Class, Ethnicity and Disaster Vulnerability‖ in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer
- Phillips, B.D. and M. Fordham. 2009. –Introduction.‖ Chapter 1, in B.D.
- Phillips, D.S.K. Thomas, A. Fothergill and L. Blinn-Pike (Eds). Social Vulnerability to Disasters. Boca Raton, FL: CRC Press
- Laska, S., and Morrow, B. (2007). "Social vulnerabilities and Hurricane Katrina: An Unnatural disaster in New Orleans." *Marine Technology Society Journal,* 40(4) 16-26.

Recommended Readings**:**

- Cutter, S. L. (2006). "Moral hazard, Social catastrophe: The changing face of vulnerability along the hurricane coasts." *The Annals of the American Academy of Political and Social Science,* 604(1), 102-112.
- Clark, G. E., Moser, S. C., Ratick, S. J., Dow, K., Meyer, W. B., Emani, S., et al. (1998). "Assessing the Vulnerability of Coastal Communities to Extreme Storms: The Case of Revere, MA., USA". *Mitigation and Adaptation Strategies for Global Change*, 3(1) 59-82.

Week 6: Community Resilience

- Cutter S.L., Burton C.G. and Emrich C.T. (2010). Disaster resilience indicators for benchmarking baseline conditions. Journal of Homeland Security and EmergencyManagement7(1):1-22
- National Research Council. (2010). Building community disaster resilience through public private collaboration. Washington, DC: The National Academies Press
- Cutter, S.L.; Barnes, L.; Berry, M.; Burton, C.; Evans, E.; Tate, E.; Webb, J. (2008). A place-based model for understanding community resilience to natural disasters. Global Environmental Change 18(8): 598-606
- Norris FH, Stevens SP, Pfefferbaum B, Wyche KF, Pfefferbaum RL. (2008).Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. *American Journal of Community Psychology, 41, (1 – 2),* 127 –150

Week 7: **Emergency Management Planning**

- Schafer, W.A.; Carroll, J.M.; Haynes, S.R. and Abrams, S. (2008). Emergency management planning as collaborative community work. Journal of Homeland Security and Emergency Management, 5(1) http://www.bepress.com/cgi/viewcontent.cgi?article=1396&context=jhsem&sei-redir=1#search=""emergency+planning""
- Perry, R.W. and M.K. Lindell. (2003). Preparedness for Emergency Response: Guidelines for the Emergency Planning Process. Disasters 27(4):336-350

As a sample for analysis: A comprehensive emergency management plan of the town of West Tisbury, MA http://www.westtisbury-ma.gov/Documents/Emer-mgmt- docs/CEMP1.pdf

Week 8: **Communication and Risk Management (Policies and Plans)**

- Rodriguez, H.. W. Diaz, J.M. Santos and B. E. Aguirre. 2007. Chapter 29
- –Communicating Risk and Uncertainty: Science , Technology, andDisasters at the Crossroads‖ in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer
- Longstaff, P.H. and Yang, Sung-Un. (2008). Communication management and trust: Their role in building resilience to surprises such as natural disasters, pandemic flu, and terrorism. Ecology and Society 13(1)http://www.ibcperu.org/doc/isis/8551.pdf
- Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapters 4. –Risk Perception and Communication.‖ http://training.fema.gov/EMIWeb/edu/fem.asp
- Moritz, M.J. (2006). Covering the News –come hell and high water:‖ Journalists in a Disaster. Pp. 353-372 in Learning from Catastrophe: Quick Response Research in the Wake of Hurricane Katrina. Boulder, Colorado: Natural Hazards Center

Module 3: Disaster Response: Planning for Response

Week 9 : **Emergency Planning**

- Lindell, Mike, Carla Prater, and Ronald Perry. 2006. *Fundamentals of Emergency Management*, Chapter 12.(Emergency Management Standards and Evaluation.‖ http://training.fema.gov/EMIWeb/edu/fem.asp
- Alexander, David. (2005). Towards the development of a standard in emergency planning", Disaster Prevention and Management 14(2):158 – 175
- Perry, R.W. and Lindell, M.K. (2003). Preparedness for emergency response: Guidelines for the emergency planning process. Disasters 27(4): 336 – 350.

Class visit to the local Emergency Operations Center (EOC) with a tour and guest lecturer

from the EOC.

Week 10: Supporting Emergency Response Operations using Geospatial Technologies

- Chen, A.Y; Pena-Mora, F. and Ouyang, Y. (2010). A collaborative GIS framework to support equipment distribution for civil engineering disaster response operations. Automation in Construction ESRI. 2010. GIS in Public Safety Website. Accessed November 2010 from http://www.esri.com/industries/public-safety/index.html
- Hodgson, M.E.; Davis, B.A and Kotelenska, J. (2010). Remote sensing and GIS data/information in the emergency response/ recovery phase. Geospatial Techniques in Urban Hazard and Disaster Analysis 2(4): 327-354

Week 11: Collaboration and Coordination in Emergency Response Planning & Management

- Hicklin, A.; O'Toole, J.; Meier, K.J. and Robinson, S.E. (2009) Calming the storm: Collaborative public management, hurricanes Katrina and Rita, and disaster response. In R. O'Leary, L.B. Bingham (eds.). The collaborative public manager: New ideas for the twenty-first century Chapter 6
- Kapucu, Naim. (2008). Collaborative emergency management: Better community organizing, better public preparedness and response. Disasters 3(2): 239-262.
- Waugh, W. L. & Strelb, G. (2006). Collaboration and leadership for effective Emergency Management. Public Administration Review, Special Issue, pp. 131-140

http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008_docs/Waugh_CollaborationLeadership.pdf

- McEntire, D.A. . 2007. Chapter 10 –Local Emergency Management Organizations in H. Rodriguez, E.L. Quarantelli and R.R. Dynes (Eds). Handbook of Disaster Research. New York, NY: Springer

Module 4: Disaster Recovery and Rebuilding

Week 12: Recovery Time-frames and Differential Recovery Rates

- Mitchell, C.M., A-M Esnard and A. Sapat. (2010). Hurricane Events, Population Displacement and Sheltering Provision in the United States. Working Paper: College for Design and Social Inquiry, Florida Atlantic University.
- Phillips B.D. 2009. *Disaster Recovery*, Chapter 3: Disaster Recovery Planning. Chapter 8 – Business Recovery; Chapter 9 – Infrastructure and Lifelines.

Week 13: Long-term recovery

▪ Phillips B.D. 2009. *Disaster Recovery* (Chapter 15 – Financing Recovery)
▪ Rubin, C.B. (2009). Long-term recovery from disasters-the neglected component of emergency management. Journal of Homeland Security and Emergency Management, 6(1): 1-19 http://www.bepress.com/cgi/viewcontent.cgi?article=1616&context=jhsem&sei-redir=1#search="long-term+disaster+recovery"
▪ Garnett, J.D. and Moore, M. (2009). Enhancing disaster recovery: Lessons from exemplary international disaster management practices. Journal of Homeland Security and Emergency Management, 7(1): 1-22 http://www.bepress.com/cgi/viewcontent.cgi?article=1711&context=jhsem&sei-redir=1#search="disaster+recovery+time-frames"
▪ Dash, N., Morrow, B. H., Mainster, J., & Cunningham, L. (2007). Lasting effects of hurricane Andrew on a working-class community. Natural Hazards Review 8(1): 13-21
Week 14: Post-Disaster Recovery Planning and Reconstruction
▪ Phillips B.D. 2009. *Disaster Recovery* chapter 10- Social Psychological Recovery;
Chapter 11- Public Sector Recovery)
▪ Gavin Smith. Forthcoming. *A Review of the United States Disaster Assistance Framework: Planning for Post-Disaster Recovery*. Fairfax, VA: Public Entity Risk Institute. Selected Chapters TBD
▪ Olshansky, R.B. (2006). Planning after Hurricane Katrina, Journal of the American Planning Association, 72(2): 147-153.
▪ Natural Hazards Center and Public Entity Risk Institute. (2006). Holistic Disaster
Recovery: Ideas for Building Local Sustainability after a Natural Disaster, Chapter 8.
Week 15: Post-Disaster Housing Planning
▪ Sapat, A., C.M. Mitchell, Y. Li and A-M Esnard. Policy Learning: Katrina, Ike and Post-Disaster Housing. International Journal of Mass Emergencies and Disasters, Forthcoming, March 2011.
▪ Phillips B.D. 2009. *Disaster Recovery* (Chapter 7—Housing).Boca Raton: CRC Press Johnson, C. (2007). Strategic planning for post-disaster temporary housing.
Disasters, 31(4): 435-458
http://onlinelibrary.wiley.com/doi/10.1111/j.1467-7717.2007.01018.x/pdf
▪ Levine, J., A-M Esnard and A. Sapat. (2007). Population displacement and housing dilemmas due to catastrophic hurricanes. Journal of Planning Literature 22(1):3-15.
Week 16: Final Exam and Project Presentations

Recommended Readings:

Birkland, Thomas. 2006. *Lessons of Disaster: Policy Change after Catastrophic Events.* Washington, D.C.: Georgetown University Press.

Burby, Raymond (Ed.). 1998. *Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communitie*s. Joseph Henry Press.

Drabek, Thomas. 2010. The Human Side of Disaster. Taylor and Francis

Florida Department of Community Affairs. 2010. Post-Disaster Redevelopment Planning: A Guide for Florida Communities.

Lindell, Michael et al., 2006. *Introduction to Emergency Management* (Wiley Pathways edition)

Mileti, Dennis S. 1999. Disasters by Design: A Reassessment of Natural Hazards in the United States.

National Research Council. 2007. Successful Response Starts with a Map: Improving Geospatial Support for Disaster Management

Phillips B.D. 2009. *Disaster Recovery.* Boca Raton: CRC Press

Schwab, J., K. C. Topping, C. C. Eadie, R. E. Deyle, and R. A. Smith. 1998. Planning for post-disaster recovery and reconstruction. Washington D.C: American Planning Association.

Schwab, James C (Ed). 2010. Hazard Mitigation: Integrating Best Practices into Planning. Planning Advisory Service Report # 560. Chicago, IL: American Planning Association

Tierney, K., M. Lindell, and R. Perry. 2001. *Facing the Unexpected: Disaster Preparedness and Response in the United States*. Washington, DC: Joseph Henry Press.

Waugh, William L. Jr. 2000. Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management. Armonk, New York: M.E. Sharpe.

LEHMAN COLLEGE
Department of Health Sciences
Bachelor in Public Health
CUNY School of Public Health
(Semester)

Faculty:
Office hours:
Office:

COURSE SYLLABUS

PHE 340 International Nutrition

3 credits

Course Prerequisites: HSD 240

Course Description

Global aspects of nutrition and its relation to health and disease. Topics will include the prevalence of hunger and malnutrition, nutrition-related diseases in the developing world, maternal-child nutrition, infection and nutrition, globalization and nutrition transition, ecology of overweight/obesity and chronic diseases in both developing and industrialized nations.

Course Objectives:

At the completion of this course students will be able to:

- Identify factors contributing to malnutrition and explain the effects of both under-nutrition and over-nutrition on growth and disease.
- Describe the effect of nutrition on pregnancy outcomes; breastfeeding and early childhood feeding practices and their impact on children's growth and health.
- Describe nutrition transition and how changing dietary patterns influences it.
- Explain the inter-relationships between food systems and the prevalence of major chronic diseases affecting the global population
- Explain the role of national and international intervention programs that address global nutritional problems.

Required textbook: Public Health Nutrition: Principles and Practice in Community and Global Health
by Natalie Stein, Jones and Bartlett, 2015

http://www.amazon.com/Public-Health-Nutrition-Principles-Community/dp/1449692044/ref=pd_sim_b_3?ie=UTF8&refRID=19RMZGFHXP2MFZNA41NS

Grade Distribution:

Attendance and participation	10%
Midterm:	25%
Final Exam:	40%
Group project:	25%

Tentative Grading Scale:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	≥93	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	<60
B	83-86	C-	70-72		

Tentative Course schedule:

Date	Topic
Week 1	Brief overview of nutrition and health
Week 2	Malnutrition: Protein energy malnutrition and undernutrition
Week 3	Micronutrient deficiencies: vitamin A, Iodine,
Week 4	Micronutrient deficiencies: Iron, Zinc
Week 5	Nutritional requirements during pregnancy and current practices/challenges in developing countries
Week 6	Infant and childhood feeding: breastfeeding and complementary feeding practices
Week 7	MID TERM
Week 8	The burden of infections on nutritional status
Week 9	Globalization, nutrition transition and obesity
Week 10	Global Food Insecurity
Week 11	Nutrition-related interventions: effects and challenges with regards to community-based and international interventions
Week 12	**Chronic disease and nutrition: Cardiovascular Disease**
Week 13	**Chronic disease and nutrition: Cancer**
Week 14	**National and international responses to improve global nutrition**
Week 15	Final exam

Group project:

You will work in groups of three for this project. As nutrition assessment ambassadors for a country assigned to you, identify a nutrition-related health problem prevalent in the country. You will identify the socio-cultural/ farming/ economic factors contributing to this health problem, symptoms and health-outcomes associated with it, as well as briefly summarize the role of public health interventions.

Use of Blackboard:

We will be using a Blackboard site for much of the class activities. It can be accessed through the Lehman website at www.lehman.cuny.edu. If you have any problems accessing the site please call the computer helpdesk at 718-960-1111.

Accommodating Disabilities:

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441.

LEHMAN COLLEGE
Department of Health Sciences
Bachelor in Public Health
CUNY School of Public Health
(Semester)

Instructor:	TBD
Office:	TBD
Office hours:	TBD
Email:	TBD
Phone:	TBD

COURSE SYLLABUS

PHE 470: Public Health Field Experience

3 credits

Courses Prerequisite: Departmental permission.

Course Description:

Supervised field experience requiring a minimum of 120 hours of work in a public health setting.

Course Learning Objectives:

- Demonstrate the application of one or more core public health competencies or techniques through the fieldwork experience
- Analyze ethical issues in the workplace
- Demonstrate ability to meet deadlines

LEHMAN COLLEGE
Department of Health Sciences
Bachelor in Public Health
CUNY School of Public Health
(Semester)

Instructor:	TBD
Office:	TBD
Office hours:	TBD
Email:	TBD
Phone:	TBD

COURSE SYLLABUS

PHE 472: Public Health Capstone

3 credits
Courses Prerequisite: Departmental permission.

Course Description:
Guided discussion and readings to integrate undergraduate content and relevant experiences to develop professionals for service in public health.

Course Learning Objectives:
- Analyze current public health issues
- Refine one's skills