Syllabus for Public Health 3.0

Format: In-person/Online synchronous
Weekly sessions at 50 minutes each; 12 weeks

Prerequisite: Enrolled in a relevant graduate level program or certificate
This course is intended to be multidisciplinary, but instructor may prioritize seats for graduate students in public health, policy, and disciplines relevant to the material

Required course materials: Readings will be provided as PDFs or online resources

Course Description. Functions as an introduction and initial 'train the trainer' course, which will prepare students to practice and to lead in contemporary, intersectoral, equitable, transformative public health practices across a range of organizational settings.

Course Objectives. Upon successfully completing this course, students will be prepared to:

- Communicate effectively about health determinants, health equity, and Social Determinants of Health (SDOH) with a wide range of stakeholders and policymakers
- Assess policies, practices, and organizational strategies for relevance to health promotion from a Public Health 3.0 (PH3.0) lens
- Select and initiate basic Health in All Policies (HiAP) and related strategies, and engage, guide, and support collaborators in order to implement them.

Course Schedule/Curriculum

Session	Content	Practice	Readings
What is Health?	Level setting on health determinants, equity, and SDOH. Distinguish upstream, midstream, and downstream practices. Policy-systems-environment (PSE) definitions.	Pre-evaluation survey Create health pathway Identify interactions between sectors	McKinlay (1975) Refocusing Upstream, Kreuter, MW, et al. (2004) Understanding Wicked Problems
A History of the Political Economy	Reviewing global and US history to understand how colonization, slavery, and their legacies have shaped social, economic, and health practices in the US, and persisting health inequities	Discuss identity, practice reflective listening, discuss health issues through equity lens	AJPH Four Hundred years edition (Oct 2019)
The HiAP Framework	HiAP/HEiAP as an approach to work on SDOH; overview of inclusion theory and practice; big P/little p	Using results from previous sessions, identify potential transsectoral policies and practices for health promotion	NACCHO *Health in All Policies: Experiences from Local Health Department*

HiAP Strategies and Impact Alignment	Revisit sectors that influence health determinants and SDOH; assess intervention points and sector alignment; intro to meet-date-marry model	Using results from previous session, identify transsectoral policy intervention points	
HiAP Tools	Look at specific tools for HiAP interventions, including health impact assessment (HIA)	Practice HIA screening	National Research Council (2011) *Improving health in the United States: the role of health impact assessment*
Systems Thinking	Principles, behavior-over-time, stock and flow, causal loops and leverage, models	Create simple maps and models (small group)	Diez Roux, A. V. (2011) Complex systems thinking and current impasses in health disparities research. *AJPH*, *101*(9), 1627-1634.
Messaging and Communication	Review challenges and best practices in communicating SDOH, HiAP, and PH3.0	Develop and critique messages on selected topics	RWJF *How to Talk about the SDOH*, review Frameworks Institute and phrases.org websites
Urban and Rural Case Studies	Review PH3.0 and other HiAP interventions in urban/suburban and rural local settings	Small group discussion	To be selected by instructor
National and Global Case Studies	Review PH3.0 and other HiAP interventions in federal and international governments		To be selected by instructor
Essential Strategies	Review toolbox of approaches and best practices for advancing PH3.0 practice as a rising practitioner in various settings, including stakeholder engagement, equity and inclusion resources, etc.	Guest presenter/video, small group practice	Iton, A. (2016) Health Equity: Moving from the Margins to the Center, *NACCHO Exchange*

Student Presentations	Final two weeks, students will present and critique proposals for PH3.0 interventions in their selected scenarios (see below)		
Student Presentations			

Assignments

Student project: Students will work individually or in small groups depending on class size. Students will select one social determinant of health topic to address through a PH3.0/HEiAP framework. Project should represent comprehension and application of each component of PH3.0 competency, including identification of a plausible upstream policy target, appropriate stakeholder engagement design, evidence informed framing and messaging, comprehensive equity considerations, appropriate HEiAP tool or approach, and depiction of potential PSE interventions. The final product should demonstrate use of each of the tools and methods presented during the course.

Note: Alignment with Association of Schools and Programs of Public Health DrPH Competencies

- Evidence-based policy development, analysis, and translation processes including, the role and impact of scientific information, legal and regulatory approaches and constraints, ethical issues, and varied stakeholder interests

- Strategies for influencing the decisions of government, community, and institutional leaders using evidence-based knowledge, analysis, communication, negotiation, and consensus-building methods

- Organizational and community leadership methods and skills, including using values clarification, developing a shared vision, conducting strategic planning, guiding decision-making, fostering collaboration, inspiring trust, and motivating others

- Characteristics of complex systems, the role and power of system stakeholders, system-level interventions, and systems thinking tools