<table>
<thead>
<tr>
<th>Course:</th>
<th>Special Topics: Leadership in Public Health</th>
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<tbody>
<tr>
<td>Course number/CRN:</td>
<td>PUBH 5357/29463</td>
</tr>
<tr>
<td>Semester/year:</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>Graduate credit hours:</td>
<td>3</td>
</tr>
<tr>
<td>Class location/Time:</td>
<td>Quinn Hall, Rm 202, Thursdays, 5:30 – 8:50pm FIRST CLASS Jan 20 NO FINAL EXAM</td>
</tr>
<tr>
<td>Class instructor:</td>
<td>Dr. Christina Sobin, HSSN Rm 401, <a href="mailto:casobin@utep.edu">casobin@utep.edu</a>, 915-747-8309</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tuesday 10am – 12pm and by appointment</td>
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| Course description: | This course guides students in the understanding and development of leadership skills, through weekly self-reflective writing, the development of a professional Leadership Portfolio, and through the study of the public health response to the COVID-19 global pandemic. |

| Course pre-requisites: | Admission to the MPH or Graduate Certificate in Public Health Program, or by special permission. |

| Course format: | Graduate seminar format that will use discussion, learner-centered activities, critical analysis, multimedia, and student presentations to achieve learning outcomes. This course will emphasize intellectual leadership, professionalism, mastery, integration, and critical analysis of concepts and theories. |

**THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH (CEPH) CORE COMPETENCIES FRAMEWORK:** The CEPH has defined 22 core competencies for the MPH degree, organized in 8 competency categories (provided on the last page of this syllabus). In addition, UTEP’s MPH Program has defined 5 additional concentration competencies in Hispanic and Border Health. This course addresses the development of competencies pertaining to leadership in Public Health.

**How This Course Contributes to Core Competencies:** Being an effective leader underpins nearly all of the other MPH core competencies. The recent COVID-19 global pandemic has exposed many gaps in leadership, and how leadership gaps can impact the health of a population. This Special Topics elective course was designed to: 1) promote and support the development of high-level leadership skill among MPH students; 2) guide students in the development of a professional Leadership Portfolio that can be used during job searches and throughout their careers; and 3) provide students the opportunity to critically analyze the contribution of leadership to ongoing critical public health issues related to the COVID-19 global pandemic.

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<tr>
<th>Learning Objectives:</th>
<th>By the end of this course, students will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>1. Understand, discuss, and critically analyze the core characteristics of excellent leaders.</td>
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<td>2. Clearly and specifically articulate their personal leadership style, including traits, guiding values, principles, and professional guiding themes.</td>
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<td>3. Present a complete professional Leadership Portfolio (to a potential employer or supervisor) that summarizes their guiding values, principles, leadership goals, and leadership experiences.</td>
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<td>4. Use specific leadership tools to build and maintain communication and relationships with team members.</td>
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<td>5. Critically analyze successes, challenges, and failures, in situations requiring professional leadership.</td>
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### Assessment strategies:
1. Class attendance with active participation in all group discussions and group activities.
2. Weekly self-reflection papers addressing assigned prompts on leadership (weeks 1 – 8)
3. Completion of a Leadership Portfolio
4. Final paper integrating Leadership Portfolio goals with the study of critical issues in public health revealed by gaps revealed during the ongoing COVID-19 global pandemic.

### MPH Program Competencies Addressed in Course

<table>
<thead>
<tr>
<th>B. Public Health &amp; Health Care Systems</th>
<th>Learning Objectives</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings</td>
<td>4,5</td>
<td>1,4</td>
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<tr>
<td>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</td>
<td>4,5</td>
<td>1,4</td>
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<tr>
<th>E. Leadership</th>
<th>Learning Objectives</th>
<th>Assessment Strategies</th>
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<tbody>
<tr>
<td>16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>

### Grading scale
- A (> 90%-exceptional graduate-level performance)
- B (80-89%-average graduate-level performance)
- C (70-79%-below average graduate-level performance)
- D (60-69%-unacceptable graduate-level performance)
- F (< 60%-very unacceptable graduate-level performance)

### Grading Components
1. Class attendance is required with active participation in group discussion and group activities (25%)
2. Weekly self-reflection papers addressing assigned prompts on leadership (weeks 1 – 8) (25%)
3. Completion of a Leadership Portfolio (25%)
4. Final paper integrating Leadership Portfolio goals with the study of critical issues in public health revealed by gaps revealed during the ongoing COVID-19 global pandemic (25%)

### Incompletes
The grade of “I” (incomplete) is considered only in very rare circumstances involving fully documented emergencies, must be requested at least three weeks prior to the last class of the fall term, and is given at the discretion of the instructor.
## Course Policies and Institutional Policies

| **Attendance** | It is UTEP policy that all students must attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that the student made any necessary arrangements to avoid conflicts that would result in chronic tardiness or absence from class. **Chronic tardiness will result in grade deduction.** Students are personally responsible for all information or activities presented in class discussions, lectures, assignments, and/or readings. **If you are unable to attend class, it is your responsibility to inform the instructor before the class session.** **Students will be administratively withdrawn for 2 consecutive unexcused absences.** Compliance is mandatory with regard to assignment due dates, student-led discussions, and class presentations, reading assignments, and all course activities. All emergency-related absences must be documented and verified by presentation of documents to the instructor. |
| **Reading assignments** | Successful completion of homework assignments requires the completion and consideration of all assigned readings prior to class. Most students find that at least 5 days are required to adequately read all of the assigned material and prepare written assignments, presentation of key concepts, answers to prompts, and discussion topics. |
| **Writing standards** | Effective public health leaders and practitioners must have highly developed written and oral communication skills. Excellent writing skills are a critical element of communication and information dissemination. Our MPH graduate program both recognizes and expects good writing skills as the **norm** for course work. Please speak with the instructor for special writing-related resources and on-campus support (e.g., UTEP Writing Center). |
| **Policy for late assignments** | Due dates are designed for fairness to all students. No exceptions will be made except in cases of unexpected university-designated closures. **No late submissions will be accepted.** |
| **Permission to record** | **Recording of lectures and discussion is not permitted.** |
| **Cellphone/electronic tablet/ use policies** | **All cellular telephones, pagers, head phones, iPods, iPads, mp3 players, earpieces, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period.** If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor must be notified in advance, and the cell phone should be set to “vibrate.” Please be advised that students who use unauthorized technology during class time will be dismissed from that week’s class session. |
| **Class Participation** | The class is conducted as a graduate seminar and relies on active student participation. In addition to weekly assignments for student-led summary, critical analysis and discussion of key concepts, students must be prepared to discuss, answer questions, and participate in class regarding the full reading assignments. |
| **Special Accommodations** | If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, visit http://sa.utep.edu/cass/. CASS Staff are the only individuals who can validate and authorize accommodations for students with disabilities. |
ETHICAL CONDUCT IS A CENTRAL TENET AND GUIDING PRINCIPLE OF ALL ACTIVITIES, DECISIONS AND CRITICAL ANALYSES CARRIED OUT BY A PUBLIC HEALTH PROFESSIONAL. For this reason, students in the Masters of Public Health Program at UTEP are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university.

“Scholastic dishonesty” includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.” Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

From the UTEP Dean of Student Affairs Office: “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (http://studentaffairs.utep.edu/Default.aspx?tabid=4386)

“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.
### Part I: Understanding and Developing Your Leadership Skills

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan 17 – 23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE FIRST CLASS:</strong></td>
<td><strong>Class Activities</strong></td>
</tr>
<tr>
<td>2) Review course syllabus;</td>
<td>Syllabus Review</td>
</tr>
<tr>
<td>3) Read Leadership Portfolio Guidelines</td>
<td>Using Reflection in Your Career</td>
</tr>
<tr>
<td>4) Complete personality test at: <a href="https://www.16personalities.com/free-personality-test">https://www.16personalities.com/free-personality-test</a></td>
<td>What is a Leader?</td>
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<tr>
<td>5) Ask 3 people you trust to name your 3 top “traits” (qualities)</td>
<td>Knowing Your Traits</td>
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<thead>
<tr>
<th>Week 2</th>
<th>Jan 24 – 30</th>
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<tbody>
<tr>
<td>Read: TTAL - Truth 1</td>
<td><strong>Jan 20</strong></td>
</tr>
<tr>
<td>Reflect: use prompts/questions</td>
<td>Truth 1</td>
</tr>
<tr>
<td>Write: summary of your reflections on each prompt/question</td>
<td>Jan 27</td>
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<tr>
<td>Submit: reflection by 10pm Wed</td>
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<tr>
<th>Week 3</th>
<th>Jan 31 – Feb 6</th>
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<tbody>
<tr>
<td>Read: TTAL - Truth 2</td>
<td><strong>Feb 03</strong></td>
</tr>
<tr>
<td>Reflect: use prompts/questions</td>
<td>Truth 2</td>
</tr>
<tr>
<td>Write: summary of your reflections on each prompt/question</td>
<td>Feb 03</td>
</tr>
<tr>
<td>Submit: reflection by 10pm Wed</td>
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<thead>
<tr>
<th>Week 4</th>
<th>Feb 7 – Feb 13</th>
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<tbody>
<tr>
<td>Read: TTAL - Truth 3</td>
<td><strong>Feb 03</strong></td>
</tr>
<tr>
<td>Reflect: use prompts/questions</td>
<td>Truth 3</td>
</tr>
<tr>
<td>Write: summary of your reflections on each prompt/question</td>
<td>Feb 03</td>
</tr>
<tr>
<td>Submit: reflection by 10pm Wed</td>
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<tr>
<td>Week 5</td>
<td>Feb 14 – 20</td>
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<thead>
<tr>
<th>Week 6</th>
<th>Feb 21 – 27</th>
<th>Pre-Class Assignments</th>
<th>Class Activities</th>
<th>Post-Class Assignment</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Read: TTAL - Truth 7 and Truth 8&lt;br&gt;Reflect: use prompts/questions&lt;br&gt;Write: summary of reflections on each prompt/question&lt;br&gt;Submit: reflection by 10pm Wed</td>
<td>Feb 24 Truth 7 and 8</td>
<td>Add to and summarize your reflections as needed to be included in your Leadership Portfolio</td>
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<table>
<thead>
<tr>
<th>Week 7</th>
<th>Feb 28 – Mar 6</th>
<th>Pre-Class Assignments</th>
<th>Class Activities</th>
<th>Post-Class Assignment</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Read: TTAL - Truth 9 and Truth 10&lt;br&gt;Reflect: use prompts/questions&lt;br&gt;Write: summary of reflections on each prompt/question&lt;br&gt;Submit: reflection by 10pm Wed</td>
<td>Mar 03 Truth 9 and 10</td>
<td>Add to and summarize your reflections as needed to be included in your Leadership Portfolio Finalize Leadership Portfolio</td>
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<thead>
<tr>
<th>Week 8</th>
<th>Mar 7 – 13</th>
<th>Pre-Class Assignments</th>
<th>Class Activities</th>
<th>Post-Class Assignment</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Submit: Leadership Portfolio by 10pm Wed&lt;br&gt;Prepare: Leadership Profile Presentation (30 min)</td>
<td>Mar 10 Presentations with Discussion</td>
<td>Revise Leadership Portfolio as needed</td>
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<thead>
<tr>
<th>Week 9</th>
<th>Mar 14 – 20</th>
<th>Pre-Class Assignments</th>
<th>Class Activities</th>
<th>Post-Class Assignment</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>SPRING BREAK WEEK</td>
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<tr>
<td>Week 10</td>
<td>Pre-Class Assignments</td>
<td>Class Activities</td>
<td>Post-Class Assignment</td>
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<td>Mar 21 – 27</td>
<td>Review and consider Leadership Portfolio; develop ideas for how you could contribute as a leader in the next pandemic; submit outline draft by Wed 10pm</td>
<td>Stanford Medical School Symposium Responding to a Global Pandemic: Session #1 (selected lectures): Rachel Walensky (10 min) John Barry (20 min) U.S. Panel (50 min) International Response (50 min) Class Discussion/Summary of Issues</td>
<td>Mar 24 Review class notes Summarize key points based on class discussion Begin outline for final paper.</td>
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<tr>
<td>Week 11</td>
<td>Pre-Class Assignments</td>
<td>Class Activities</td>
<td>Post-Class Assignment</td>
<td></td>
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<tr>
<td>Mar 28 – Apr 3</td>
<td>Review and consider Leadership Portfolio; develop ideas for how you could contribute as a leader in the next pandemic; submit outline draft by Wed 10pm</td>
<td>Discussion: How will you contribute as a leader during the next global pandemic?</td>
<td>Mar 31 Revise ideas and paper outline based on class discussion</td>
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<tr>
<td>Week 12</td>
<td>Pre-Class Assignments</td>
<td>Class Activities</td>
<td>Post-Class Assignment</td>
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<tr>
<td>Apr 4 – 10</td>
<td>Review and consider Leadership Portfolio; develop ideas for how you could contribute as a leader in the next pandemic; add to and revise outline draft; submit revised outline by Wed 10pm</td>
<td>Stanford Medical School Symposium Responding to a Global Pandemic: Session #2, selected lectures: Vaccine Equity (30 min) Panel: U.S. Disease (50 min) Lighting Talks (45 min) Class Discussion/Summary of Issues</td>
<td>Apr 07 Review class notes Summarize key points based on class discussion; continue to develop outline and draft final paper</td>
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## Part I: Understanding and Developing Your Leadership Skills (continued)

<table>
<thead>
<tr>
<th></th>
<th>Pre-Class Assignments</th>
<th>Class Activities</th>
<th>Post-Class Assignment</th>
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<tbody>
<tr>
<td><strong>Week 13</strong></td>
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<tr>
<td><strong>Apr 11 – 17</strong></td>
<td>Review and consider Leadership Portfolio;</td>
<td>Discussion: How will you contribute as a leader during the next global pandemic?</td>
<td>Apr 14 Revise ideas, add to outline, continue to draft of final paper</td>
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<td>Develop ideas for how you could contribute as a leader in the next pandemic;</td>
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<td></td>
<td>Submit outline draft by Wed 10pm</td>
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<td><strong>Week 14</strong></td>
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<tr>
<td><strong>Apr 18 – 24</strong></td>
<td>Work on final paper (12 pg)</td>
<td><strong>Stanford Medical School Symposium</strong> Responding to a Global Pandemic:</td>
<td>Apr 21 Review class notes; Summarize key points based on class discussions; Add to/revise outline for final paper.</td>
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<td>Session #3, selected lectures:</td>
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<td>Panel: PH Systems (50 min)</td>
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<td>Panel: Misinformation (45 min)</td>
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<td>Panel: PH Problem (45 min)</td>
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<td>Class Discussion/Summary of Issues</td>
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<td><strong>Week 15</strong></td>
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<tr>
<td><strong>Apr 25 – May 1</strong></td>
<td>Finalize final paper Submit by Wed 10pm</td>
<td>Bringing it all together: How will your leadership style and traits, and leadership goals, influence how you will contribute as a leader during the next global pandemic?</td>
<td>Apr 28 Develop and finalize presentation</td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
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<tr>
<td><strong>May 2 – 8</strong></td>
<td>Submit final presentation by Wed 10pm</td>
<td>Class Presentations: Leadership Insights and Lessons Learned for the Next Global Pandemic (30 min per student)</td>
<td>May 05</td>
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</table>
GRADING RUBRIC

1. Weekly attendance with active participation in discussion and contribution of personal ideas (25%):
   3 (“very good”) Student offers relevant and thoughtful contributions throughout class discussion.
   2 (“acceptable”) Student offers relevant and thoughtful contributions during some portions of the class discussion but not in all portions of the class discussion, and/or contributions are brief.
   1 (“needs improvement”) Comments are offered only sporadically, and/or comments tend to be not relevant to the discussion, and/or comments tend to be superficial or not thought out.

2. Weekly Reflection Papers in response to prompts (25%):
   3 (“very good”) Student provides responses to all prompts; answers are logically constructed, edited for redundancy, and focused on the prompt. The student expresses their ideas in full sentences, with no errors in grammar or spelling.
   2 (“acceptable”) Student provides responses to all prompts; answers are logically constructed, edited for redundancy, and focused on the prompt. Minor errors (no more than 3) in grammar and/or spelling.
   1 (“needs improvement”) Student does not respond to all prompts; and/or answers are not logical and/or are redundant; and/or answers lack focus; and/or many grammatical or spelling errors are found.

3. Leadership Portfolio and Leadership Portfolio Presentation (25%)
The portfolio and presentation will be graded on a 100-point scale. The portfolio will be graded for completeness (see list of required elements) and elements including personal reflections will be graded on whether the instructions were followed, and on conciseness and clarity. Presentations will be graded on thoughtfulness and clarity.

4. Final Paper (25%) and Presentation on Leadership Issues during the COVID-19 Global Pandemic
Minimum 12 pages, double-spaced, following APA format and style. The paper should address discuss at least 5 leadership issues and/or challenges that occurred during the COVID-19 global pandemic, that you believe were most critical for determining health outcomes. For each leadership issue addressed, state and describe the issue or gap, explain why you believe it occurred, and describe at least one alternate approach that would have avoided the problem or gap. Required elements include an informative title, an opening overview and a concluding paragraph, subheadings as needed, and references. Papers and final presentations will be graded on a 100-point scale. The elements to be graded include the logical flow of the paper, the clarity of the key idea in each paragraph, and technical execution (grammar, spelling, and formatting of all elements). The final presentation will be a 30-minute summary of the final paper presented using PowerPoint or Prezi presentation.
UTEPE MPH PROGRAM FOUNDATIONAL COMPETENCIES

A. Evidence-based Approaches to Public Health
   1. Apply epidemiological methods to the breadth of settings and situations in public health practice
   2. Select quantitative and qualitative data collection methods appropriate for a given public health context
   3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate
   4. Interpret results of data analysis for public health research, policy, or practice

B. Public Health & Health Care Systems
   5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings
   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

C. Planning & Management to Promote Health
   7. Assess population needs, assets and capacities that affect communities’ health
   8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
   9. Design a population-based policy, program, project, or intervention
   10. Explain basic principles and tools of budget and resource management
   11. Select methods to evaluate public health programs

D. Policy in Public Health
   12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
   13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
   14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations
   15. Evaluate policies for their impact on public health and health equity

E. Leadership
   16. Apply principles of leadership, governance, and management; including creating a vision, empowering others, fostering collaboration, guiding decisions
   17. Apply negotiation and mediation skills to address organizational or community challenges

F. Communication
   18. Select communication strategies for different audiences and sectors
   19. Communicate audience-appropriate public health content, both in writing and through oral presentation
   20. Describe the importance of cultural competence in communicating public health content

G. Inter-professional Practice
   21. Perform effectively on inter-professional teams

H. Systems Thinking
   22. Apply systems thinking tools to a public health issue

MPH PROGRAM HISPANIC AND BORDER HEALTH CONCENTRATION COMPETENCIES

1. State the principles of prevention and control of disease and discuss how these can be modified to accommodate cultural values and practices in Hispanic and border communities.
2. Develop prevention strategies for the different stages of the major communicable and non-communicable diseases in Hispanic and US/Mexico border communities.
3. Differentiate quantitative health indicators in major communicable and non-communicable diseases in US/Mexico border vs non-border communities.
4. Identify, access, summarize and compare the content of multiple (at least 5) current initiatives relevant to Hispanic and US/Mexico border health.
5. Distinguish health differences from health disparities on the US/Mexico border and using the Toolkit for Community Action (National Partnership for Action to End Health Disparities) develop action plans for community prevention and intervention.