COURSE OUTLINE

OXNARD COLLEGE

I. Course Identification and Justification:

A. Proposed course id: HED R113
Banner title: Introduction to Public Health
Full title: Introduction to Public Health

B. Reason(s) course is offered:
This course is one of the courses included in the AA-T in Public Health.

II. Catalog Information:

A. Units:
Current: 3.00 to

B. Course Hours:

1. In-Class Contact Hours:
Lecture: 52.5 Activity: 0 Lab: 0

2. Total In-Class Contact Hours: 52.5
3. Total Outside-of-Class Hours: 105
4. Total Student Learning Hours: 157.5

C. Prerequisites, Corequisites, Advisories, and Limitations on Enrollment:

1. Prerequisites
Current:

2. Corequisites
Current:

3. Advisories:
Current:

4. Limitations on Enrollment:
Current:

D. Catalog description:
Current:
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.

E. Fees:
Current: $ None

F. Field trips:
Current:
Will be required: [ ]
May be required: [X]
Will not be required: [ ]

G. Repeatability:
Current:
A - Not designed as repeatable

H. Credit basis:
Current:
Letter graded only [X]
Pass/no pass [ ]
Student option [ ]

I. Credit by exam:
Current:
Petitions may be granted: [ ]
Petitions will not be granted: [X]

III. Course Objectives:
Upon successful completion of this course, the student should be able to:

A. Define important foundational concepts in community/public health; identify different public health disciplines, professions, and organizations; and explain how each contributes to the field of public health.
B. Describe the historical development of public health, including the most important achievements of public health.
C. Distinguish the difference between personal and public health.
D. Distinguish how public health differs from the traditional Western medicine approach to treating disease and illness.
E. 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.
F. Outline strategies for prevention, detection, and control of infectious and chronic disease.
G. Outline the processes of health promotion programming and community organizing and building.
H. 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.
I. Analyze current public health issues, and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, educational, and socioeconomic status.
J. Describe the organization, financing, and delivery of various medical and population-based services in the U.S. healthcare system.
K. Identify, assess, and utilize credible information resources on current community health issues, such as the Internet, social media, media outlets, and libraries.

IV. Course Content:

Topics to be covered include, but are not limited to:

A. Definition of public health
   1. Distinction between personal and public health
   2. History and accomplishments of public health officials and agencies
   3. Core functions of public health professions and institutions

B. Analytical methods of public health
   1. Epidemiology: the basic science of public health
   2. Principles, methods, and limitations
   3. Statistics: making sense of uncertainty
   4. The role of data in public health

C. The biomedical basis of public health
   1. The conquest of infectious disease
   2. New infectious disease
   3. Chronic disease
   4. Genetic disease

D. Community organizing and health promotion programming

E. Social and behavioral factors in public health
   1. Health inequities among ethnic and minority groups
   2. Educational and socioeconomic status and health
   3. Community concerns, including, but not limited to addiction, obesity, and violence
   4. Maternal, infant and child, adolescent, adulthood, and elder health

F. Environmental issues in public health
   1. Clean air
   2. Clean water
   3. Garbage
   4. Food and drug safety
   5. Population control
   6. Injury prevention
   7. Emergency preparedness

G. Medical care and public health

V. Lab Content:

VI. Methods of Instruction:

Methods may include, but are not limited to:

A. Instructor will lecture using audio visual presentations.

B. Instructor will lead class activities, such as, Supertasters. Students are introduced to concepts and tools of human health data collection. The super taster activity is designed to engage students in epidemiological concepts of measurement and screening test sensitivity and specificity. Students compare the sensitivity and specificity of two different tests with a “gold standard” for identifying “Supertasters,” individuals who “experience the five basic tastes with greater intensity” (http://www.bbc.co.uk/science/0/22941835).

C. Instructor will lead class discussions on topics, such as accessibility to healthcare.

D. Instructor will facilitate collaborative group work, such as a social media campaign. Each team selects a health behavior (such as hand washing) or an organization that promotes healthy behavior. Teams then define a target population and formulate a specific

message for their population. Next, teams create a social media video with the message to encourage/support a behavioral change.

E. Instructor will arrange guest speakers to introduce local public health related organizations/programs.

F. Instructor will assign reading from related texts and relevant research.

VII. Methods of Evaluation and Assignments:

A. Methods of evaluation for degree-applicable courses:
Essays [X]
Problem-solving assignments (Examples: Math-like problems, diagnosis & repair) [ ]
Physical skills demonstrations (Examples: Performing arts, equipment operation) [ ]

For any course, if "Essays" above is not checked, explain why.

B. Typical graded assignments (methods of evaluation):

1. Quizzes
2. Exams
3. Written Assignments
    a. Individual Papers
        i. Ecosystem of health care: Students are asked to draw a diagram with interactions among various entities in the health care system, including patients, insurers, and industry. They reflect upon how the Affordable Care Act is starting to change the medical care system at the state and federal levels.
    b. Team Projects
        i. Social media campaign: Each team selects a health behavior (such as hand washing) or an organization that promotes healthy behavior. Teams then define a target population and formulate a specific message for their population. Next, teams create a social media video with the message to encourage/support a behavioral change.
        ii. Health care race: Students gain personal experience with the user end of the health care system. Teams are assigned a specific rural county and a description of a person with a health issue as well as financial/access restrictions. Teams identify local medical providers in the county, and record how long it would take appointment with a health care provider. They also search for transportation options if the person did not have their own transportation.
        iii. Clean or contaminated water?: Students learn about environmental health through environmental water sampling. Each team selects and defines a different water sampling location (bathroom in dorm, kitchen in apartment, office, airport bathrooms, local creek, University Lake, etc.). Each team receives a low cost water testing kit; some teams test microbial contamination, other teams test chemical contamination. Students also identify their local watershed and drinking water source

iv. Population perspective: Students use Hans Rosling's Gapminder, http://www.gapminder.org/, to investigate at a global level how population health varies by place, time, and macro-level factors such as a country's Gross Domestic Product (GDP) or health care accessibility.

C. Typical outside of classroom assignments:
   1. Reading
      a. One chapter of text per week, one online health-related article per week
      b. Case studies of infectious and/or chronic disease
   2. Writing
      a. Three 2-3 page reports; one 5-6 page research paper.

VIII. Textbooks and Instructional Materials:
   A. Textbooks/Resources:
      1. McKenzie J. & Pinger, R. (2014). An Introduction to Community & Public Health Jones & Bartlett Learning.
   B. Other instructional materials:

IX. Minimum Qualifications and Additional Certifications:
   A. Minimum qualifications:
      1. Health (Masters Required)
   B. Additional Certifications:
      1. Description of certification requirement:
      2. Name of statute, regulation, or licensing/certification organization requiring this certification:

X. Approval Dates
CC Approval Date:
Board Approval Date:
Course ID: 2054