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| |  |  | | --- | --- | | **Instructor Information** | | |  | | | PHPM 637: Political Foundations of Public Health |  | | | Term (Spring 2019) |  | | | SPH Classroom Building 109 |  | | |  |  | | | Instructor: Timothy Callaghan, PhD  Assistant Professor  Department of Health Policy and Management  SPH Administration Building, Rm. 122 |  | | |  |  | | | Telephone number: 979-436-0960 |  | | | Email address: [callaghan@sph.tamhsc.edu](mailto:callaghan@sph.tamhsc.edu) |  | | | Office hours: Monday: 9:30-11:30am |  | | | Office location: SPH Admin. 122 |  | | |  |  | | | | | |
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| **Course Description** | | | |
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| Study of how the political process works; discussion of how the political process shapes health policy; the identification of key theories of political science; evaluation of how current health policy impacts subsequent political debates | | | |
| **Prerequisites** | | | |
| None | | | |
| **Course Competencies and Objectives** | | | |
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| |  |  | | --- | --- | | *Competencies* | *Course Objectives* | | HPMC.1. Use policy and management tools to evaluate implications of specific programs, policies, and interventions on organizations and populations.  PhD C1: Identify, assemble, evaluate, and critique a large body of existent research addressing a specific research agenda. | Analyze key theories of the political process and how they apply to public health. | | HPMC.1. Use policy and management tools to evaluate implications of specific programs, policies, and interventions on organizations and populations.  PhD C1: Identify, assemble, evaluate, and critique a large body of existent research addressing a specific research agenda. | Know how the political process works. | | HPMC.1. Use policy and management tools to evaluate implications of specific programs, policies, and interventions on organizations and populations.  PhD C1: Identify, assemble, evaluate, and critique a large body of existent research addressing a specific research agenda. | Understand how outside actors including the media, interest groups, and the public influence the behavior of political actors confronting health policy choices. | | HPMC.3. Communicate evidence-based options to address public health management and policy problems.  PhD C5: Effectively communicate the findings and implications of health services research through multiple modalities to technical and lay audiences. | Describe how current public health policies influence new political debates over health issues. | | HPMC.5. Recommend and justify policies or organizational initiatives for implementation after examining their feasibility and implications.  C6: Develop policy solutions to public health problems that are based on the best evidence available and that will hold up to scrutiny from others. | Analyze a current public health problem and write a paper describing how to navigate the political process to address that health issue. | | | | |
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| **Textbook and/or Resource Material** | | | |
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| Neustadt, R.E., 1980. *Presidential Power*. New York: New American Library.  Prior, Markus. 2007. Post-Broadcast Democracy. Cambridge University Press.  Epstein, L. and Knight, J., 1997. *The Choices Justices Make*. SAGE.  Zaller, J., 1992. *The Nature and Origins of Mass Opinion*. Cambridge university press. | | | |
| **Course Topics, Calendar of Activities, Major Assignment Dates** | | | |
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| ***\*\*\* - Indicates Reading is Required for PhD Students and Optional for Masters Students*** | | | |
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| **Week** | **Topic** | | **Required Reading** |
| Week 1 | Introduction to the Course (1/15)  Lecture: Constitutional Design and the Founding of America (1/17) | | * The Constitution of the United States (Available online) * Federalist Papers 10; 45-52; 70-73; 76-78 (Available online) * Health Care: Constitutional Rights and Legislative Powers. <https://www.fas.org/sgp/crs/misc/R40846.pdf> * Anti-Federalist Papers * Luther Martin, pgs. 19-20; 46-49; 67-69 * Letters of Cato, pgs. 101-103; 113-117 * Patrick Henry, pgs. 207-209; 211-220   Corwin, E.S., 1936. The Constitution as Instrument and as Symbol. *American Political Science Review*, *30*(06), pp.1071-1085.**\*\*\*** |
| Week 2 | Discussion: Constitutional Design (1/22)  Lecture: Voting Behavior and Participation (1/24) | | * Campbell, Angus, Phillip Converse, Warren Miller, and Donald Stokes. 1960. *The American Voter*. Chicago: The University of Chicago Press. Chapters 2-3. * Downs, Anthony. 1957. *An Economic Theory of Democracy*. Chapters 3, 4, 14. * Haselswerdt, J., 2017. Expanding Medicaid, Expanding the Electorate: The Affordable Care Act's Short-Term Impact on Political Participation. *Journal of Health Politics, Policy and Law*, p.3856107. * Fowler, J.H., Baker, L.A. and Dawes, C.T., 2008. Genetic variation in political participation. *American Political Science Review*, *102*(02), pp.233-248. * Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. "Beyond SES: A resource model of political participation." *American Political Science Review* 89, no. 02 (1995): 271-294.\*\*\* |
| Week 3 | Discussion: Voting Behavior and Participation (1/29)  Lecture: Representation (1/31) | | * Jacobs, Lawrence and Robert Shapiro. 2000. Politicians Don’t Pander: Political Manipulation and the Loss of Democratic Responsiveness. Chapters 1-2. * Mayhew, David. 1974. Congress: The Electoral Connection. Pgs. 1-77. * Fenno, R.F., 1977. US House members in their constituencies: An exploration. *American Political Science Review*, *71*(03), pp.883-890. Skim rest if interested. * Shapiro, R.Y. and Jacobs, L., 2010, April. Simulating representation: elite mobilization and political power in health care reform. In *The Forum* (Vol. 8, No. 1, p. 4). bepress. * Vladeck, B.C., 1977. Interest-group representation and the HSAs: health planning and political theory. *American Journal of Public Health*, *67*(1), pp. 23-29.\*\*\* |
| Week 4 | Discussion: Representation (2/5)  Lecture: Presidency (2/7) | | * Richard Neustadt. 1980. Presidential Power. Chapters 1-5 (Skim Chapter 2). * Skowronek, Stephen. 1997. The Politics Presidents Make. Chapters 1-3. * Corrigan, M., 2000. The transformation of going public: President Clinton, the first lady, and health care reform. *Political Communication*, *17*(2), pp.149-168.\*\*\* * Samuel Kernell. 1997. Going Public: New Strategies of Presidential Leadership. 3rd Ed. Pgs. 1-64.\*\*\* |
| Week 5 | Discussion: Presidency (2/12)  Lecture: Congressional Organization and Policy-Making (2/14) | | * Rohde, David. 1991. Parties and Leaders in the Postreform House. Chicago: University of Chicago Press. Chs. 1-3 * Lee, F.E., 2009. *Beyond ideology: politics, principles, and partisanship in the US Senate*. University of Chicago Press. Skim Chapter 1; Read Chapters 2-3. * Steinmo, S. and Watts, J., 1995. It's the institutions, stupid! Why comprehensive national health insurance always fails in America. *Journal of Health Politics, Policy and Law*, *20*(2), pp.329-372. * Oleszek, Mark J., and Walter J. Oleszek. 2012. Legislative Sausage-Making: Health Care Reform in the 111th Congress: In Party and Procedure in the United States Congress, ed. Jacob R. Straus. Rowman and Littlefield.\*\*\* |
| Week 6 | Discussion: Congressional Organization and Policy-Making (2/19)  Lecture: The Courts (2/21) | | * Epstein, L. and Knight, J., 1997. *The choices justices make*. SAGE. * Gerald N. Rosenberg. 1991. *The Hollow Hope: Can Courts Bring About Social Change?*Chicago: The University of Chicago Press. Chapters 6, 8, and 9 * Christenson, D.P. and Glick, D.M., 2015. Chief Justice Roberts's Health Care Decision Disrobed: The Microfoundations of the Supreme Court's Legitimacy. *American Journal of Political Science*, *59*(2), pp.403-418. * Dahl, R.A., 1957. Decision-making in a democracy: The Supreme Court as a national policy-maker. *J. Pub. L.*, *6*, p.279.\*\*\* |
| Week 7 | Discussion: The Courts (2/26)  Lecture: Exam Review (2/28) | |  |
| Week 8 | Midterm Exam (3/5)  Lecture: Bureaucracy (3/7) | | * Wilson, J.Q., 1989. *Bureaucracy: What government agencies do and why they do it*. Basic Books. Chapters 1-4; 6 * Brehm, J. and Gates, S., 1993. Donut shops and speed traps: Evaluating models of supervision on police behavior. *American Journal of Political Science*, pp.555-581. * Carpenter, D., Chattopadhyay, J., Moffitt, S. and Nall, C., 2012. The complications of controlling agency time discretion: FDA review deadlines and postmarket drug safety. *American Journal of Political Science*, *56*(1), pp.98-114. * McCubbins, M.D. and Schwartz, T., 1984. Congressional oversight overlooked: Police patrols versus fire alarms. *American Journal of Political Science*, pp.165-179.\*\*\* * Meier, K.J., 1975. Representative bureaucracy: An empirical analysis. *American political science review*, *69*(02), pp.526-542.\*\*\* |
| Spring Break | 3/11-3/15 | |  |
| Week 9 | Discussion: Bureaucracy (3/19)  Lecture: Public Opinion (3/21) | | * Converse, Phil E. 1964. “The Nature of Belief Systems in Mass Publics” * Zaller, J., 1992. *The nature and origins of mass opinion*. Cambridge university press. Chapters 2-5; * Jacobs, L.R. and Mettler, S., 2011. Why public opinion changes: The implications for health and health policy. *Journal of Health Politics, Policy and Law*, *36*(6), pp.917-933. * Oliver, J.E. and Wood, T., 2014. Medical conspiracy theories and health behaviors in the United States. *JAMA internal medicine*, *174*(5), pp.817-818. * Bird, S.T. and Bogart, L.M., 2003. Birth control conspiracy beliefs, perceived discrimination, and contraception among African Americans: An exploratory study. *Journal of Health Psychology*, *8*(2), pp.263-276.\*\*\* |
| No Class 3/26 | Dr. Callaghan Jury Duty | |  |
| Week 10 | Discussion: Public Opinion (3/28)  Lecture: Interest Groups (4/2) | | * Walker, J.L., 1983. The origins and maintenance of interest groups in America. *American Political Science Review*, *77*(02), pp.390-406. * Gray, V., Lowery, D. and Benz, J.K., 2013. *Interest groups and health care reform across the United States*. Georgetown University Press. Chs 1-2 * Hall, R.L. and Wayman, F.W., 1990. Buying time: Moneyed interests and the mobilization of bias in congressional committees. *American political science review*, *84*(03), pp.797-820. * Strolovitch, D.Z., 2006. Do interest groups represent the disadvantaged? Advocacy at the intersections of race, class, and gender. *Journal of Politics*,*68*(4), pp.894-910.\*\*\* * Callaghan, T. and Jacobs, L.R., 2016. Interest Group Conflict Over Medicaid Expansion: The Surprising Impact of Public Advocates. *American journal of public health*, *106*(2), pp.308-313.\*\*\* |
| No Class 4/4 |  | |  |
| Week 11 | Discussion: Interest Groups (4/9)  Lecture: Policy Feedback (4/11) | | * Pierson, P., 1993. When effect becomes cause: Policy feedback and political change. *World politics*, *45*(04), pp.595-628. * Mettler, S., 2002. Bringing the state back in to civic engagement: Policy feedback effects of the GI Bill for World War II veterans. *American Political Science Review*, *96*(02), pp.351-365. * Campbell, A.L., 2002. Self-interest, social security, and the distinctive participation patterns of senior citizens. *American Political Science Review*,*96*(03), pp.565-574. * Gildiner, A., 2007. The Organization of Decision‐making and the Dynamics of Policy Drift: A Canadian Health Sector Example. Social Policy & Administration, 41(5), pp.505-524. |
| Week 12 | Discussion: Policy Feedback (4/16)  Lecture: The Media (4/18) | | * Prior, Markus. 2007. Post-Broadcast Democracy. Cambridge University Press. * Brodie, M., Brady, L.A. and Altman, D.E., 1998. Media coverage of managed care: is there a negative bias?. Health Affairs, 17(1), pp.9-25. \*Read Brodie OR Gollust. * Gollust, S.E., Lantz, P.M. and Ubel, P.A., 2009. The polarizing effect of news media messages about the social determinants of health. American Journal of Public Health, 99(12), pp.2160-2167. \*Read Brodie OR Gollust. * Baum, M.A. and Gussin, P., 2008. In the eye of the beholder: How information shortcuts shape individual perceptions of bias in the media. Quarterly Journal of political science, 3(1), pp.1-31.\*\*\* |
| Week 13 | Discussion: The Media (4/23)  Lecture: Federalism and Diffusion (4/25) | | * Karch, A., 2006. National intervention and the diffusion of policy innovations. *American Politics Research*, *34*(4), pp.403-426. * Boeckelman, K., 1992. The influence of states on federal policy adoptions. *Policy Studies Journal*, *20*(3), pp.365-375. * Mooney, C.Z. and Lee, M.H., 1995. Legislative morality in the American states: The case of pre-Roe abortion regulation reform. *American Journal of Political Science*, pp.599-627. * Callaghan, T. and Jacobs, L.R., 2014. Process Learning and the Implementation of Medicaid Reform. *Publius: The Journal of Federalism*. p.pju033.\*\*\* |
| Week 14 | Discussion: Federalism and Diffusion and Final Exam Review (4/30) | |  |
| Week 15 | Final Exam (5/2) | |  |
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| **Grading Policies** | | | |
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| *Grading Scale*  90-100 A  80-89 B  70-79 C  60-69 D        ≤-59 F | | | |
| |  |  |  | | --- | --- | --- | | **Assignment** | **Masters Students** | **PhD Students** | | Weekly Reaction Papers | 15% | 10% | | Participation | 5% | 5% | | Discussion Leader | 10% | 10% | | Midterm | 35% | 30% | | Final Exam | 35% | N/A | | Term Paper | N/A | 45% | | | | |
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| **Attendance and Make-up Policies** | | | |
| The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at <http://student-rules.tamu.edu/rule07>.  Attendance will not be formally kept and students will not be graded for their attendance in this class. That said, weekly reaction papers are due even if a student is absent from class and must be posted to eCampus by the due date. If a student needs to miss any other assignment due to an excused absence, they must notify the instructor prior to the absence or as soon as possible after the absence and the instructor will work with the student to identify a make-up due date. | | | |
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| **Other Pertinent Course Information** | | | |
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| Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence. | | | |
| **eCampus (Blackboard)** | | | |

Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into [Howdy](https://howdy.tamu.edu) and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to <http://ecampus.tamu.edu> Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the [Blackboard Learn Tutorials](https://sph.tamhsc.edu/assessment-instructional/blackboard/blackboard-learn-tutorials.html) (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) via E-mail, or phone to (979) 845-8300. ***Your eCampus login is the same as your Howdy login (NetID).***

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses” web page, located at <http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html>

All computing problems or other technical issues ***not related to eCampus***, please contact:

* TAMHSC related account: [helpdesk@tamhsc.edu](mailto:helpdesk@tamhsc.edu) via E-mail, or phone to (979) 862-8029
* TAMU related account: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) via E-mail, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

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| **Plagiarism Virtual Course** |
| Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: [phuong@sph.tamhsc.edu](mailto:phuong@srph.tamhsc.edu) for additional information. |
| **Course Evaluation** |
| Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health.  I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses.  As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility. |
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| **SPH Mission** |
| The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide. |
| **Americans with Disabilities Act (ADA)** |
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| The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu/). |
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| **Academic Integrity** |
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| Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://srph.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at <http://aggiehonor.tamu.edu> .  Remember:  *“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*  **Copyright Statement**  The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor. |

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| **FERPA** |

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.   
By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

#### DISCLAIMER

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change.  These changes will be discussed in class and subsequently communicated via email or posted as announcements.  If you have any problems related to this course, please feel free to discuss them with the instructor.

#### Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:

Dr. Blanca Lupiani

Executive Assoc. Dean of Faculties

108 YMCA Building

College Station, TX

77843-1126

Mail Stop 1126

dof@tamu.edu

979-845-4274

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

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| **APPENDIX A: SCHOOL OF PUBLIC HEALTH COMPETENCIES** |

* 1. ***Council on Education for Public Health (CEPH)***

**D1. MPH & DrPH Foundational Public Health Knowledge**

**Profession & Science of Public Health**

D1.1. Explain public health history, philosophy and values

D1.2. Identify the core functions of public health and the 10 Essential Services

D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health

D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program

D1.5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.

D1.6. Explain the critical importance of evidence in advancing public health knowledge

**Factors Related to Human Health**

D1.7. Explain effects of environmental factors on a population’s health

D1.8. Explain biological and genetic factors that affect a population’s health

D1.9. Explain behavioral and psychological factors that affect a population’s health

D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

D1.11. Explain how globalization affects global burdens of disease

D1.12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

**D2. MPH Foundational Competencies**

**Evidence-based Approaches to Public Health**

D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice

D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context

D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

D2.4. Interpret results of data analysis for public health research, policy or practice

**Public Health & Health Care Systems**

D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

**Planning & Management to Promote Health**

D2.7. Assess population needs, assets and capacities that affect communities’ health

D2.8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

D2.9. Design a population-based policy, program, project or intervention

D2.10. Explain basic principles and tools of budget and resource management

D2.11. Select methods to evaluate public health programs

**Policy in Public Health**

D2.12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence

D2.13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

D2.15. Evaluate policies for their impact on public health and health equity

**Leadership**

D2.16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

D2.17. Apply negotiation and mediation skills to address organizational or community challenges

**Communication**

D2.18. Select communication strategies for different audiences and sectors

D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation

D2.20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**

D2.21. Perform effectively on interprofessional teams

**Systems Thinking**

D2.22. Apply systems thinking tools to a public health issue

**HPMC. MPH in Health Policy and Management Concentration Competencies**

HPMC.1. Use policy and management tools to evaluate implications of specific programs, policies, and interventions on organizations and populations.

HPMC.2. Develop and justify budgets that support programs and organizations in the public health and health care sectors.

HPMC.3. Communicate evidence-based options to address public health management and policy problems.

HPMC.4. Apply project management and strategic management tools to create public health program goals, strategies, and objectives.

HPMC.5. Recommend and justify policies or organizational initiatives for implementation after examining their feasibility and implications.