



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**INTRODUCTION TO PUBLIC HEALTH
ALH5250 3 Credit Hours**

Student Level:

This course is open to students on the college level in either the freshman or sophomore year.

Catalog Description:

ALH5250 - INTRODUCTION TO PUBLIC HEALTH (3 hrs)

This course is designed to help the student increase his or her knowledge concerning public health, the public health system, and careers in public health. Upon completion of this course, the student will be able to define public health, understand and measure health, describe the public health system, describe the interaction of the government and laws with public health, describe public health preparedness and emergency response, and discuss the public health workforce.

Prerequisite:

None.

Controlling Purpose:

This course is designed to help the student increase his or her knowledge concerning public health, the public health system, and careers in public health.

Learner Outcomes:

Upon completion of the course, the student will be able to define public health, understand and measure health, describe the public health system, describe the interaction of the government and laws with public health, describe public health preparedness and emergency response, and discuss the public health workforce.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the

- goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: PUBLIC HEALTH						
Outcomes: The student will gain an understanding of public health.						
A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Discuss several different definitions of public health
						Describe the origins and content of public health responses over history
						Trace the development of the public health system in the U.S.
						Broadly characterize the contributions and value of public health
						Identify three or more distinguishing features of public health
						Describe public health as a system with inputs, processes, outputs, and results, including the role of core functions and essential public health services in the public health system
						Identify five or more Internet web sites that provide useful information on the U.S. public health system
UNIT 2: UNDERSTANDING AND MEASURING HEALTH						
Outcomes: The student will gain an understanding of health and how it is measured.						
A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Identify four or more categories of factors that influence health
						Identify several categories of commonly used measures of health status
						Describe major trends in health status for the U.S. over the past one hundred years
						Access and utilize comprehensive and current national data on health status and factors influencing health in the U.S.

						Utilize information on factors that influence health and measures of health can be used to develop community health priorities and effective interventions for improving community health status
						Describe the role of health educators and public health information specialists in understanding and measuring health

UNIT 3: PUBLIC HEALTH AND THE HEALTH SYSTEM

Outcomes: The student will gain an understanding of public health and the health system.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Describe three or more major issues that make the health system a public health concern
						Identify five intervention strategies directed toward health and illness
						Identify and describe three levels of preventive interventions
						Describe the approximate level of national expenditures for all health and medical services and for the population-based and clinical preventive service components of this total
						Describe important economic, demographic, and utilization dimensions of the health sector
						Characterize the roles and interests of key stakeholders in the health sector
						Describe the contributions of public health nursing to public health efforts today
						Access and utilize current data and information resources available through the Internet's World Wide Web

UNIT 4: LAW, GOVERNMENT AND PUBLIC HEALTH

Outcomes: The student will gain an understanding of the impact of government and laws on public health.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Identify strategies used by governments to influence the health status of their citizens
						Describe how various forms of law contribute to government's ability to influence health
						Describe the basic administrative law processes carried out by public health agencies

						Discuss the various federal health agencies and describing their general purpose and major activities
						Identify different approaches to organizing health responsibilities within state government
						Describe common features of local health departments in the United States
						Discuss implications of different approaches among states to carrying out public health's roles
						Describe the role and duties of several different job titles related to public health administration

UNIT 5: PUBLIC HEALTH EMERGENCY PREPAREDNESS AND RESPONSE

Outcomes: The student will gain an understanding of public health emergency preparedness and response to emergencies.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Differentiate among different types of public health emergencies and disasters, their definitions and the terminology related to them
						Identify the main characteristics of the principal natural disasters and their effects
						Explain the concepts of vulnerability, risk, disaster prevention, and the links to longer term effects
						Describe why emergencies and disasters are a problem for which the public health system must be an integral participant across a range of disaster activities
						Describe the role and responsibilities of public health professionals in emergency preparedness and response
						Identify how and where to locate the agency emergency response plan (or the pertinent portions of the plan)
						Describe how the chain of command and communication strategies function in emergency response
						Describe how environmental health practitioners contribute to modern public health emergency preparedness and response efforts

UNIT 6: THE PUBLIC HEALTH WORKFORCE AND FUTURE CHALLENGES

Outcomes: The student will gain an understanding of the public health workforce and the probable future challenges facing public health.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:

						Identify the major components of public health's workforce
						Describe the public health workforce in terms of numbers, distribution, and skills
						List five or more major categories of universal competencies for public health professionals
						Identify strategies for enhancing the public health workforce
						Describe past and current contributions of various professions to public health efforts
						Identify at least three issues that will impact the growth of the public health workforce
						Describe how these issues will affect the distribution and composition of the public health workforce of the future
						Identify and discuss at least three lessons from public health's achievements in the twentieth century
						Discuss the role of competency frameworks in public health workforce development efforts

Projects Required:

Varies; refer to the course syllabus for required projects.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Varies; refer to the course syllabus for required projects.

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester

hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.