

## **Public Health PIG Report, Fall 2023**

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For the Fall of 2023, we received PIG funding to develop some sort of Public Health curricular offering for Whitman. Our plan was to develop one or more possible program models that we thought could be viable at Whitman and engage in meaningful conversations with faculty and administration about these models. We developed two models for Public Health programs: an interdisciplinary Concentration and a Major with two tracts. In this report, we will answer the questions posed by the CTL, including descriptions of our planned next steps. We also include the memo shared with all Divisions that includes draft curricular programs.

### **What was the outcome of your project and how did it align with your original goals as stated in your application?**

- Based on all the information we had gathered in Spring 2023 (see the report for that PIG), we drafted and revised draft curricular models for two Public Health programs: an interdisciplinary Concentration and a Major with two tracts. Both programs would require some sort of beyond-class capstone, research, or internship component. (Descriptions of these proposals begin on **page 9** of this report.)
- We wrote a document explaining our process and decisions that went into those curricular models (beginning on **page 3** of this report). This document:
  - Explained our choice of the label “Public Health”, instead of other possible names (e.g., Health and Society)
  - Described staffing and resource implications for the models - namely, that neither model can be implemented with the permanent faculty currently employed by Whitman College
  - Provided background on undergraduate public health education
  - Described student interest in public health courses and health-related coursework as an existing strength of Whitman
  - Described Whitman’s location in relation to peer and aspirational schools
  - Connected possible Public Health curricular offerings with students’ lives after Whitman
  - Described the requirements for an 18-22 credit Concentration in Public Health
  - Described the requirement for two tracks of a Major in Public Health (natural sciences and social sciences)
- We met with all three Divisions to share these models. We had very positive conversations with all three Divisions and in many one-on-one conversations with faculty. Across these meetings, we heard no significant objections whatsoever to our proposals. Faculty were in agreement about the existing strengths of health-related offerings at Whitman and the ability of formalized Public Health programs to strengthen the Whitman curriculum and student experience.

- We met separately with Provost and Dean of the Faculty Tipton, Vice President of Development and Alumni Relations Setchell, and President Bolton. All were positive about the potential contributions of Public Health to Whitman. Each conversation included discussions of staffing and possibilities for bringing new faculty to Whitman whose presence would allow us to formally propose one or both programs. Until those positions are created, we have no intention of proposing the creation of the Concentration or Major, since they cannot be staffed with the faculty currently on campus. We expect conversations with the administration to continue into the spring of 2024.

**What sense do you have at this point that your project has enhanced student learning and what will you be looking at in the future to know whether the project was successful?**

- As was the case with our Spring 2023 PIG, our project has not yet enhanced student learning but has significant potential to do so. We have developed two curricular models that could be implemented at Whitman with sufficient staffing. We have spoken with the faculty (individually and collectively) and the administration, raising awareness of these possible models and identifying possible next steps. We do not know the outcome of these conversations and efforts. However, we are glad we undertook this process so that these models are developed and ready, should faculty positions emerge to allow for their official proposal and entry into the curriculum. Additionally, it is possible that through these discussions about Public Health offerings, faculty across campus may become more aware of how broad student interest is in these topics and may adjust current courses or develop new courses with more health-related content.

**What were the limitations or failings of this project, and how, in retrospect, might they have been better addressed or remedied?**

- The biggest overall limitation is that these possible models cannot be proposed or implemented yet because they cannot be staffed with the faculty currently at Whitman. Because of the “faculty cap”, new positions cannot be created outside of a competition against departments who have lost a faculty member, unless the new position is fully endowed. We are pursuing conversations with the administration about these staffing challenges. These challenges could be remedied if the “faculty cap” model of staffing was eliminated or revised.

**How do you envision sharing the results of your work with other colleagues at Whitman (or elsewhere)?**

- We shared our work with all Whitman faculty through Divisions (see the memo below, which was circulated to all faculty through their Division Chairs). We offered to meet with any individual departments but none requested such a meeting. We also shared this document and had conversations with members of the administration. We will meet with the Committee of Division Chairs in Spring 2024. We anticipate conversations continuing into 2024.

## Public Health Curriculum Justification

Document shared with Divisions in November 2023

**Fall 2023 PIG team:** Alissa Cordner (sociology), Kimberly Mueller (health professions), Jim Russo (BBMB), and Matthew Tien (biology)

**Spring 2023 PIG team:** Alissa Cordner (sociology), Ellen Defossez (RWPD), Nina Lerman (history), Kimberly Mueller (health professions), Jason Pribilsky (anthropology), Jim Russo (BBMB), and Wenqing Zhao (philosophy)

This document introduces two models of Public Health curricula: an interdisciplinary concentration consistent with the faculty's definition of a concentration, and an interdisciplinary major. The past few years have made the relevance of Public Health unmistakably evident, and its absence at Whitman is something that can be corrected. A formal curriculum related to Public Health offers students the opportunity to engage in focused study of health-related topics across disciplines, drawing on existing strengths in Whitman departments and programs; meeting significant identified needs and wants of current and prospective students; and expanding the offerings of courses that fully fit our liberal arts mission.

Acknowledging other possible names (Health and Society, Community and Global Health, etc.), we have decided to call both curricular models "Public Health" after much discussion and deliberation, for several reasons. *First*, Public Health is a widely-recognized term whose relevance is clear to students, other members of the College community, alumni and donors, and potential future faculty colleagues. (Scholars from many disciplines might all easily see themselves in a 'Public Health' program, while 'Health and Society' or 'Global Health' might feel less relevant depending on their areas of expertise.) We think this legibility is valuable. *Second*, Public Health is an inherently interdisciplinary field of study and practice, aligning with both of the curricular models we describe. *Third*, specifically with respect to Community and/or Global Health, while these are essential concepts in the field of Public Health, these are not currently strengths of our existing curriculum, and so we stuck with the more general Public Health to avoid identifying too many new courses that a future faculty member would need to teach. (An excellent Global Public Health class was taught only once in 2015.)

### Staffing and Resources for Public Health Programs at Whitman

Below we describe models for an interdisciplinary Public Health concentration and a major with two tracts. Neither model can be implemented with the permanent faculty currently employed by Whitman College. The concentration would require a faculty member who could 1) teach PH1xx Introduction to Public Health and PH4XX Capstone Seminar in Public Health, and 2) serve as director of the program, at least on a rotating basis. The major would additionally require a faculty member(s) who could teach biostatistics, epidemiology, and health policy, in addition to PH1xx and 4xx. Although there are a number of Whitman faculty who see interdisciplinary health topics as central to their research and teaching, there are currently no faculty with both the expertise and space in their departmental teaching loads to take on these additional teaching and directorship responsibilities.

Therefore we present these models as aspirational futures for Whitman, intended to validate students' and others' desires to see formalized Public Health-related curriculum at Whitman and our collective belief that having such curricula (as a concentration, major, or both) would be good for current, future, and prospective Whitman students. ***We are not proposing that Division meetings vote to adopt these proposals at the current time. Rather, we hope to spark discussion among the Faculty as a whole and among individual departments about how future faculty lines could support such a Public Health future for Whitman. Based on these faculty discussions, we will also approach areas of the Whitman administration to talk about resources.*** This could mean entirely new faculty lines intended to establish and support such a program, likely one more in the social sciences (with the ability to teach Health Policy) and one in the natural/physical sciences (with the ability to teach Biostatistics and Epidemiology). This could follow the model of Willamette University, whose major is supported by a new tenure track faculty line (in addition to adjunct instructors). This could also look like individual departments working Public Health-related teaching expertise into proposals for new TT positions (e.g., a department working the ability to teach 'health policy' or 'biostatistics' into a broader position).

#### **Background on Undergraduate Public Health Education:**

In 2003 the National Academies' Institute of Medicine published its provocative paper "[Who will keep the public healthy?](#)" In addition to describing the requirement of an educated public health workforce, the authors recommended "... *that all undergraduates should have access to education in public health.*" Following this statement, members of the American Association of Colleges & Universities (AAC&U), the Council of Colleges of Arts & Sciences (CCAS), and the Association of Prevention Teaching and Research (APTR) published a consensus report on public health and undergraduate education in 2007 titled "[The Educated Citizen and Public Health](#)", which included a curriculum guide for general education courses and minors in public health that could be offered at all institutions of higher ed. In 2012 the Association of Schools of Public Health (ASPH) extended this work into elements of an undergraduate major in Public Health. All of these guiding models emphasize that public health education must emphasize DEIA issues, which this is reflected in foundational and essential course offerings in health equity issues. They also emphasize how health and the environment are inextricably connected, related to Whitman's recently formalized commitment to environmental justice and sustainability.

#### **Health-related pedagogy, broadly conceived, is a *current strength* of the College.**

Health-related education is a source of academic excellence and distinction at Whitman already. There are thirty-eight courses in the fall and spring semesters of 2023-24 taught in 14 academic programs and departments (Anthropology, BBMB, Biology, Computer Sciences, Economics, Environmental Sciences, French, History, Interdisciplinary Studies, Mathematics, Political Science, Psychology, Writing, Rhetoric, and Public Discourse, and Sociology). These courses could support students pursuing the many public health pathways, including behavioral and social science, biostatistics and informatics, epidemiology, environmental health, global

health, health policy, and management, health promotion and communication, maternal and child health, and minority health and health disparities. However, we note concerns about the frequency of related courses and the number of available seats for interested students.

### **Current students are clamoring for more health-related coursework.**

It is abundantly clear to us that Whitman students are interested in health-related courses and programs of study. At least eight students have completed Individually Planned Majors since 2003. (We actually believe this number is higher than the Registrar's data given the naming of IPMs.) These health-related IPMs were designed along interdisciplinary lines whereby students gathered together coursework that represented at least three distinct perspectives: humanities-related health courses, social sciences (with a strong emphasis on issues of international development, behavioral approaches, and policy), and the natural sciences.

In the Spring of 2023, we solicited feedback from students about their interests in health-related curricular programs. We received 70 survey responses and heard from 17 students in focus groups. While these students are likely more interested in health-related courses than the average Whitman student, these data reveal a thirst for public health related subjects and programs at Whitman. 85% of surveyed students believe that Whitman *definitely* should offer a public health program, and 57% are personally interested in doing a public health program. Students expressed interest in multiple curricular models, with 75% expressing interest in a minor; 50% in a major; and 70% in a concentration (though we learned in focus groups that there is very limited understanding of what a 'concentration' is among students). A strong majority were also interested in interdisciplinary courses, internships, research opportunities, and health-related talks and on-campus events. We have designed both our Concentration and Major proposals to include required research or internship engagement that would extend beyond the Whitman campus. Over 30% of surveyed students would be interested in joining a public health club and connecting with undergraduates in public health from other PNW institutions, demonstrating how a public health program might support Whitman's goal of cultivating vibrant communities on campus and beyond.

### **Enhancing health-related offerings would raise Whitman's profile among peer and aspirational schools, supporting recruitment and retention of future students.**

Nationally, interest in public health programs is clearly on the rise. According to a recent article in [Inside Higher Ed](#), the growth is predominantly at the undergraduate level: "the number of graduates with an undergraduate degree in public health jumped by more than 1,100 percent between 2001 and 2020, outpacing master's degrees as the most popular public health degree by 2020." With respect to our comparison schools, we can also see substantial interest from students who attend our peer and aspirational institutions. We queried the Admissions Office about prospective student interest in public health, but since Admissions does not explicitly ask about public health interest, they don't have reliable data around this.

Whitman trails behind peer and aspirational schools in its health-related programs of study. Two-thirds of Whitman's peer and aspirational schools offer a health-specific program of study in the form of either a major, minor, concentration, or certificate. Within the two thirds of peer institutions that do offer a health-specific program of study, majors are uncommon (offered by

only 3 peer institutions), as are programs labeled “certificates” (offered by 1 peer institution) and “concentrations” (also offered by 1 peer institution). (Note that Whitman’s current understanding of a “concentration” is more in line with the thematic or interdisciplinary minor approach at some other schools.)

Type of health-related program	Schools
Major	Franklin & Marshall - Interdisciplinary Major in Public Health Rhodes - Major in Health Equity, as a sub-major of Urban Health Willamette - Public Health
Minor	Colorado - “thematic minor” in Global Health Davidson - “interdisciplinary minor” in Public health Occidental - Public health Lewis & Clark - Health Studies Middlebury - Global Health Willamette (also has a major) Rhodes (also has a major)
Certificate	Dickinson - Health studies
Concentration	Macalester - Community and global health
No program	Bowdoin Carlton Colby Kenyon Pomona Reed Union

Establishing an interdisciplinary health-related concentration would bring us in line with the majority of our peer and aspirational institutions. Establishing a major would place us on the leading edge of this cohort.

**A health-related program of study would support students for their lives after Whitman.**

Numerous Whitman students pursue health-related careers and graduate study after leaving Whitman. Using data from Whitman’s Office of Alumni Relations and the Office of Health Professions Advising, we identified 115 graduates with a Masters in Public Health degree. Including but not limited to Whitman alumni with MPH degrees, Whitman alumni are engaged in diverse professional settings, encompassing both the private for-profit and non-profit sectors, educational institutions, as well as governmental agencies operating at the international, federal, state, and local levels. A considerable number of alumni are directly involved in the healthcare

sector, assuming roles as nurses, medical doctors, and researchers. Additionally, alumni have made significant contributions within graduate educational environments, serving as professors, assistant professors, and program administrators. It is worth noting that many individuals hold multiple appointments, concurrently working as medical doctors and researchers within non-profit or not-for-profit medical centers.

Our focus group conversations with students as well as data from the survey reveal that greater health-related courses of study would directly support students' desires for their lives after Whitman. When asked about their career interests, students gave a diverse list of answers that ranged from community health research, dental school, and law, to bioethics and sustainable development. The following themes emerged from the qualitative responses from the students: Broaden understanding of systemic medical issues; help in getting an internship and getting involved with a mixture of government-run entities, NGOs, and privately-owned companies/hospitals; and preparation for professional schools after Whitman. While about 15% of respondents said they were 'very' or 'somewhat' interested in some sort of public health grad school, over half were "a little" or "not at all" interested, demonstrating that our sample is not just made up of people intending to go to grad school in this field.

### **Specific Information about the Proposed Public Health Major:**

In crafting proposals for an interdisciplinary concentration and major in Public Health at Whitman College, we consulted the ASPH guidelines for undergraduate majors in Public Health. ASPH has recognized the value of undergraduate education in public health as part of a general liberal arts education, regardless of a graduate's post-graduation path. The ASPH recommends that the areas of focus for undergraduate programs should provide an understanding of health at the population level and engage students in the range of areas in which public health is studied and practiced:

Biostatistics and Informatics	Epidemiology	Health Disparities
Behavioral Health	Food & Nutrition	Health Systems & Policy
Child & Adolescent Health	Global Health	Infectious Diseases
Community Health	Health Communication	Women's & Reproductive Health
Environmental Health		

ASPH has described the knowledge, skills, competencies, and career opportunities that are critical to an undergraduate public health major curriculum. They have outlined critical elements for implementing an undergraduate major that combines content and skill areas of general education and the disciplinary breadth and depth needed for developing public health expertise:

#### ***I. Public Health***

*A. Overview of Public Health:* Students should have an introduction to the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society

*B. Role and Importance of Data in Public Health:* Students should have an introduction to the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice

*C. Identifying and Addressing Population Health Challenges:* Students should have an introduction to the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

*D. Human Health:* Students should have an introduction to the underlying science of human health and disease including opportunities for promoting and protecting health across the life course

*E. Determinants of Health:* Students should have an introduction to the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

*F. Project Implementation:* Students should have an introduction to the fundamental concepts and features of project implementation, including planning, assessment, and evaluation

*G. Overview of the Health System:* Students should have an introduction to the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries

*H. Health Policy, Law, Ethics, and Economics:* Students should have an introduction to basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government

*I. Health Communication:* Students should have an introduction to the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

*J. Integrative experience:* Students should have opportunities involving public health science research or applied experience with organizations working in public health domains.

In addition to considering these critical elements, we have examined major programs at other 4-yr institutions which do not have graduate schools of Public Health associated with the institution and the current courses at Whitman that address these elements of public health.

# Public Health Concentration

Director: TBD \* See discussion of Staffing and Resources in main justification document

## The Concentration in Public Health:

- 18-22 credits
- Required Courses (9-10 credits):
  - PH 1XX(4 credits) Introduction to Public Health
  - PH 4xx (2 credit) **Capstone Seminar in Public Health**
  - One course with a strong statistics component (see course lists below) (3-4 credits)
- At least three credits in each of the following categories (9-12 credits):
  - Humanities Public-Health related courses (see course lists below)
  - Life and Physical Science Public-Health related courses (see course lists below)
  - Social Science Public-Health related courses (see course lists below)
  - These three courses must come from at least two departments
  - Up to two classes can be earned from OCS courses
- Complete an oral presentation and a written capstone project in the form of a research thesis, reflection on a public-health internship, or other approved capstone project.

**[NOTE: These lists of courses would be added to and approved by individual departments]**

### **Courses with a strong statistics component (Take 1)**

Math 128- Introduction to Statistics (3 credits)

Math 247- Statistics with Applications (3 credits)

Psychology 210 Psychological Statistics (3 credits)

Economics 227- Statistics for Economics (4 credits)

Sociology 208- Social Statistics (4 credits)

### **Life and Physical Science Public Health related courses (Take 1)**

BBMB 430 Infectious Disease (3 credits)

Biology 127 Nutrition (3 credits)

Biology 140 The Human Genome (2 credits)

Biology 227 Introduction to Nutrition Science & Metabolism (3 credits)

Biology 250 Introduction to Computational Biology (4 credits)

Biology 260 Microbiology (4 credits)

### **Social Science Public Health related courses (Take 1)**

Anthropology 228 Medical Anthropology (4 credits)

Environmental Studies/Sociology 329 Environmental Health (4 credits)

Environmental Studies 353 Environmental Justice (4 credits)

History 151 Before Germs and Genetics (4 credits)

Sociology 209 Sociology of Health and Illness (4 credits)

### **Humanities Public Health related courses**

Philosophy 217 Bioethics (4 credits)

Philosophy 461 Global Health Ethics (4 credits)

Rhetoric, Writing, and Public Discourse 325 Rhetorics of Health and Medicine (4 credits)

Hispanic Studies 325 Healthcare and Language (4 credits)

### **Concentration Capstone Projects**

Students are required to complete an independent research, public health internship, or other approved capstone project before taking PH 4XX. This external experience can take one of several forms, it can occur during a semester or summer, and it can be paid or unpaid. Students should plan this experience with the approval of the Public Health Director.

- Public Health Internships include but not limited to:
  - An internship with an established public health internship organization, such as the Child Family Health International <https://www.cfhi.org/>
  - Experiences in working with community non-profit health organizations (e.g., Blue Mountain Heart to Heart), governmental agencies (e.g., Washington State Health Department or Veteran Affairs), public health policy groups, and health-care facilities and clinics with a civic engagement component.
  - Independent community-organization and civic-engagement projects can also be acceptable forms of an internship with oversight by a Faculty member or community-organizer. Such projects would need to include a formalized assessment plan of an independent project approved by the Director of the Concentration.
  - Internships must be no less than 75 hours
- Public Health Research include:
  - Analysis and visualization of epidemiological data, assessments of community programs pertaining to human health, and human-health related studies at the population level
  - Laboratory-based research pertaining to human-health at the population level.
  - Independent policy- and/or scholarly-engaged projects are also acceptable forms of a written, research-based, public health thesis.

**PH 1XX Introduction to Public Health**  
**SPRING/FALL Staff 4 credits**

Students will be introduced to the interdisciplinary field of Public Health...

**PH 4XX Capstone Seminar in Public Health**  
**SPRING/FALL Staff 2 credits**

Students who have completed their approved capstone research or public-health internship will present their experiences....

# Public Health Major

Director: TBD \* See discussion of Staffing and Resources in main justification document

## The Major in Public Health:

We propose a major in which a core set of courses, including introductory and capstone seminar/thesis courses are required by all students in the major, with students then choosing one of two tracks (natural sciences and social sciences) for exploring different areas in which public health is studied and practiced. In this curriculum we hope to have students engage in at least eight of the ten critical elements outlined above.

- 50-57 credits
- **Core classes (taken by all students):**
  - Intro to Public Health (4 cr) \* PH 1xx
  - Public Health Epidemiology (4 cr) \* PH 3xx
  - Health Policy (4 cr) \* PH 3xx
  - Research methods Seminar (2 cr) \* PH 4xx
  - Senior Thesis (3 cr) \* PH 490
  - 3-4 credits in Statistics (**note - this could be replaced by a single Biostatistics requirement**)
    - Math 128- Introduction to Statistics (3 credits)
    - Math 247- Statistics with Applications (3 credits)
    - Psychology 210 Psychological Statistics (3 credits)
    - Economics 227- Statistics for Economics (4 credits)
    - Sociology 208- Social Statistics (4 credits)
  - 1 foundational class in three areas (3-4 credits each):
    - Social science foundations
      - Anth 228 Medical Anthropology (4 cr)
      - Hist 151 Before Germs and Genetics (4 cr)
      - Pol 109 US Policy and Policymaking (4 cr)
      - Soc 209 Sociology of Health and Illness (4 cr)
    - Ethics and communications foundations
      - Phil 217 Bioethics (4 cr)
      - Phil 461 Global Health Ethics (4 cr)
      - RWPD 225 Communication in Science (4 cr)
      - RWPD 325 Rhetorics of Health & Medicine (4 cr)
    - Life science foundations
      - Biol 101 and Biol 101Lab Evolution, Ecology, and Diversity (4 cr)
- **Public Health-Social Science track:**
  - **Note: These lists of courses would be added to and approved by individual departments**
  - Complete 12 additional credits from:
    - Anth 228 Medical Anthropology (4 cr)
    - Hist 151 Before Germs and Genetics (4 cr)
    - Soc 209 Sociology of Health and Illness (4 cr)
    - Soc 329 Environmental Health (4 cr)

- Econ 205 Development Economics (4 cr)
    - Pol 109 US Policy and Policymaking (4 cr)
    - Pol 250 Reproduction & the State (4 cr)
    - Psyc 218 Psychology of Poverty (4 cr)
    - Psyc 240 Developmental Psychology (4 cr)
  - Complete one additional natural science course from the following:
    - Biol 102 and 102L (4 cr)
    - Biol 227 (3 cr)
    - Chem 100 (3cr)
    - Biol 126 (3cr)
- **Public Health-Natural Science track:**
- **Note: These lists of courses would be added to and approved by individual departments**
  - Chem 125,135,126,136 General Chemistry OR Chem 140 Adv Gen Chem) (4-8 cr)
  - Biol 102 and 102L (4 cr)
  - Complete 12 additional credits from:
    - Biol 205 Genetics (3 cr)
    - Biol 222 Human Anatomy & Physiology II (4 cr)
    - Biol 227 Nutrition (3 cr)
    - Biol 250 Intro to Comp Biology (4 cr)
    - Biol 260 Microbiology (4 cr)
    - Biol 317 Genetic engineering (2 cr)
    - BBMB 430 Infectious Disease (3 cr)
  - Complete one additional social science course from the following:
    - Anth 228 Medical Anthropology (4 cr)
    - Hist 151 Before Germs and Genetics (4 cr)
    - Econ 205 Development Economics (4 cr)
    - Pol 250 Reproduction & the State (4 cr)
    - Psyc 218 Psychology of Poverty (4 cr)
    - Psyc 240 Developmental Psychology (4 cr)
    - Soc 209 Sociology of Health and Illness (4 cr)
    - Soc 329 Environmental Health (4 cr)

### **Draft course descriptions for new courses**

#### PubH 1xx Introduction to Public Health

This course provides an overview of the discipline of public health. Topics include: the models and approaches that govern public health practice; major causes of morbidity and mortality; the socioeconomic, behavioral, and environmental factors that affect health; the analytical methods used in public health; the U.S. health care systems and policy; and current challenges in measuring and improving population health.

#### PubH 3xx Epidemiology

Epidemiology is the study of health and disease of populations. In this course, students will

learn the principles and methods used to examine the distribution and determinants of disease morbidity and mortality in human populations, to elucidate relationships between exposures and positive or negative health outcomes, and to trace and predict epidemic and pandemic disease. In addition, students will discuss how to develop research questions, design ethical studies, conduct sampling for research which minimizes bias and other types of error, and analyze data.

### PubH 3xx Health Policy

This course investigates US and global health policy issues. Using lectures and group discussions, students will develop a framework for analyzing health care policy problems and survey health care and health systems, focusing on health care spending, insurance, and health outcomes. Students will also examine ethical dilemmas and debates within health policy and critique the role health policy can play in addressing health disparities.

## **OCS Classes:**

**Up to two classes from required categories can be earned from OCS courses. Possible courses include:**

**OCS course for Public Health-Natural Science related courses can include (but not limited to):**

ABCS 304 Public Health Zoology (CIEE Ghana Arts and Sciences)

AB 1054 Biochemistry in Health and Disease (IES Amsterdam Psychology and Sciences)

AB 1025 Genetics and Public Health (IES Amsterdam Psychology and Sciences)

Human Health and Disease: A Clinical Approach (DIS Copenhagen)

Epigenetics and the Impact on Health and Disease (DIS Copenhagen)

**OCS course for Public Health-Social Science related courses can include (but not limited to):**

Public Mental Health (DIS Copenhagen)

Healthcare Systems: A Comparative Approach (DIS Copenhagen)

Health Beyond Borders (DIS Copenhagen)

Health Economics and Health Policy in Europe (DIS Copenhagen)

Food and Health: A Global Perspective (DIS Copenhagen)

Health Promotion and Disease Prevention (DIS Copenhagen)

Healthcare Strategies for At-Risk Populations (DIS Copenhagen)

Public Health Emergencies and Health-Crisis Management (DIS Stockholm)

Public Health and Migration: Access, Politics, and Human Rights (DIS Stockholm)

Public Health Policy in Practice (DIS Stockholm)

AB 1042 Future Challenges in Global Health (IES Amsterdam Psychology and Sciences)

AB 1034 Sexual Health: Threats and Opportunities (IES Amsterdam Psychology and Sciences)

HL 305 Public Health in Europe: Issues and Social Policies (IES London Health Practice and Policy)

Comparative Public Health Systems in Latin America (IFSA Argentina Psychology in English)

IPBH 3000 Public Health in Chile (SIT Chile Public Health, Traditional Medicine, & Community Empowerment)

IPBH 3500 Public Health Research Methods and Ethics (SIT Chile Public Health, Traditional Medicine, & Community Empowerment)

IPBH 3005 Traditional Medicine and Community Health (SIT Chile Public Health, Traditional Medicine, & Community Empowerment)

Contemporary Issues in Public Health in the Yucatan (IFSA Mérida Universities Program)

Comparative Public Health Systems in Latin America (IFSA Argentine Universities Program)