



HS-122: SOCIAL AND PUBLIC HEALTH DISPARITIES AND EQUITIES

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

HS - Health Science

Course Number

122

Course Title

Social and Public Health Disparities and Equities

Short Title

Social/Public Health Equities

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- **Orientation** - Students must be oriented to the online and face-to-face portions at the start of the course.
- **Announcements** - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- **Discussion Forums** - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- **MSJC Communication** – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- **Timely Feedback** - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- **Scheduled Meetings** – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID PH 113

Catalog Description

This course will examine personal and social determinants of health through examination and analysis of the role that individuals have in their own health and well-being, along with the impact of environmental, social, structural, and cultural factors that influence both individual and community public health. Health disparities and inequities in sexually diverse, gender, racial, and minority populations will be explored, and culturally competent ideas to bridge the health equity gap and improve population health will be developed.

Codes

TOP Code (CB 03)

0837.00 - Health Education

CIP Code

51.0001 - Health and Wellness, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Health (Masters Required)	Or
Nutritional Science/Dietetics (Masters Required)	Or
Nursing (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives

Learning Objectives

Learning Objective

1. Identify and describe the social determinants of health and their individual, interactive, and combined influences on individual and community public health.
2. Define important concepts, such as culture, diversity, health disparities, health equity, health inequalities, cultural competency, and understand how they intersect with individual and population health status.
3. Analyze and examine the discipline of social epidemiology that focuses on the effects of social/structural factors on state of health and assumes that the distribution of advantages and disadvantages in a society reflects the distribution of health and disease.
4. Examine the life course, the social gradient and health, and the complex relationships between income, labor market disadvantage, unemployment, job security, and population health status.
5. Examine institutions of health, health education, and healthcare services with specific emphasis on access, affordability, diversity, equity, cultural competence, gender, race, and sexual orientation biases.
6. Analyze health from a psychosocial perspective on social support, social patterning, social cohesion and inclusion in school, workforce, and community.
7. Examine the relationships of etiology and stigma, poverty, social exclusion, race, immigration and minority status as major social determinants of health that drive morbidity, mortality, and health disparities.
8. Analyze how housing conditions, neighborhoods, transportation, food security/insecurity, and social patterns and behaviors affect population health status.
9. Examine and evaluate how politics that govern social policies and practices affect population health.
10. Apply research methods that are useful in identifying and understanding the relationships between the social determinants of health and culture, race, gender, and sexual orientation.
11. Examine case studies and describe the challenges to achieving cultural competency, social inclusion, social justice, and identify ways to contribute to social justice that bridge the health equity gaps while improving health within local communities, nations, and the world.
12. Apply concepts of social determinants of health promotion, community organizing, social inclusion, and public health interventions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will identify and define important concepts such as culture, diversity, health discrepancies, health equities, health inequalities, and cultural competency, and understand how they intersect with individual and population health status.
2. Students will apply research methods to identify the relationships between a social determinants of health and culture, race, gender, and sexual orientation.
3. Students will describe the challenges to achieving cultural competency, social inclusion, and social justice, and identify ways to contribute to social justice that bridge the health equity gaps and improve health within local communities, combinations, and/or around the world.

Content

Course Lecture Content

1. Social Determinants of Health
 - a. Environmental conditions
 - b. Social circumstances, including education, income, and societal status
 - c. Individual behavioral choices and coping skills.
 - d. Access to health services, health education, and healthcare services
 - e. Biology and genetic endowment
 - f. Gender, identity, and orientation
 - g. Culture and race
2. Concepts Intersecting with Individual and Population Health Status.

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- a. Culture
 - b. Diversity
 - c. Health disparities
 - d. Health equities
 - e. Health inequities
 - f. Cultural competency
 3. Social Epidemiology
 - a. Overview and understanding
 - b. Underlying causes and data
 4. Social Gradient and Health
 - a. Income
 - b. Labor market disadvantage
 - c. Unemployment
 - d. Job security
 5. Examination/Overview of Institutions of Health, Health Education, Healthcare Services
 - a. Access
 - b. Affordability
 - c. Diversity
 - d. Equity
 - e. Cultural competence
 - f. Gender, race, ageist, and sexual orientation biases
 6. Psychosocial Perspective of Health
 - a. Social support
 - b. Social patterning
 - c. Social cohesion
 - d. Inclusion in school, workforce, and community
 7. Etiology of Illness, Disease, and Health Disparities
 - a. Stigma
 - b. Poverty
 - c. Social exclusion
 - d. Race
 - e. Immigrant status
 - f. Minority status
 8. Environment
 - a. Housing conditions
 - b. Neighborhoods
 - c. Transportation
 - d. Food security/insecurity
 - e. Social patterning behaviors
 - i. Substance abuse
 - ii. Violence, gangs
 9. Politics
 - a. Social policies and practices
 - b. Models of health
 - c. Globalization and human health
 10. Research Methods
 - a. Social determinants of health
 - b. Culture
 - c. Race
 - d. Gender
 - e. Sexual orientation
 11. Case Studies
 - a. Challenges of cultural competency, social isolation, and social justice
 - b. Contributions
 - i. Local, national, global
 12. Application of Social Determinants

- a. Health promotion
- b. Community organizing
- c. Social inclusion
- d. Public health interventions

Methods of Instruction

Method

Discussion

Integration

Class discussions will be used to allow students the opportunity to better understand how institutions of health, health education, healthcare services, and healthcare access are impacted by factors such as affordability, diversity, equity, gender, race, and sexual orientation biases. Health disparities, health equities, and health inequities will be further explored. Discussions may also be accomplished as collaborative learning groups, cooperatively exchanging experiences, developing plans, and reaching conclusions regarding some of these areas.

DE Adaptations for MOI

Discussions can be adopted via accessible virtual chat or built-in features of the course management system (CMS). Student to student interactions will be facilitated using thematic discussion boards, peer review, and group assignments. Student to instructor discussions can be facilitated via email or within the comment section of the assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students the ability to examine and describe the components of health equities and inequities within the healthcare arena. Discussion exercises will also allow students to work together to identify how external factors can influence accessibility to affordable healthcare. This will be accomplished through regular use of discussion areas within the CMS, or through the use of chat, conversations, or group features whereby all accessibility requirements will be met.

Method

Lecture

Integration

Lectures will be organized sequentially and instruct students in the terminology and understanding of concepts relevant to public health discrepancies. There will also be an emphasis on the social determinants of health and the combined influences on individual and community public health. Analysis will also be performed on the psychosocial perspectives of social support systems, social patterning, and social cohesion within the workforce and local community. Lecture will also focus on research methods that are useful in identifying and understanding the various relationships between social determinants of health, culture, race, gender, and sexual orientation.

DE Adaptations for MOI

Online lectures and discussions will be accomplished using instructor prepared web-based lectures, annotated presentation software, interactive animations, and links to appropriate websites. Lectures can be delivered synchronously through accessible video conferencing software or asynchronously through the CMS. Presentation materials, such as accessible digital slide presentations, close captioned videos, or links to external articles, may be incorporated to supplement lectures and made available to students within the CMS. E-lectures will be accessible via each module/unit section using both written and multimedia resources such as short films. Students will access these in class e-lectures through the weekly modules, which are supported by the weekly content via the CMS, whereby all accessibility requirements will be met.

Method

Individual Projects

Integration

Student will be assigned a Case Study Presentation individual project where they will be asked to review their textbooks and select a topic that addresses health inequities and disparities among a specific demographic group/population. The students will be required to elaborate on some of the variables that impact these inequities and disparities such as socioeconomic conditions, education, access to healthcare services, housing quality, neighborhood safety, and the impact that systemic racism and discrimination may have on this particular population/group. The students will then be required to develop evidence-based interventions that will help reduce some of these disparities and promote health equity for their selected group. The assignment will be submitted via the assignment section of the course management system (CMS) by the specified due date listed in the module.

DE Adaptations for MOI

This case study presentation assignment/project will be assigned, submitted, and graded through the course management system (CMS). The assignment will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the gradebook function (which will include a grading rubric with specific criteria), messaging, or other forms of confidential communication within two weeks of submission. Any material for students and communications will need accessibility guidelines/requirements.

Method

In-class Exercises

Integration

Students will work in collaborative learning groups to share information related to the course content and cooperatively reach conclusions after analysis of a problem/subject matter. Additional collaboration will also evaluate and assess issues and challenges such as achieving cultural competency, social inclusion, social justice, while identifying ways to contribute to social justice that bridge the health equity gaps, thus improving Health within local communities, nations, and the world. The information will be shared within the group and the information will then be submitted via the Canvas inbox and/or assignments section of the Course Management System as specified by the due date within the assigned module.

DE Adaptations for MOI

In lieu of "in-class exercises", students will work in collaborative learning groups, within the CMS, to share their information related to the Contant area and/or cooperatively reach conclusions after analysis of the problem/subject content. Groups may utilize discussion forums and/or wikis to house their discussions. Some topics may require personal reflection and can therefore take place in the form of an individual assignment within the CMS. This assignment will be assessed in the form of a discussion question followed by the submission of a journal to the assignment portion of the CMS. Additionally, students will access these in-class exercises through the virtual discussion boards that are supported by the weekly content/topics via the CMS, whereby all accessibility requirements will be met.

Methods of Evaluation**Method**

Exams/Tests

Integration

Summative assessments will include students completing comprehensive, criterion referenced tests to evaluate their understanding of the subject matter after each of the units studied. The testing methods may include subjective and objective style questions. Test questions will include short answer essays, fill in the blanks, multiple choice, mix and match, and true or false options. Exams will focus on course content which includes, but not limited to, social determinants of health and their individual, interactive, and combine influences on individual and community public health. Exams/tests will also focus on the governance of politics and its impact on social policy, including the inequities and discrepancies, and credible versus non-credible sources.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through CMS. Exams will be submitted to the online grading system within the CMS. Exams will be graded and evaluated based on accuracy and completeness. Students will receive feedback within 1 week, via the grade book, chat, or other accessible conferencing tools. Access of each exam/test will be via each weekly module/unit throughout the length of the course, ensuring that accessibility requirements are met.

Method

Quizzes

Integration

At the completion of each module, formative assessments will include students taking quizzes for individual topics within a unit to assess their comprehension of the subject matter. The testing methods may include subjective and objective style questions. The student will be able to retake each quiz a maximum of two times. Content to be evaluated within each quiz may include, but not

limited to, social epidemiology, the etiology and stigma, poverty, social exclusion, race, morbidity, mortality, and health disparities. Additional content may also include housing conditions, neighborhoods, transportation, food security/insecurity, social patterning behaviors, and population health status.

DE Adaptations for MOE

Quizzes will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answers questions. Quizzes will be submitted to the online grading system within the CMS. Students will receive feedback within 1 week via the grade book, chat, or other accessible conferencing tools. Each module quiz will be accessible to students upon their completion of the module/unit content. This will be carried through on a weekly basis within each module/unit of the CMS, while ensuring that all accessibility requirements are met.

Method

Research Projects

Integration

Research papers and case presentation projects will be used to assess and evaluate understanding of course content. Some of the content to be addressed in these assignments will include, but not limited to, an overview of the social determinants of health and their individual interactions and influences on community and public health. Inequities and disparities, access to healthcare services, housing and neighborhood quality, historical and structural inequities and their impact on current public health accessibility will also be analyzed. The research projects and case presentations will also focus on student understanding of community resources and support towards greater equity regarding public health options. A grading rubric with specific criteria addressing learning outcomes will be available. Research papers in case presentations will be formatted as per the requirements of the faculty member, whether that be APA or MLA.

DE Adaptations for MOE

Research projects and case study presentation assignments will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the format, as requested by the faculty member, in their completed research assignment. Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference that meets accessibility requirements, and the presentations may be made available to the entire class, with student approval, through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided no later than 2 weeks, either through comments posted on the assignment or within an accompanying rubric. The research projects will be made available to students during the first half of the course. The project information will be accessible via the second module/unit of the course and the students will have until the fourth module/unit to complete this project, while ensuring that all accessibility requirements are met.

Method

Class Work

Integration

Class work will be assigned to evaluate how students are understanding specific public health issues and variables that impact physical and emotional health and well-being. Evaluation will focus on the student's verbal and written ability to relate health equities, inequities, and disparities in public health. Class work will continue to be focused on each of the weekly modules which will address content areas such as applying the concepts of social determinants of health promotion, community organizing, social inclusion, and public health interventions. There will also be a focus on understanding how politics that govern social policies and practices affect population health.

DE Adaptations for MOE

In lieu of in-class work, students' participation and discussion regarding assigned topics will be focused on participation and discussion related to viewed films within the CMS. A rubric will be utilized to assess whether student discussion posts and word count requirements have been met.

Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the assigned formatting in their completed research assignment. Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference. The presentations may be made available to the entire class, with student approval, through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided no later than 2 weeks, either through comments posted on the assignment or within an accompanying rubric. These assignments will be made available in each weekly module/unit of the CMS while ensuring that all accessibility requirements are met.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the chapter on social gradient and health, complex relationships between income, labor market advantage, unemployment, job security, and population health status. Be prepared to discuss the combined influences on individual, community, and public health. Define concepts such as culture, diversity, health disparities, health equities, health inequities, cultural competency, and elaborate on how they intersect with individual and population health status.

How assignment will be adapted in online format

The instructor will post the reading assignment via the CMS whereby students will be required to submit their discussion responses online using the various CMS tools, ensuring that accessibility requirements are met. The instructor will provide feedback via the gradebook function, messaging, or other forms of confidential communication within 48 hours once the student submits their discussion posts.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Research a local health institution/agency within your community. Seek approval from your instructor to ensure that this institution/agency is appropriate for this assignment. Once approved by your instructor, write a 500 - 750 word APA or MLA formatted paper that addresses the following:

1. What governing body oversees this institution?
2. What services does this institution/agency provide?
3. How does social policy impact the governance of this institution/agency as it pertains to population health?
4. What are the greatest barriers that this institution/agency has encountered with regards to delivering equitable care to each community member?

You will be evaluated on the following:

Clarity and Coherence: Did your paper clearly address the appropriate governing body for this institution/agency?

Depth of Analysis: Does your paper thoroughly assess the impact of policies on the governing institution/agency?

Use of Evidence: Are the listed barriers supported with evidence/data?

Organization and Presentation: Is your paper well organized, clearly written, and properly cited using either APA or MLA format?

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). The assignment will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the gradebook function (which will include a grading rubric with specific criteria), messaging, or other forms of confidential communication within two weeks of submission. Any material for students and communications will need accessibility guidelines/requirements.



Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Case Study Presentation Assignment: Preview the following and develop a presentation using presentation software that addresses the following:

1. Select one under-served population group in the U.S. from our textbook chapters (e.g., African Americans, Hispanic/Latino communities, Native Americans, rural populations, LGBTQ+ individuals, people with disabilities, etc.).
2. Briefly describe the demographic characteristics of the group, including relevant statistics (e.g., income levels, education, employment, geographic location).
3. Explain why this group faces health inequities and disparities, highlighting social determinants such as access to healthcare, housing, education, and employment.

Factors Contributing to Health Inequities (3-4 pages):

4. Analyze and discuss the key factors that contribute to the health disparities faced by the chosen group. Consider the following:
 - a. Social Determinants of Health which include factors like socioeconomic status, education, access to healthcare services, employment opportunities, housing quality, and neighborhood safety.
 - b. Historical and Structural Inequities where you will discuss the role of systemic racism, discrimination, and historical injustices in perpetuating health inequities.
5. Propose evidence-based interventions to reduce health disparities and promote health equity for the selected group.

Your presentation should be between 15-20 slides in length and include a minimum of 3 peer reviewed sources.

You will be evaluated on the following:

Clarity and Coherence: Does your presentation effectively explain the concepts of health equity, inequity, and disparities?

Depth of Analysis: Does the presentation provide a thorough examination of the contributing factors and health outcomes for the chosen under-served group?

Use of Evidence: Does the presentation provide relevant data, studies, or examples to support your arguments?

Solutions and Recommendations: Are your proposed solutions feasible and based on evidence or successful examples from similar contexts?

Organization and Presentation: Is your presentation well-organized, clearly written, and properly cited using APA or MLA format?

Once completed, submit the assignment for grading.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). The assignment will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the gradebook function (which will include a grading rubric with specific criteria), messaging, or other forms of confidential communication within two weeks of submission. Any material for students and communications will need accessibility guidelines/requirements.

Course Materials**Textbooks**

Braveman, Paula, (2023). The Social Determinants of Health and Health Disparities: Oxford University Press. ISBN: 9780190624118

Kolak, M.A., and Moise, I.K., (2025). Place and the Social-Spatial Determinants of Health. Springer Publishing. ISBN: 9783031884627

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

As is noted in the course description, diversity and inclusion will be infused into this course by the formulation of assignments that analyze the personal and social determinants of health and how environmental, social, structural, and cultural factors influence both individual and community public health. Assignments will also focus on health disparities and inequities in sexually diverse, gender, racial, and minority populations, whereby students will be required to develop ideas to bridge the health equity gap and improve population health.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Class activities will include lecture, reading, discussion, and other multimedia assignments that will explore social gradients of health, health disparities, health inequalities, cultural competence, and social patterning, so that students can have a better understanding of how influences such as social policy may impact the practices and the overall effect of these practices have on health status and population health. Case studies will also examine some of the challenges that are experienced by large groups of individuals, while being able to help identify ways in which we can bridge some of the health equity gaps that are currently seen, so that improved health can be realized in our local, state, and national communities.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course incorporates student-to-student interaction by having students engage in multiple collaborative activities. Some of these activities will include discussion boards, accessible videoconferencing, in class group discussions, and opportunities for group work where students can critically think through assigned case study scenarios that focus on course objectives and ways in which solutions can be brought forth regarding how to bridge the gap with some of the health inequities that will be discussed.

Explain how the course will incorporate instructor-to-student interaction.

The faculty member for this course will participate with classroom discussions as assigned either in the CMS or in the face-to-face meetings. The instructor will continue to interact with student activities by using a Socratic approach, thus enabling students to problem solve case studies and discussions that are presented and geared towards fine-tuning critical thought. The focus of these interactions will assess and evaluate students understanding of specific variables that impact health equity, inequity, and other multiple disparities as seen among the various demographic groups.

Explain how the course will incorporate student-to-content interaction.

To better understand the elements of public health disparities and equities/inequities, students will be assigned to readings, audio or visual presentations, written lectures, presentation software, and embedded multimedia links to either videos, podcasts, or content-relevant films. Students are also encouraged to use resources from our library as there will be readings placed on reserve for them. Using the course CMS discussion forums, accessible video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply critical legal decisions and explain the outcome.

The course promotes student-to-content interactions by allowing a variety of methods of instruction. The instructor will provide constant feedback and distribute that feedback evenly among all students each week. In this course, students may be presented with the material in a variety of ways such as lectures, individual and group activities, visual and virtual demonstrations, and experiments. Students are encouraged, and will have plenty of opportunities, to interact and engage with the content, whether it is a reading in a book or a visual simulation. Assignments will be geared and focused on assisting students gain a better understanding regarding how variables such as political influences and policy may either benefit or harm public health.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Self reflection is a critical component of this course. Students will be required to complete assignments, such as case studies, that deal with social determinants which impact structural, environmental, social, and cultural factors within community public health agencies. Students will also be required to better understand some of the inequities and overall discrepancies that are seen among the various communities and demographic groups. Having a better understanding of the social gradients which impact the complex relationships between income, unemployment, job security, labor markets, and governmental policies will greatly allow students to reflect on actions that can be taken to improve public health care systems. Students will also be encouraged, but not required, to share information with their peers. Support from their peers will allow them to better understand the struggles that some of their peers may be encountering that are unique to them. Self reflection and introspection will be evaluated based on the submission of discussion topic questions and multiple other assignments that will be assigned in this course.

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