The Ohio State University General Education (GE)

**Request for Course Approval Summary Sheet**

**1. Academic Unit(s) Submitting Request:** College of Public Health, Division of Health Services, Management, and Policy

**2. Books:**

For purchase:

* *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure The World* by Tracy Kidder. Random House. Any edition: ISBN: 0-8129-7301-1 (2003) ISBN: 978-0-8129-8055-4 (2009)
* *Ten Lessons In Public Health: Inspiration for Tomorrow’s Leaders* by Alfred Sommers. Any edition: ISBN: 1421409046 (2010) ISBN: 978-1421409047 (2013)

Provided at no cost to the student:

* Online Text: *Milestones In Public Health* (2006). Pfizer. ISBN: 0-9761815-1-7.
* *An Innovator’s Guide to Global Public Health*. Acton et al. OSU 2012 Impact Grant (Select Chapters)

**3. Registrar’s Listing and Number:** PUBHLTH 2010 Introduction to Global Public Health

**3. GE area for which course is to be considered:** Diversity (Global Studies)

 The objectives for the Diversity, Global Studies category are:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**4. Attached:**

* **Attachment 1**: GE Rationale
* **Attachment 2**: GE Assessment Plan
* **Appendix**  Assessments of the GE learning outcomes- Rubrics and Essays
1. Milestones and Transitions in GPH (Midterm Group Project)
2. Integrate, Innovate, and Inspire (I-3): Discovering Your Passion in GPH (Final Project)
3. Sample Essay: Ecological Model

**5. Proposed Effective Date:** Spring Semester 2015

**6. If your unit has faculty members on any of the regional campuses, have they been consulted?** Not Applicable

**7. Select the appropriate descriptor for this GE request:** Existing course with no changes to the *Course Offerings Bulletin* information.

**Attachment 1: GE rationale for Diversity, Global Studies**

**Background**

The curriculum for this PUBHLTH 2010 GE course draws heavily on ***The Educated Citizen and Public Health: A Consensus Report on Public Health and Undergraduate Education published by the Council of Colleges of Arts and Sciences***. The full report can be found at [www.ccas.net](http://www.ccas.net) and was created though a collaboration of the Association for Prevention Teaching and Research (APTR) and the Association of American Colleges and Universities (AAC&U) and supported by CDC funding.

This course was created through a UCAT Course Design Workshop (Backwards by Design) and further refined through student feedback (end-of-class essay and SEIs.)

**A) How do the course objectives address the GE category expected learning outcomes?**

The objectives for the Diversity, Global Studies category are:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**Introduction to Global Public Health (PUBHLTH 2010)**provides students a basic introduction to global public health (GPH) concepts and practice, examining the philosophy, purpose, history, organization, functions, tools, activities, and results of public health practice at the global, national, state, and community levels. This course makes evident the role public health plays in all of our lives, reflects on the monumental strides in health and well-being over the past century, and presents the pressing global concerns of the 21st century.

Global Public Health is an interdisciplinary, evidence-based, systematic approach to ensuring the health and well-being of individuals and communities. At the heart of the course is the **Social- Ecological Model**, a framework that enables students to examine the social determinants of health at the individual, relationship, community, and societal levels.



Students examine the many factors that influence health, such as:

* Individual Factors: genetics, gender, race, age, SES, behaviors, education, occupation, ethnicity, culture
* Relationship Factors: family, peers, intimate partners, social groups, religious groups
* Community Factors: neighborhood, schools, workplace, urban vs. rural
* Societal Factors: economic policies/ system, political system, justice system, education policies, physical environment (both natural and built) and health care system

Students also consider the disparities in health that exist both within and between countries, exploring their personal attitudes, values and perspectives on diversity. Finally, they learn how evidenced-based science (epidemiology and biostatistics) forms the basis for effective community interventions and sound policy.

**B) How do the readings assigned address the GE category expected learning outcomes?**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

These specific GE-related readings and ensuing class discussions help students understand the social-ecological model as it pertains to the world's nations, peoples and cultures outside the United States. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens. All articles are provided on Carmen.

Articles

* *U.S. Health in International Perspective*
* *Global Burden of Disease*
* *Ecological Public Health: the 21st Century’s Big Idea*
* *World Health Organization Report on Social Determinants of Health* (Executive Summary)
* *The Future of PH in the 21st Century* (Executive Summary)
* *The Third Revolution in Health*
* *Realigning Health with Care*
* *Reduced Premature Mortality in Rwanda: Lessons From Success*
* *What Can Mississippi Learn From Iran?*

 Books

* *Mountains Beyond Mountains* (Kidder- Biography of Paul Farmer and *Partners In Health’s* work in Haiti)
* *Ten Lessons in Public Health: Inspiration for Tomorrow’s Leaders (*Sommers-lessons learned from his work globally with the Epidemic Intelligence Service)

Additional Readings: Students do research for their midterm group project and individual final project (readings on specific GPH topics related to the two objectives). Also, a class assignment challenges students to create a collective database of GPH websites and then read the posts of their classmates. Finally, students read GE material on final project discussion boards, then post comments and questions. Depending on current events, both the professor and students share additional readings.

**C) How the topics address the GE category expected learning outcomes?**

Students understand the political, economic, cultural, physical, social and philosophical aspects of the world’s nations, peoples and cultures outside the U.S. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

To these ends, the course begins with the PBS documentary, ***Unnatural Causes,*** which describes the social-ecological factors that impact health with an emphasis on the disparities within and between communities. Students explore the latest research illustrating the impact of poverty on our bodies, i.e. how stress gets “under our skin.” They re-examine their own attitudes and values towards disparities in health, both domestically and globally. Students share their experiences and perspectives related to global diversity with both the professor and the larger class community.

Next, students are introduced to the Milestones and Transitions in GPH beginning with the ten accomplishments of the last century that led to a 30-year increase in life expectancy in the United States. This pattern is then extrapolated to the world at large: students explore the epidemiologic trends and demographic transitions as countries become more developed. They research health status indicators that reveal the global burden of disease as well as appreciate the importance of evidenced-based practice and policy.

Students explore the pressing concerns of the 21st century: the goals and strategies for improving health and well-being and eliminating disparities both domestically and globally. (Healthy People 2020 and the Millennium Development Goals)

The second half of the class explores the socio-ecological model in more detail, addressing the tenets of social justice and the importance of community-centered, culturally specific interventions. Students focus on the social determinants of health and inequities in health both at home and abroad. They are supported in exploring their own experiences of culture and diversity and the attitudes that shape their understanding of disparities in health.

Students are introduced to the core public health disciplines that contribute to population health. They learn from innovators in the field and explore cutting-edge research and interventions. Finally, students explore a GPH topic of special interest in which they explore the GE learning objectives.

All classes begin with current events and announcements of GPH opportunities for service, internships, and research, both domestically and internationally. Each semester, the class has the option to receive bonus for attending external learning events and service learning related to the GE objectives.

Building a community of learners is essential to the success of this course, specifically with respect to the GE learning objectives. Students are encouraged to share their experiences and point of view and respect those of others. Students ultimately realize the impact GPH has on all of our lives and the importance of being an engaged global citizen.

**D) How do the written assignments address the GE category expected learning outcomes?**

Discussion Board

* Students must discover at least one unique GPH website as well as explore the posts of fellow classmates. Together they create a shared database of resources for their midterm and final projects in which they explore the GE learning outcomes. The websites address some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
* Each student is responsible for a discussion board following their final project presentation on a pressing global health issue and their recommendations for an innovative solution. Classmates are requires to post questions and thoughts on a minimum number of boards per week based on the topics that interest them. They share their own attitudes towards diversity and values as global citizens.

Essays

* Students complete an initial, in-class essay following the viewing of *Unnatural Causes*. This essay helps the professor to get to know each student prior to Office Hours. They students must consider their attitudes and values toward diversity and the social-ecologic model by considering their personal life experiences.
* Students complete a “pop-quiz” of the socio-ecological model in which they consider the various ways they can (or already do) make an impact on the GE learning objectives, both immediately as well as through their future careers.
* Students complete a final reflection paper following their final presentation and discussion board, in which they reflect on the experience and lessons learned, and then consider their attitudes and values as global citizens.

Note: Students have the option of submitting written assignments for inclusion in an OSU Impact Grant-funded eBook (*An Innovator’s Guide to Global Public Health*) in which students are co-creators of content. Our initial survey results suggest this opportunity raises the effort students invest in routine written assignments. The use of discussion boards creates a learning community in which students responsible to each other as well as to the professor. This exercise provides assessment of student progress towards attaining the Diversity, Global Studies learning objectives and provides the professor opportunity for feedback.

**ATTACHMENT 2 – Assessment Plan for the Course**

**A) Specific methods used to demonstrate student achievement of the GE expected learning outcomes**

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| --- | --- | --- |
| **GE Expected Learning Outcomes** | **Direct Methods** | **Indirect Methods** |
| 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 | * Global Public Health Website Assignment

(Carmen analytics)* Milestones and Transitions in GPH Midterm Group Project

(Rubric)* Integrate, Innovate, and Inspire: Discovering Your Passion in GPH- Final Project (Rubric: student demonstrates mastery of GE objective through a project of his or her own choosing)
 | * Class discussions of current global health events
* Initial in-class essay (baseline of attitudes and values toward the social-ecological model and diversity)
* Reflection paper as part of Final Project
* Essay on Socio-Ecological Model
 |
| 1. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
 | * Integrate, Innovate, and Inspire: Discovering Your Passion in GPH- Final Project (Rubric: student demonstrates mastery of GE objective through a project of his or her own choosing)
 | * Class discussions of current global health events
* Initial in-class essay (baseline of attitudes and values)
* Reflection paper as part of Final Project
* Essay on Socio-Ecological Model
* Office hours
* Final Class Essay
* Student Feedback Survey and SEIs
 |

Participation is essential to creating a learning community in which it is safe to explore attitudes and values towards national and international diversity. As such, attendance, contributions to class discussion and current events, and participation in class discussion boards are assessed using Carmen analytics.

Class essays (in concert with office hours) are used to promote reflection on key concepts and to ensure each student is integrating the GE learning objectives.

Note: Appendix 2 has examples of specific rubrics and essays.

**B) Explanation of the level of student achievement expected**

Students are expected to attain a B or higher level of proficiency on the rubric-assessed GE-related learning outcomes on both the midterm group project and final individual project, as well as on all Carmen Discussion Boards (measured by Carmen analytics).

Students are expected to complete all assignments and participate in class discussions as well as Carmen Discussion Boards. They are expected to attend at least one session in Office Hours. These expectations assure students will discuss their understanding of their attitudes and values towards global diversity and how they can contribute to eliminating disparities worldwide.

The syllabus has a full description of the grading scale. Beyond grading, students are encouraged to go “above and beyond” and submit their class work for publication in a student-edited GPH eBook (funded by an OSU Impact Grant that empowers students to be co-creators of content.)

Beyond the Global Public Health core competencies and GE learning objectives, this course is designed to prepare students for the LEAP goal of life-long learning. Students learn how to frame questions, analyze underlying causes, brainstorm solutions, and critically analyze the methods for implementation. Teaching using an evidence-based public health or population health approach can help achieve all of these objectives. PUBHLTH 2010 provides:

* Knowledge of cultures and the natural world
* Engagement with big questions, both contemporary and enduring
* Skills in inquiry and analysis; critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem-solving
* Engagement with progressively more challenging problems, projects, and standards of performance
* Understanding of personal and social responsibility, including civic knowledge and engagement- local and global; intercultural knowledge and competence, ethical reasoning and action
* Foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges
* Integrative learning across interdisciplinary studies, demonstrated through the application of knowledge, skills, and responsibilities

***c) Description of follow-up/feedback process***

For the midterm and final projects, students receive detailed written feedback from the professor (in addition to the scored rubric). Students also give feedback to (1) their fellow group members; (2) their classmates- on discussion boards as part of their final project; and (3) their classmates- during class discussions and current events. Our students bring a great deal of knowledge and perspective to bear and enjoy learning from each other. Finally, the professor meets with students in office hours and group “coffees.”

Students are encouraged to give feedback to the professor through a final essay, SEIs, and office hours. Many of the class activities were developed and improved through this process.

The professor grades all assignments, facilitates all classroom discussions, and analyzes all rubrics and feedback. We will add specific GE- learning object questions to our Impact Grant pre- and post-class surveys and archive these results, along with the written student feedback, thus ensuring continued improvement to best ensure the GE learning objectives are achieved. All past and future feedback is available for use by the ASCC.

# APPENDIX- Assessment 1

# Milestones and Transitions in GPH Midterm Group Project Rubric PUBHLTH 2010

# The goal of the midterm group project is to integrate classwork to date and refine skills essential in to GPH: collaboration (in interdisciplinary teams) and effective communication (in both oral and written formats)

**CPH Introduction to GPH Core Competencies**

* Summarize the historical milestones in public health (U.S.) and understand the implications for the future (domestically and internationally).
* Compare and contrast examples of major domestic and international public health issues
* Discuss various approaches/strategies for identification, response, and intervention to address common global public health issues
* Identify political, cultural, behavioral, and socioeconomic factors related to global public health issues.
* Recognize the fundamental principles of the 5 core disciplines of public health: biostatistics, environmental health, epidemiology, health administration, and health behavior/promotion.

**Diversity- Global Studies Learning Outcomes**

* Understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
* Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

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| --- | --- | --- | --- | --- | --- | --- |
| **Categories** | **History** | **Current Issues** | **21st Century Implications** | **Presentation Style/ Communication** | **E-Book Research and Content** | **Group****Participation** |
| **Key Concepts** | Why is your group topic considered a 20th Century Milestone in PH?Which PH interventions made a significant contribution to increased life expectancy in the United States? | What are the present concerns regarding your topic domestically? Internationally?Utilizing the Socio-ecological Model (SEM) for analysis, what GPH interventions are working?Which health status indicators (HSI) did you utilize to make your analysis? Considering the social determinants of health (SDH), are there disparities in our progress? Who is at the table? Who is missing? | Consider HP 2020 and the MDGs: Will we achieve our goals? Will your topic continue to be an issue into the future domestically? Internationally? What innovations do you anticipate? Who needs to be at the table? | GPH practice necessitates exceptional communication skills, both through speaking and writing. Keeping your message succinct and engaging is key. How can you best engage the class in your 15 min presentation? | How cans technology such as eBooks help to communicate GPH concepts?Illustrate the trends and transitions in GPH, from a past, present, and future perspective. | Interdisciplinary collaboration is essential in GPH, both domestically and internationally.How well did you work together as a group and what did each member contribute? What challenges did you face, and how did you overcome them? Reflect on your own contributions and lessons learned for future collaborations. |
| **Excellent**5 points | Exceptional understanding and presentation of chapter material plus additional independent historic research and content. | Exceptional research and analysis of current issues and initiatives. | Exceptionally convincing forecast of future trends; truly innovative analysis and solutions. | Exceptionally well-crafted presentation: original, creative, and effective. Professional level of communication; class fully engaged. | Exceptional research, writing and design: significant contribution to class e-Book. | Exceptional group member, highest levels of innovation, initiative, creativity, and contribution as noted by all group members; very thoughtful reflection on own contributions, lessons learned, and implications for future group projects. |
| **Above Average**4 points | Mastery of chapter content. | Mastery of current issues both at home and abroad | Good analysis of future trends. | Creative and effective communication of material | Many contributions to research base and ebook | Above average group member, contributed significantly towards the project; reflected thoughtfully upon own contributions. |
| **Average**3 points | Covers chapter content adequately | Adequate analysis of current issues | Contemplates future trends adequately | Sufficient presentation of material | Uses resources well, identifies at least 5 key resources to share with class | Average level of group participation; fair and equal contribution; adequate reflection |
| **Needs Improvement**2 points | Somewhat familiar with content | Identifies but does not interpret current issues | Identifies future issues without interpretation | Below average presentation of material | Less than expected research and contribution to eBook | Below average group participation; inadequate self-reflection |
| **Minimum Acceptable**0-1 point | Inadequate presentation of chapter | Does not identify domestic and international current issues | Does not identify domestic and international future trends | Minimum effort towards presentation | Inadequate resources and contributions | Inadequate group participation and reflection |

**Midterm Group Project Grade: / 30 Comments on Back**

**APPENDIX- Assessment 2: Integrate, Innovate and Inspire**

Final Project Rubric PUBHLTH 2010

# The goal of the final project is to integrate the key concepts we explored in Introduction to Global Public Health (PUBHLTH 2010).

# The objective: you will apply the principles of evidence-based public health practice as you consider innovative solutions to a pressing global public health issue.

**CPH Competencies:**

* Discuss various approaches/strategies for identification, response, and intervention to address common global public health issues (EBPH)
* Identify political, cultural, behavioral, and socioeconomic factors related to global public health issues (Social Determinants of Health= SDH and the Socio-ecological Mode = SEM)
* Summarize the historical milestones in public health (U.S.) and understand the implications for the future, both domestically and internationally (Consider Transitions and Trends in your research as applicable)
* Compare and contrast examples of major domestic and international public health issues (address similarities and differences related to your topic globally)
* Recognize the fundamental principles of the 5 core disciplines of public health: biostatistics, environmental health, epidemiology, health administration, and health behavior/promotion (recognize who needs to be around the table to address your issue and what skills they bring to bear)

**Diversity-Global Studies Competencies:**

* Understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
* Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens

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| **TEDPH****Final Project** | **Presentation Material** | **Presentation Style** | **Discussion Board** | **Essay** | **Innovative and Inspiring?** |
| **Key Concepts** | What are the present concerns regarding your topic domestically? Internationally?Utilizing the Socio-ecological Model (SEM) for analysis, what Evidence-Based Public Health interventions are working? What interventions are needed?Considering the social determinants of health (SDH), are there disparities in our progress? Who should be at the table? | GPH practice necessitates exceptional communication skills, both through speaking and writing. Keeping your message succinct and engaging is key. How can you best engage the class in your 5 minute presentation? | GPH practice necessitates exceptional communication skills, both through speaking and writing. Are you supporting your answers with good data and EBPH practice? | What were the key discussions on your board?Do you think your TEDxGPH talk or project had the desired impact on your audience? What challenges did you face, and how did you overcome them? Reflect on the role you play as a global citizen. How has your exploration of the SEM, diversity, and disparities in health shaped your attitudes and values? | Will your topic continue to be an issue into the future domestically? Internationally? What innovations do you anticipate? Do you think your recommendations are worthy of consideration beyond this class? If so, how might you and potentially your classmates be involved?What would it take to move your idea from concept to action? |
| **Exceptional****6** | Exceptional understanding of topic, well researched, unique analysis and recommendations based upon existing research and evidence-based practice principles; use the SEM to identify the SDH and inform your recommendations | Exceptional creativity and professional level of communication; well edited; thoughtful consideration of content | Exceptional analysis and feedback for peers: You supported your discussion with evidence and your discussion board became a highlight of the class | Engaging, highly reflective, unique synthesis of the project; you have clearly integrated the core competencies of Introduction to Global Public Health | A unique angle on an existing GPH practice or a truly innovative GPH concept: Your idea is well supported by EBPH practice principles, inspired thoughtful reflection by your peers, and is worthwhile of further consideration for implementation |
| **Above Average****4-5** | Mastery of material and independent analysis | Very effective communication of material | Very good analysis and feedback for peers | Thoughtful reflection on the project and good integration of PUBHLTH 2010 competencies  | Good- truly thought provoking |
| **Average****2-3** | Familiar with content; not a unique analysis or interpretation | Average presentation of material; typical “book report” style | Adequate analysis and feedback | Adequate reflection | Typical college PowerPoint/ project |
| **Subpar****0-1** | Cursory attention to content | Minimal effort of presentation | Inadequate analysis and feedback | Lack of true reflection | Typical high school PowerPoint/ project |

**FINAL PROJECT GRADE: /30 COMMENTS ON BACK**

**APPENDIX- Assessment 3**

**Ecological public health: the 21st century’s big idea?**

**An essay by Tim Lang and Geof Rayner**

**Selected Excerpts from the British Medical Journal (August 21, 2012)**

This essay explores your understanding of the following learning outcomes:

* Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
* Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**Please consider the following excepts:**

. . . we conclude a rethink is in order. In difficult economic times, public health too easily falls down the political agenda. It is judged worthy but not a political priority. Yet there is strong evidence that health is societally determined, that public health is high in the public’s notion of what a good society is, and that health underpins economics.

Economic development distorted the relationship of humans to the planet, despite it being known that human health ultimately depends on the health of ecosystems. The mismatch of humans and conditions (that is, how we live) looms as the big public health challenge. In our view, this requires complex ecological thinking and it is why we propose ecological public health as the most appropriate 21st century model. But why act at all? Can this not all be left to market dynamics?

The capacity to think and plan on a large scale is ceded to corporations, world elites, and the dehumanised forces of the market, citing the inevitability of globalisation, as though that process was itself not initiated by vested interests who too often marginalised health impacts.

Current policy response is too narrowly corralled within the language of corporate social responsibility, partnerships, and so called shared value. The long pursuit of democracy is another problematic transition, critical for public health. What other notion than democracy—a sense of and actual engagement in shaping society and life—is appropriate for a world in which so many people are excluded from control or who experience a sense of alienation in their lives?

The connection between health and societal progress has been severely weakened in public policy of late. It is adrift when it ought to help shape a new direction. Public health ought to be articulating what a good society and a good economy are. Improving public health is at the heart of defining what is meant by progress.

This means more than just evidence, and includes the open pursuit of social values, highlighting the role of interest groups, and debate across society not just within restricted scientific circles. Think Darwin and Wallace, Beveridge or Roosevelt: big thinking about the nature of life, good societies, order and change.

Public health advocacy, then as now, requires a political savvy not reflected in the mantras of evidence based policy —a willingness to risk societal change to create a better fit between human bodies and the conditions in which they live.

Public health success is as much about imagination as evidence: challenging what is accepted as the so called normal, or business as usual. Public health must regain the capacity and will to address complexity and dare to confront power.

. . . this is an overtly interdisciplinary and multi-actor model. It celebrates that public health requires action on multiple fronts and embraces the argument familiar in the 19th century that public health action requires a public health movement

This article implores citizens of a just society to become agents of change- to become part of a “global public health movement.”

Imagine yourself at the heart of the ecological model- you today- not the future you that you hope to become, but you today, with all your strengths and weaknesses, with all your assets and connections to the ecological “circles of life.”

If you were to “not cede responsibility” to the scientists, the politicians, the Bill and Melinda Gateses and Paul Farmers: Where could you have an immediate impact on the health and well-being of our world and become part of a public health movement? How might you address disparities and promote a culture of diversity?

**Instructions: First use the social-ecological model to draw your life. Then answer the following essay question.**



**Individual Factors:**

**• Genetics**

**• Gender**

**• Race**

**• Age**

**• Socioeconomic Status**

**• Behaviors**

**• Education**

**• Occupation**

**• Ethnicity/Culture**

**Relationship Factors:**

**• Family**

**• Peers**

**• Intimate Partners**

**• Social Groups**

**• Religious Groups**

**Community Factors:**

**• Neighborhood**

**• Schools**

**• Workplace**

**• Urban vs. Rural**

**Societal Factors:**

**• Economic Policies/ System**

**• Political System**

**• Justice System**

**• Educational Policies**

**• Physical Environment- Natural and Built**

**• Health Care System**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1. Draw Your Life Using the Four Circles of the Social-Ecological Model**

2.  **If you were to “not cede responsibility” to the scientists, the politicians, the Bill and Melinda Gateses and Paul Farmers: Where could you have an immediate impact on the health and well-being of our world and become part of a public health movement? How might you address disparities and promote a culture of diversity?**