

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**Health Education 201 – Introduction to Public Health**

3 hours lecture, 3 units

**Catalog Description**

This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics of the discipline include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management.

**Prerequisite**

None

**Course Content**

- 1) Definition of Public Health
  - a. Distinction between personal and public health
  - b. History and accomplishments of public health officials and agencies
  - c. Core functions of public health professions and institutions
- 2) Historical achievements
  - a. Current impact
- 3) Whole School, Whole Child, Whole Community (WSCC) school health promotion model
  - a. Health Education
  - b. Physical Education and Physical Activity
  - c. Nutrition Environment and Services
  - d. Health Services
  - e. Counseling, Psychological, and Social Services
  - f. Social and Emotional Climate
  - g. Physical Environment
  - h. Employee Wellness
  - i. Family Engagement
  - j. Community Involvement
- 4) Analytical Methods of Public Health
  - a. Epidemiology: the basic science of public health
  - b. Principles, methods and limitations
  - c. Statistics: making sense of uncertainty
  - d. The role of data in public health
- 5) The Biomedical Basis of Public Health
  - a. The conquest of infectious disease
  - b. New infectious disease
  - c. Chronic disease
  - d. Genetic disease
- 6) Community Organizing and Health Promotion Programming
  - a. Assessing needs

- b. Setting goals and objectives
  - c. Developing interventions
  - d. Implementing interventions
  - e. Evaluating results
- 7) Social and Behavioral Factors in Public Health
- a. Health inequities
  - b. Education and socioeconomic status and health
  - c. Community concerns: including, but not limited to addiction, obesity, and violence
  - d. Demographics including; Maternal, infant and child, adolescent, adulthood and elder health
  - e. Racial, ethnic, and minority groups
- 8) Environmental Issues in Public Health
- a. Clean air
  - b. Clean water
  - c. Garbage
  - d. Food and drug safety
  - e. Population control
  - f. Injury prevention
  - g. Emergency Preparedness
- 9) Social determinants of health
- a. Gestational endowment
  - b. Social circumstances
  - c. Environmental conditions
  - d. Behavioral choices
  - e. Access to medical care
  - f. Individual and community health status
  - g. Local, state, national, and global health organization and policy

### Course Objectives

Students will be able to:

- 1) Define important foundational concepts in community/public health.
- 2) Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
- 3) Describe the historical development of public health including the most important achievements of public health.
- 4) Distinguish the difference between personal and public health.
- 5) Distinguish how public health differs from the traditional Western medicine approach to treating disease and illness.
- 6) 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.
- 7) Outline strategies for prevention, detection and control of infectious and chronic disease.
- 8) Outline the process of community organizing, building and health promotion programming.
- 9) 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.
- 10) Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.
- 11) Describe the organization, financing and delivery of various medical and population-based services in the U.S. healthcare system.
- 12) Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries
- 13) Identify the components of the Whole School, Whole Child, Whole Community (WSCC) model designed to improve learning and health in our nation's schools.
- 14) Describe the Dual Diagnosis/Co-Occurring Disorders approach to treating people who suffer from both an addiction and a psychiatric disorder.

- 15) Analyze the organization, financing and delivery of various medical and population-based services in the United States healthcare system.
- 16) Describe the inter-relationship between human beings and their environment and public health initiatives and policies to protect the planet.
- 17) Identify common practices that contribute to intentional and unintentional workplace injuries and public health policies that would reduce their occurrences.
- 18) Communicate orally and in writing in the scientific language of the discipline.
- 19) Interpret and evaluate public health and medical information from general and subject specific library and credible Internet sources.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Written quizzes that measure students' ability to analyze public health issues including health disparities, control of emerging diseases, etc., and evaluate the efficacy of various medical and population-based methods and services for addressing these issues.
- 2) Individual and group projects that demonstrate understanding of the difference between public and personal health matters and the role of society in addressing these issues.
- 3) Written final exam that measures students' ability to relate historical milestones in public health, describe interplay between various social and behavioral influences on health, and evaluate strategies for improving population health outcomes.

### **Special Materials Required of Student**

None

### **Minimum Instructional Facilities**

Smart classroom

### **Method of Instruction**

- 1) Lecture
- 2) Group discussion
- 3) Student presentations and research

### **Out-of-Class Assignments**

- 1) Assigned reading
- 2) Research essays on classroom discussion topics
- 3) Project: analysis of public health issues in the media
- 4) Review authoritative Internet sources of public health information

### **Texts and References**

- 1) Required (representative examples):
  - a. Schneider, Mary-Jane. Introduction to Public Health. 7th ed. Jones and Bartlett Learning, 2022.
  - b. McKenzie & Pinger. An Introduction to Community Health, 10th ed. Jones and Bartlett Learning, 2021.
- 2) Supplemental: Selected readings as assigned

### **Student Learning Outcomes**

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

- 1) Evaluate the effectiveness of medical and public health interventions using epidemiologic investigation.
- 2) Compare and contrast the roles of state and federal governments in public health.

- 3) Explain how public health is organized at the local level and how local health departments are funded.