

## HLTH105 : Introduction to Public Health

### General Information

Author:	<ul style="list-style-type: none"><li>Erin Calderone</li></ul>
Course Code (CB01) :	HLTH105
Course Title (CB02) :	Introduction to Public Health
Department:	HLTH
Proposal Start:	Fall 2024
TOP Code (CB03) :	(1201.00) Health Occupations, General*
CIP Code:	(51.0000) Health Services/Allied Health/Health Sciences, General.
SAM Code (CB09) :	Possibly Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000646891
Curriculum Committee Approval Date:	12/13/2023
Board of Trustees Approval Date:	01/09/2024
Last Cyclical Review Date:	12/13/2023
Course Description and Course Note:	HLTH 105 presents an overview of the disciplines of community and public health. Topics include the basic concepts and terminologies of public health; an overview of various public health professions and organizations; the study, prevention and control of diseases in the community; the analysis of the social determinants of health; strategies for eliminating disease, illness, and health disparities among various populations; community organizing and health promotion programming; school health promotion; environmental health and safety; and an overview of the healthcare delivery system in the United States, as well as a brief overview of global health issues. Students will gain knowledge and preliminary skills to serve as an effective advocate for community and public health.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Author:	

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Health</li></ul>
Alternate Discipline:	
Alternate Discipline:	

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

C-ID	Area	Status	Approval Date	Comparable Course
PHS	Public Health Science	Approved	08/29/2022	PHS 101 - Introduction to Public Health
PH	Public Health	Approved	09/03/2024	PH 101 Introduction to Public Health

IGETC Area	Area	Status	Approval Date	Comparable Course
4-Social Sciences	Social Sciences	Denied	08/28/2023	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D-Social Sciences	Social Sciences	Denied	08/28/2023	No Comparable Course defined.

C-ID	Area	Status	Approval Date	Comparable Course
PH	Public Health	Pending	No value	PH 101 - Introduction to Public Health

IGETC Area	Area	Status	Approval Date	Comparable Course
4-Social Sciences	Social Sciences	Pending	No value	No Comparable Course defined.

## Units and Hours

### Summary

**Minimum Credit Units (CB07)** 3

**Maximum Credit Units (CB06)** 3

**Total Course In-Class (Contact) Hours** 54

**Total Course Out-of-Class Hours** 108

**Total Student Learning Hours** 162

### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

### Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 0

**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Studio 0

**Total** 54

**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Studio 0

**Total** 108

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

ABSE186 - Essentials in Reading and Writing 1

#### Objectives

- Comprehend both literature and information-based texts at a high school level.
- Utilize various strategies to develop active reading habits.
- Read and locate details in a passage and identify the stated or unstated main idea.
- Articulate answers to comprehension and analysis questions.
- Demonstrate sentence variation, coherence, and unity within a paragraph.

OR

### Advisory

ESL151 - Reading And Composition V

#### Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay which: summarizes and cites. appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

AND

### Advisory

LIB100 - Critical Approaches to Information Research

#### Objectives

- Recognize the ethical use of information and proper attribution.
- Formulate a research question of an appropriate scope for an assignment.
- Recognize and apply evaluation criteria.
- Recognize how context contributes to the construction of authority.
- Analyze a source for its value as a commodity that has economic, cultural, political, and social facets.

## Entry Standards

Entry Standards

No value

## Course Limitations

Cross Listed or Equivalent Course

Description

No value

No value

## Specifications

### Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

Methods of Instruction

Demonstrations

Methods of Instruction

Field Activities (Trips)

Methods of Instruction

Guest Speakers

Methods of Instruction

Presentations

### Out of Class Assignments

- Research project (e.g. summary of public-facing health information campaigns on current health topics)
- Written assignments (e.g. summary of an interview with a community health organizer)

### Methods of Evaluation

### Rationale

Exam/Quiz/Test

Quizzes

Exam/Quiz/Test

Exams

Presentation (group or individual)

Presentations (e.g. group presentation on historical public health accomplishments)

### Textbook Rationale

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
Denise Seabert, PhD, MCHES; James F. McKenzie, PhD, MPH, RMCHES, FAAHE; Robert R. Pinger, PhD	An Introduction to Community and Public Health	Jones and Bartlett Learning	2022	9781284202687
Mary-Jane Schneider, PhD	Introduction to Public Health	Jones and Bartlett Learning	2021	9781284197594
Richard Riegelman, MD, MPH, PhD	Public Health 101: Improving Community Health	Jones and Bartlett Learning	2019	9781284118445

### Other Instructional Materials (i.e. OER, handouts)

No Value

### Materials Fee

No value

## Learning Outcomes and Objectives

### Course Objectives

Define important fundamental concepts in community/public health.

Distinguish between personal and public health.

Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.

Describe the historical achievements in public health and their impact today.

Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.

Outline strategies for prevention, detection and control of infectious and chronic disease.

Identify the components of the Whole School, Whole Child, Whole Community (WSCC) model designed to improve learning and health in our nation's schools.

Outline the process of community organizing, building and health promotion programming.

Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, ability and disability, education and socioeconomic status.

Describe the Dual Diagnosis/Co-Occurring Disorders approach to treating people who suffer from both an addiction and a psychiatric disorder.

Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national, and global health organization and policy.

Analyze the organization, financing and delivery of various medical and population-based services in the U.S. healthcare system.

Distinguish how preventative health differs from the traditional Western medicine approach to treating disease and illness.

Describe the inter-relationship between human beings and their environment and public health initiatives and policies to protect the planet.

Identify common practices that contribute to intentional and unintentional workplace injuries and public health policies that would reduce their occurrences.

Communicate orally and in writing in the scientific language of the discipline.

Interpret and evaluate public health and medical information from general and subject specific library and credible Internet sources.

## SLOs

**Discuss the historical accomplishments of public health.**

Expected Outcome Performance: 70.0

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*ILOs*      Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or  
Core      methodologies to solve unique problems.  
*ILOs*

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**Describe foundational concepts, disciplines, professions and organizations within the field of public health.** Expected Outcome Performance: 70.0

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*ILOs*      Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or  
Core      methodologies to solve unique problems.  
*ILOs*

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ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

Core

ILOs

Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Definition of Public Health (6 hours)

- Distinction between personal and public health
- History and accomplishments of public health officials and agencies
- Core functions of public health professions and institutions
- Historical achievements of public health and their current impact

#### Analytical Methods of Public Health (6 hours)

- Epidemiology
- Rates
- Cases
- Population at risk
- Risk factors
- Incidence
- Prevalence
- Natality
- Morbidity
- Mortality
- Data sources
- Types of research in public health

#### The Biomedical Basis of Public Health (6 hours)

- Infectious conditions
- Chronic disease
- Risk factors
  - Genetics
  - Behavioral risk factors
  - Environmental risk factors
  - Social risk factors
- Prevention, detection and control

#### Whole School, Whole Child, Whole Community (WSCC) school health promotion model (6 hours)

- Health Education
- Physical Education and Physical Activity
- Nutrition Environment and Services
- Health Services
- Counseling, Psychological, and Social Services
- Social and Emotional Climate
- Physical Environment
- Employee Wellness
- Family Engagement
- Community Involvement

#### **Community Organizing and Health Promotion Programming (6 hours)**

- Assessing needs
- Setting goals and objectives
- Developing interventions
- Implementing interventions
- Evaluating results

#### **Social, Cultural, and Behavioral Factors in Public Health (6 hours)**

- Health inequities
- Demographics
  - Maternal and infant
  - Child
  - Adolescent
  - Adulthood
  - Senior
- Racial, ethnic and minority groups
- Education and socioeconomic status
- Disability status
- Community concerns, including (but not limited to)
  - Dual Diagnosis/Co-Occurring disorders
    - Addiction
    - Mental disorders
  - Obesity
  - Violence
  - Housing

#### **Social Determinants of Health (6 hours)**

- Gestational endowment
- Social circumstances
- Environmental conditions
- Behavioral choices
- Access to medical care
- Individual and community health status
- Local, state, national, and global health organization and policy

#### **Healthcare system (3 hours)**

- Public health versus Western medicine
- Population-based services
- Attitudes affecting seeking healthcare, and trust or distrust in the healthcare system

#### **Environmental Issues in Public Health (3 hours)**

- Clean air
- Clean water
- Garbage
- Food and drug safety
- Population control
- Injury prevention
- Emergency preparedness
  - Natural disasters
  - Violence

#### **Workplace Safety (3 hours)**

- Intentional injuries
- Unintentional injuries
- Prevention
  - Occupational Safety and Health Association (OSHA) regulations

#### **Public Health Information (3 hours)**

- Credible resources
- Misinformation

**Total hours: 54**