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<th>CPH</th>
<th>505</th>
<th>Reading and Conference</th>
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<tr>
<td>Total Credits</td>
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</tbody>
</table>

**Description**


**Course Outcome**


**Prerequisite**

None

**Corequisite**


### Current Issues in Public Health

**Total Credits** 3

**Description**
The purpose of this course is to analyze current and controversial issues in public health. The course provides an opportunity to discuss, analyze, make recommendations for, and examine policy outcomes of issues, practices, and current and historically controversial public health events.

**Course Outcome**
1. Engage in leadership and systems thinking regarding current and controversial issues in public health practice, issues, policies and events.
2. Examine current and controversial public health issues using the public health sciences and analytic assessment skills.
3. Develop and analyze programmatic and policy recommendations for current and controversial public health issues.

**Prerequisite**
None

**Corequisite**
2
Description
The purpose of this course is to help students integrate concepts and principles learned in the MPH program into their graduate internship.

Course Outcome
1. Describe internship activities will connect and relate to the terminal competencies of the Primary Health Care & Health Disparities track of the OMPh program. 2. Share with colleagues insights gained while planning and then performing internship activities.

Prerequisite
None

Corequisite
3
Graduate Internship in Public Health

Total Credits
6

1-6 (6 req. to graduate)

Description
The purpose of the graduate internship is to provide students with a work-related experience designed to integrate theory and practice in an applied setting under supervision. The internship experience permits the student to demonstrate her/his ability to apply knowledge of theory and practice to specific activities in a real-world setting. The internship provides students with a professional experience where they can apply existing and new skills and become more socialized into the field of community/public health. Existing skills are those the student brings from his/her life experience and previous education. New skills include those the student has gained through her/his educational experience in the MPH program. Socialization occurs through mentoring of the student in the work site and professional arena by the preceptor for the internship.

Course Outcome
The internship evaluation report will include an assessment of the student's current competence in the following areas relevant to this track of the Oregon MPH program: • Plan, specify, and manage interventions to promote and protect the health of populations at risk. • Assess the health status of vulnerable populations. • Lead and participate in interdisciplinary efforts to address health disparities. • Collaborate with community partners to create, maintain and modify health promotion and risk reduction programs. • Conduct, participate in, or apply relevant research with vulnerable populations. • Enact cultural competency in diverse communities. • Communicate policy options for the health of populations at risk. • Articulate how ethics affect the practice of public health.

Prerequisite
Completion of MPH course work or instructor permission

Corequisite
Curriculum Report

Information Systems for Tracking Population Data

Total Credits 3

Description
Public health practitioners have to track data on populations to plot disease trends and associated patterns of social and biological determinants of health disparities. This course will cover concepts of basic surveillance systems and mapping using geographic information system (GIS) software. Types and sources of surveillance data will be reviewed along with their uses. Students will gain familiarity with spacial data and its usefulness in making sense of demographic and socioeconomic trends. In selected case studies students will examine the impact on population health of factors in the local environment such as the location of social and health services, urban density, and known contaminants.

Course Outcome
1. Critically evaluate the attributes and purposes of public health surveillance systems.
2. Identify sources of data that can be used for public health surveillance and spatial data analyses.
3. List the main uses of surveillance and spatial data and be able to use surveillance and spatial data in public health practice.
4. Interpret, summarize, and disseminate public health surveillance data for use in decision making.
5. Solve problems with spatial analysis by using geographic information systems software and communicate objectives and results of spatial data analysis.

In addition, students enrolled in NURS 610 will be able to:
6. Analyze GIS output and select important findings for presentation and interpretation.

Prerequisite
None

Corequisite

Course Title: Research Methods and Evidence-Based Practice

Total Credits: 3

Description:
The purpose of this course is to enhance students’ abilities to comprehend critique and apply research methodology and research-based evidence. Students will locate and critically evaluate evidence generated from quantitative, qualitative, and epidemiological methods, with particular attention paid to statistical significance and clinically meaningful outcomes. Students will transform their own clinical inquisitiveness into practice-based researchable questions and focus on the application of research methods in clinical settings. Students will also gain experience in using publicly available databases and displaying data in a variety of formats.

Course Outcome:

Upon successful completion of this course, the student will be able to:

1. Demonstrate the ability to access information and evaluate the quality of evidence relevant to practice settings
   a. Identify and analyze the elements of research methodology that are critical in providing evidence for practice settings.
   b. Describe research methods and designs appropriate for exploring selected practice-based questions.
   c. Discuss the advantages and limitations of selected publicly available databases.
   d. Communicate data in appropriate graphs and tables.

2. Identify forces (i.e., ethical, legal, political, cultural, logistical, and economic) that influence research methodology and interpretation of findings in clinical settings.

Prerequisite: None

Corequisite: None
Social Determinants of Health

Total Credits: 4

Description
This course focuses on social and economic influences on health and strategies for integration of research into affected communities and public policy improvement.

Course Outcome
1. Assess the health status of vulnerable populations. 2. Enact cultural competence as it relates to specific communities. 3. Understand and use the large body of evidence that demonstrates the foundation links between poverty, social factors, public policy and the morbidity/mortality of specific populations of people. 4. Integrate related research evidence with community values into plans for improved health policy options.

Prerequisite
None

Corequisite
### Description

This course will examine methods to summarize and synthesize data pertinent to primary health care and health disparities, to analyze and track trends in that data, and then to communicate that data to relevant audiences. Current trends will be described and discussed to examine health indicators among the US population. Emphasis will be placed on techniques for retrieving, organizing, and displaying relevant data to track health disparities in US populations. Principles of communicating scientific data to lay audiences will be covered. Database and mapping applications for tracking trends in served populations will be introduced. Database manipulation will be explored by composing and executing query statements and critically evaluating the results.

### Course Outcome

1. Retrieve and organize available data to document and describe disparities in health.
2. Analyze and track trend in disparities data.
3. Communicate key trends and outcomes to relevant lay and public health audiences.
4. Create a database and compose and execute query statements, then critically evaluating the results.

### Prerequisite

None

### Corequisite

None
**Global Perspectives and Program Development**

| Total Credits | 3 |

**Description**

This course will prepare the student to integrate cultural perspectives with primary health care principles in the development of programs addressing health disparities. Current trends will be described and discussed utilizing case study methodology.

**Course Outcome**

1. Incorporate global health issues into practice.
2. Identify best practices for international relief and development.
3. Enact cultural competence.
4. Demonstrate professional accountability through collaborative education and communication with interdisciplinary team.

In addition, students enrolled in NURS 610 will be able to:

- Analyze the literature to identify evidence-based trends in global health program development.

**Prerequisite**

None

**Corequisite**
Epidemiology of Aging and Chronic Disease

Total Credits: 3

Description
This course introduces the application of epidemiologic methods to the study of older persons and chronic disease. The course will examine concepts and topics including trends in aging and health of aging populations; health transition, and explanations and consequences of mortality decline; determinants of health and survival; distinctions between normal aging, disease and disability; health promotion and primary, secondary, and tertiary prevention, as applied to older persons; the epidemiology of selected diseases, syndromes and conditions common to older age and chronic illness.

Course Outcome
1. Describe the epidemiology of major health problems in older adults and chronic illness.
2. Employ epidemiologic methods in the study, prevention and control public health issues in aging and chronic illness.
3. Critically analyze health and illness issues and the suffering they cause among the aging population and those with chronic disease.
4. Gain skill and insight in addressing the aging and chronic illness related public health issues from reading, discussions, and written exercises.

Prerequisite
None

Corequisite
Epidemiology of Disease

Total Credits 3

Description
Using case study methodology, this course will explore disease and disability and the epidemiologic methods used in their study, prevention and control. Students will understand disease states from cultural, population and systems perspectives and will examine prevention and control in terms of the biological sciences as well as sociologic, cultural and political mechanisms.

Course Outcome
1. Analyze epidemiologic strategies used in disease investigation, prevention and control. 2. Critically analyze health, illness and suffering from historic, cultural, political and systems perspectives. 3. Explore modern controversies in the field of epidemiology.

Prerequisite
None

Corequisite
Management Practice and Quality Improvement in Health Care and Public Health Organizations

Total Credits 3

Description
Introduction to leadership and management, focusing on effective strategies for creating a productive work environment through techniques like conflict resolution, building collaborative teams and providing team leadership. Issues of measuring, managing and improving the quality of health care will also be addressed. Current national efforts in performance measures in public health (i.e. county certification) are discussed. Case studies taken from public health departments and other settings will be used to master problem-solving skills.

Course Outcome
1. Describe a range of leadership models and their application from both a systems perspective and the individual's personal leadership styles. 2. Recognize and use three modes of thinking: systems thinking, creative thinking, and critical thinking - with regard to public health issues. 3. Apply basic foresight tools: Environmental scanning and issues management, impact assessment, scenario forecasting and visioning - within participant's own work environment to enhance their own, and their coworkers' leadership activities. 4. Acquire and apply critical tools for quality improvements: - Understand quality improvement methodology using the PDSA cycle. - Outline key aspects of quality performance in public health. - Explore, critique, and propose initiatives to improve the quality of public health care in a given setting. - Implement team-based and quality improvement techniques within the context of their daily activities.

Prerequisite None

Corequisite
Introduction to Biostatistics

Total Credits 4

Description
This course covers a broad range of basic statistical methods used in the health sciences. The course begins by covering methods of summarizing data through graphical displays and numerical measures. Basic probability concepts will be explored to establish the basis for statistical inference. Confidence intervals and hypothesis testing will be studied with emphasis on applying these methods to relevant situations. Both normal theory and nonparametric approaches will be studied including one- and two-sample tests of population means and tests of independence for two-way tables. Students will be introduced to one-way analysis of variance (ANOVA), correlation, and simple linear regression. The course focuses on understanding when to use basic statistical methods, how to compute test statistics and how to interpret the results. Computer applications (using SPSS) are included as part of the course to introduce students to basic data management, reading output from computer packages, interpreting and summarizing results.

Course Outcome
1. Select and generate graphical and numerical summaries of data
2. Use principal of statistical inference to make conclusions about population from samples
3. Communicate statistical findings to others
4. Use computer software to conduct simple statistical analysis.

In addition, students in 630 will:
Analyze statistical output and select important findings for presentation and interpretation.

Prerequisite
None

Corequisite
The Social Context of Public Health Policy

Total Credits 3

Description
Public health ethics is a weighing and balancing of the needs of the community with the rights of the individual. Therefore, this course will involve both intrareflective and inter-reflective examination of the social and structural inequalities and injustices within our society, locally and globally, and how they impact policy and ethical practice in public health. The relationship of human rights to health and how human rights cut across law, ethics, policies, and advocacy in public health is examined. The role of a human rights perspective will also be addressed as an important part of international health practice.

Course Outcome
1. Articulate the nature and ethics of inequality in public health. 2. Apply the different positions that have been or are held with respect to specific ethical issues to new ethical conflicts. 3. Verbalize and critique the natures of social and ethical controversies. 4. Communicate the philosophical underpinnings of theories of ethics and theories of social justice in general to self, one's professional peers, and to the larger public health audience. 5. Incorporate a deeper understanding of public health issues from both an historical and a current perspective into one's current public health framework for solving health disparities. In addition, students in 631 will: Synthesize and report on trends in social and structural inequalities.

Prerequisite None

Corequisite
Description
This course is designed to introduce graduate students in the Oregon MPH Program to basic concepts and issues in epidemiology. Epidemiology is the fundamental science used by public health professionals to identify, prevent and control health problems in communities. Specifically, epidemiologic methodology is used to investigate and detect how health-related states or events (e.g. disease, unhealthy exposures, etc.) are distributed in populations and what factors or characteristics ("determinants") influence or determine these distributions. In addition, epidemiology is used to apply study findings to the prevention and control of health problems within populations. This course will begin with a review of basic biostatistics and then will introduce the concepts, principles and methods of epidemiology within relevant sociocultural contexts. We will also learn how to apply epidemiologic methods to answer questions about the distribution of disease, death, disability and risk exposures in populations, as well as those relating to causal relationships between exposures and health outcomes.

Course Outcome
1. Quantify and Describe Distribution of Health-Related States in Populations
2. Apply Epidemiologic Methods to Identify Causes of Health-Related States
3. Interpret Study Findings within Relevant Sociocultural Contexts     4. Communicate Public Health Findings

Prerequisite
None

Corequisite
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**Description**

Using a case-based format, this course explores key underlying theoretical and professional principles, ethical practices, and systems thinking in public health. In-depth examination of sentinel cases will be used to prepare the student for leadership roles in community and public health.

**Course Outcome**

1. Apply the Essential Services and Core Functions to public health programs.
2. Compare "high risk, vulnerable populations" and population strategies for prevention.
3. Analyze global and local public health problems using a systems approach.
4. Analyze regulatory and policy interventions within cultural, legal and political systems.
5. Critically analyze the ethical and practical implications of public health research. In addition, students in 635 will: Analyze pertinent megacity, syndemic, and dystopian articles to assess the impact and significance of possible future public health trends

**Prerequisite**

None

**Corequisite**


## Community-Based Participatory Research

**Total Credits** 3

### Description

This course examines Community-Based Participatory Research (CBPR) as a research paradigm to understand and address health disparities at the community level. Review of operating principles includes the central place that communities are accorded as units of identity and as co-equals in research, a process that is perceived by community constituents as not dominated by elitists, an emphasis on long-term commitment by all partners, emphasis on co-learning so that the process flows back and forth, use of exercises that stimulate collective visioning among all partners, incorporation of social ecology approaches as departures for research and practice; use of innovative problem solving approaches; use of multiple methods of data collection. Topics include community theory, development strategies, promising interventions, group development techniques, community diagnosis, and capacity assessments.

### Course Outcome

1. Articulate theoretical and philosophical assumptions of community theory and community-based research method.
2. Describe and analyze developmental strategies and techniques for engaging the community.
3. Articulate the theoretical and ethical issues involved with working with underserved and underrepresented communities and populations.
4. Identify and explain methodology, techniques, and procedures for diagnosis, assessment, and evaluation. In addition, students in 636 will: Analyze and justify selected approaches to building community based research collaborative.

### Prerequisite

None

### Corequisite

17
Principles of Health Behavior

Total Credits 3

Description
This overview course is designed to provide students with basic information concerning the interaction of biological, psychological, behavioral, sociocultural, and environmental processes that function in the promotion of health and prevention of disease. Theories developed to explain health and illness behaviors at the intrapersonal, interpersonal, and group/community levels are introduced and critiqued. Ethical considerations inherent to efforts designed to produce health-related behavior change are examined.

Course Outcome
1. Communicate theoretical principles, constructs, and models used to understand and affect the behavioral aspects of health. 2. Plan and assess interventions based on complexities of human behavior and behavior change theory. In addition, students in 637 will: Analyze the health behavior literature to assess the impact and significance of health behavior theory translations from individual to population levels.

Prerequisite
None

Corequisite
Description
Using case study methodology, this course focuses on the acquisition of technical skills in design, data collection, and analysis for the purpose of evaluating public health programs. Program justification and evaluation for policy-making purposes will be emphasized. In addition, alternative forms of evaluation will be examined including rapid assessment, participatory evaluation and historical, social networking, and other techniques. Students will have the opportunity to examine public health data sets and to design an evaluation focused on a disparate population as well as develop policy based on critical analysis of several types of evaluations.

Course Outcome
1. Understand and apply principles of program evaluation to selected case studies.
2. Explore, analyze and critique several types of program evaluations.
3. Analyze and critique program evaluations from ethical and community perspectives.
4. Design an evaluation to analyze the impact of a public health program change.
5. Make recommendations for public health policy from population data and program evaluation outcomes. In addition, students in 638 will:
   Analyze and defend trade-offs in design decisions and justify methods choices from the literature.

Prerequisite
None

Corequisite

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<tbody>
<tr>
<td>This course is designed to introduce graduate students in the Oregon MPH Program to basic concepts and issues in environmental and occupational health. Environmental and occupational hazards that affect human health are examined in the context of current social, political, and regulatory pressures. Topics include environmental and emerging disease, environmental toxicology, risk assessment, occupational health, food protection, drinking water safety and waste water treatment, solid and hazardous waste disposal, indoor and outdoor air pollution, radiation, and pests and pesticides. Global environmental health issues are included as time permits.</td>
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<tbody>
<tr>
<td>Upon completion of this course, the student will be able to:</td>
</tr>
<tr>
<td>1. Analyze environmental and occupational impacts on the health of selected populations and communities.</td>
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<tr>
<td>2. Assess environmental and occupational exposure risks for selected individuals and populations.</td>
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<tr>
<td>3. Explain environmental health problems in a community.</td>
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<tr>
<td>4. Communicate prevention and control strategies used in environmental and occupational health.</td>
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<tr>
<td>5. Analyze social, cultural, political, and regulatory pressures that affect solutions for environmental and occupational health issues.</td>
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<td>20</td>
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</table>
Total Credits 3

Description
This course is designed to introduce graduate students in the Oregon MPH Program to basic concepts and issues in the organization, financing, and delivery of health services. The primary focus of this course is the systemic aspects of health services production and delivery. Specialized systems develop to produce, deliver, and finance health services which seek to address the health needs of populations with respect to death, disease, disability, discomfort, and dissatisfaction. Through learning in this course, students will examine the inter-relationships of system structures, subsystems, and processes, as well as their interactions with the larger social, cultural, economic and political environments in which they exist. The emphasis is on using different conceptual models for understanding the current health system, its strengths, and areas for improvement. As a result of this course, students will develop an increased understanding of the organization of health services delivery systems in modern societies: how such systems are and can be organized, financed and managed; how health care resources are and can be produced; how health services are and can be provided, paid for, accessed, and consumed; and how various system configurations can and do affect the outputs and outcomes of those systems. The focus is on the United States, with international comparisons used to illustrate similarities and differences.

Course Outcome
1. Applying concepts of systems thinking to analysis of health services.
2. Identify, differentiate among, and describe the elements of the organization, financing and delivery of health services.
3. Articulate and analyze major issues in health services and systems, and propose strategies for addressing or resolving them. In addition, students in 640 will: Analyze pertinent policy articles to assess the impact and significance of proposed changes to national health care reform.

Prerequisite  None

Corequisite
### Description
Epidemiology I introduces the concepts, principles and methods of epidemiology to students in the Oregon Masters of Public Health program. Students will learn how to apply epidemiologic methods to answer questions about the distribution of disease, death, disability and risk exposures in populations, as well as those relating to causal relationships between exposures and health outcomes. Most important, the open exchange of ideas and shared learning is encouraged. My course is divided into two sections. The first covers ways disease is conceived, measured, and framed. The second stresses study design, analysis, interpretation and ethics in epidemiology.

### Course Outcome
By the end of the course, the student will be able to:

1) Quantify & describe the distribution of health-related states in populations
   a. Articulate and apply the basic concepts, definitions and terminology of epidemiology
   b. Articulate the primary goals of epidemiology: elucidating cause and instituting public health measures to improve community health
   c. Describe a public health problem in terms of magnitude, person, time and place
   d. Select and calculate basic epidemiology measures
   e. Draw appropriate inferences from epidemiologic data
   f. Identify key sources of data for epidemiologic purposes
   g. Evaluate epidemiologic literature in terms of design, results, interpretation, strengths and limitations

2) Apply Epidemiology Methods to Identify Causes of Health-Related Steps
   a. Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data
   b. Calculate and interpret epidemiologic measures of frequency, association (absolute and relative), and impact
   c. Explain risk, risk factors, association, and causation (causal inference and causal criteria)
   d. Identify and describe the major descriptive and analytic epidemiology study types including their uses, strengths, and limitations
   e. Select an appropriate study design to address a specific epidemiologic problem
   f. Identify, define, and describe the major types of bias in epidemiologic studies including how to assess their presence and control their effects
   g. Identify, define, and describe confounding and effect modification, and how to assess their presence and control their effects
   h. Explain the basic steps of an outbreak investigation
   i. Assess the validity and reliability of public health screening programs

3) Interpret and explain basic statistical procedures used in the evaluation of epidemiologic data
   a. Describe and distinguish the distribution of data values and the expected distribution of estimates of the mean
   b. Describe hypothesis testing in epidemiologic studies
   c. Describe, distinguish, and interpret p-values and confidence intervals for epidemiologic measures of frequency and association

4) Interpret Study Findings within Relevant Sociocultural Contexts
   a. Evaluate risk
   b. Evaluate measures of association
   c. Identify study limitations
   d. Identify study strengths
   e. Explore the historical, social, and ethical implications of the uses of epidemiology in public health
   f. Identify social and cultural factors that influence population health, and explain how they affect the distribution of disease in the

### Prerequisite
None

### Corequisite
None
Program Planning

Total Credits 3

Description
This course provides an introduction to program planning and experience in the grant writing process, with an emphasis on public health intervention programs. Students will be introduced to program planning, with an emphasis on logic models. Students will be introduced to the key areas of a proposal that must be addressed in grant writing.

Course Outcome
1. Apply theory in the development, implementation, and evaluation of public health intervention programs.
2. Understand and apply logic model(s)/planning models to the development of public health plans.
3. Develop interventions and programs to effect change at multiple levels, (e.g., individual, community, and organizations, and policy).
4. Design and implement strategies to promote health, including delivery of health messages.
5. Understand how to seek and integrate input from community organization stakeholders.
6. Define research problems, frame research questions, design research procedures, and outline methods of analysis.
7. Demonstrate an understanding of ethical principles that govern the practice of public health and incorporate these in the development of programs.
In addition, students enrolled in NURS 6XX will be able to:
8. Develop a grant proposal that effectively demonstrates competency in the areas above.

Prerequisite
None

Corequisite
Total Credits: 4

Description
See CPH 521/621

Course Outcome

Prerequisite

Corequisite
Curriculum Report

CPH 622

Communication and Informatics

Total Credits 3

Description
See CPH 522/622

Course Outcome

Prerequisite

Corequisite
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<td>Global Perspectives and Program Development</td>
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**Description**

See CPH 523/623

**Course Outcome**

**Prerequisite**

**Corequisite**
**Epidemiology of Aging and Chronic Disease**

| Total Credits | 3 |

**Description**

This course introduces the application of epidemiologic methods to the study of older persons and chronic disease. The course will examine concepts and topics including trends in aging and the health of aging populations; health transition, and explanations and consequences of mortality decline; determinants of health and survival; distinctions between normal aging, disease and disability; health promotion and primary, secondary, and tertiary prevention, as applied to older persons; the epidemiology of selected diseases, syndromes and conditions common to older age and chronic illness.

**Course Outcome**

1. Describe the epidemiology of major health problems in older adults and chronic illness.
2. Employ epidemiologic methods in the study, prevention and control public health issues in aging and chronic illness.
3. Critically analyze health and illness issues and the suffering they cause among the aging population and those with chronic disease.
4. Gain skill and insight in addressing the aging and chronic illness-related public health issues from reading, discussions, and written exercises.

In addition, students enrolled in NURS 626 will be able to: Compile and analyze a selection of research evidence focused on a selected epidemiology of aging or chronic illness issue.

**Prerequisite**

None

**Corequisite**
## Epidemiology of Disease

<table>
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### Description
See CPH 527/627

### Course Outcome

### Prerequisite

### Corequisite
Introduction to Biostatistics

Total Credits: 4

Description
See CPH 530/630

Course Outcome

Prerequisite

Corequisite
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**Description**

See CPH 531/631

**Course Outcome**

**Prerequisite**

**Corequisite**
Epidemiology Survey

Total Credits 3

Description
See CPH 533/633

Course Outcome

Prerequisite

Corequisite
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**Course Outcome**

**Prerequisite**

**Corequisite**
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**Description**

See CPH 536/636

**Course Outcome**

**Prerequisite**

**Corequisite**
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### Description

See CPH 537/637

### Course Outcome


### Prerequisite


### Corequisite


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**Description**

See CPH 538/638

**Course Outcome**

**Prerequisite**

**Corequisite**
### Environmental and Occupational Health

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**Description**

See CPH 539/639

**Course Outcome**

**Prerequisite**

**Corequisite**

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**Description**

See CPH 540/640

**Course Outcome**

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**Prerequisite**

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**Corequisite**

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