DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Introduction to Public Health
COURSE NUMBER: BIOL-0104
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS:
See bookstore for current textbook.

COURSE DESCRIPTION:
This is an introductory course in public health. It provides a background in many areas of public health with an emphasis on the health system and understanding and measuring health, disease and illness. Epidemiology, food safety and animal health will also be examined. Public health emergency preparedness, the public health workforce and public health administration will also be studied. Students will learn about public health nursing, public health education and the role of law and government in public health. Students will also examine environmental and occupational health. The different types of public health professional occupations and future challenges for public health will be examined.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

Online Sections: Online courses rely on the use of the Internet and a course management system for content delivery. Courses are accessible both on campus and from most remote sites. Specific information regarding computer skills and system requirements can be found at http://helpdesk.ckcc.edu/helpdesk/

Honors Sections: An honors section of this course provides a non-traditional environment for learning that incorporates active student participation, critical reflection, use of primary sources and innovative teaching methods. Classes are designated as honors on the transcript. Enrollment in the honors section of this class requires the permission of the Director of Honors Education.
COURSE OUTLINE:

I. Overview and Basic Principles
   A. Context and scope of public health, including history, philosophy, literature, essential services, ethics, and applications to current events.
   B. Public health as a system.

II. Epidemiologic principles
   A. Rates, risk factors, and health status indicators of morbidity and mortality.
      1. Disease determinants and causation.
      2. Types of epidemiologic research.
   B. Public health surveillance and vital statistics.
      1. Epidemiological data and statistics.
      2. Population groups that experience health disparities using epidemiological data and statistics.

III. Population health tools
   A. Health communication and informatics.
   B. Health and social and behavioral sciences.
      1. Impact of diversity, ethnicity, culture, and heritage on health and illness.
      2. Impact of social and behavioral health on health and illness.
      3. Impact of nutrition on health and wellness.
      4. Role of physical activity in maintaining health and wellness.
      5. Methods for altering behaviors at the individual and population levels.
   C. Health policy, law, and ethics.

IV. Disease and Disability: Determinants, Burdens, and Interventions
   A. Role of environmental health and safety in public health.
   B. Role of infectious diseases in public health.
   C. Role of chronic diseases in public health

V. Health care and public health systems
   A. Composition of the public health workforce.
   B. Organization of health care and public health systems.
   C. Costs, quality, and access to health care and public health services

VI. Special Public Health Education Focus Areas
   A. Health disparities and vulnerable populations.
   B. Public health preparedness and disaster management.
      1. Essential roles of public health in preparedness for and response to natural or terrorism-related disasters.
      2. Bioterrorism threats to public health including infectious diseases, threats to air and water quality and to the nation’s food supply.
   C. Role of public health in global health.

EXPECTED LEARNER OUTCOMES:

A. The learner will be able to demonstrate a broad knowledge of basic principles of public health.
B. The learner will be able to demonstrate a broad knowledge of epidemiologic principles.
C. The learner will be able to demonstrate a broad knowledge of population health tools.
D. The learner will be able to demonstrate a broad knowledge of determinants, burdens, and interventions of and for disease and disability.
E. The learner will be able to demonstrate a broad knowledge of health care and public health systems.
F. The learner will be able to demonstrate a broad knowledge of special public health focus areas such as public health preparedness and global health.

COURSE COMPETENCIES:

A. The learner will be able to demonstrate a broad knowledge of basic principles of public health.

1. The learner will be able to review public health in historical and modern perspectives.
2. The learner will be able to explain the features and definitions of public health.

B. The learner will be able to demonstrate a broad knowledge of epidemiologic principles.

3. The learner will be able to identify disease determinants and causation.
4. The learner will be able to describe the various types of epidemiological research.
5. The learner will be able to analyze and interpret epidemiological data and statistics.
6. The learner will be able to identify population groups that experience health disparities using epidemiological data and statistics.

C. The learner will be able to demonstrate a broad knowledge of population health tools.

7. The learner will be able to evaluate the quality of health care information and data in the media.
8. The learner will be able to describe the importance of culturally competent health information.

D. The learner will be able to demonstrate a broad knowledge of determinants, burdens, and interventions of and for disease and disability.

9. The learner will be able to explain how culturally competent educational interventions are designed for specific target populations and improve health outcomes.
10. The learner will be able to explain the impact of diversity, ethnicity, culture, and social and behavioral health on health and illness.
11. The learner will be able to explain the impact of nutrition and physical activity on health and illness.
12. The learner will be able to identify methods of altering behaviors at the individual and population levels.

E. The learner will be able to demonstrate a broad knowledge of health care and public health systems.

13. The learner will be able to describe the tools for implementing health decisions.
14. The learner will be able to identify the potential tensions between individual rights and social responsibilities.
15. The learner will be able to review the role of government and law in design and implementation of public health policy.
16. The learner will be able to describe the environmental issues in public health including chemicals and pesticides, air and water pollutants, and solid and hazardous wastes.
17. The learner will be able to describe the impact of food and drug safety, population growth, and climate change on public health.
18. The learner will be able to recognize the effects of infectious and chronic diseases on longevity and quality of life.
19. The learner will be able to explain the demographic distribution of, epidemiology of, and disparities among population groups concerning infectious and chronic disease.

20. The learner will be able to identify methods to prevent, detect, treat, and minimize the impact of infectious and chronic diseases.

21. The learner will be able to describe the size and distribution of the public health workforce.

22. The learner will be able to explain the roles of public health workers and diversity of public health disciplines.

23. The learner will be able to describe the employment options within the public health workforce.

24. The learner will be able to explain the institutions and structures of health care and public health systems, both nationally and internationally.

25. The learner will be able to describe the roles and responsibilities of health care and public health systems.

26. The learner will be able to review the reasons and criteria for health care cost and quality.

27. The learner will be able to explain the mechanisms for paying for health care services.

28. The learner will be able to describe the effects of inadequate health care in population groups that experience disparities in health care access.

29. The learner will be able to review the commitment of public health to vulnerable populations.

30. The learner will be able to identify specific health care areas of disparity including maternal and child care, aging, persons with disabilities and minority groups.

31. The learner will be able to explain the impact of socioeconomically disadvantaged populations on health care.

32. The learner will be able to describe the role of cultural competence in designing health education interventions for vulnerable populations.

33. The learner will be able to identify the essential roles of public health in preparedness for and response to natural or terrorism-related disasters.

34. The learner will be able to explain the bioterrorism threats to public health including infectious diseases, threats to air and water quality and to the nation’s food supply.

35. The learner will be able to describe the burden and distribution of disease on an international level.

36. The learner will be able to identify the effects of globalization of public health.

37. The learner will be able to identify cross-national collaborations to find solutions for global public health concerns.

38. The learner will be able to identify population groups that experience disparities in health globally.

**ASSESSMENT OF LEARNER OUTCOMES:**

Student is evaluated by regularly scheduled exams and other graded assessments.

**SPECIAL NOTES:**

*This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress.*
However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Valerie Webb, in Rm. 3354 or call at: 288-7670 V/TDD.