

MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

COURSE OUTLINE

DEPARTMENT: Health COURSE NUMBER: 1110 NUMBER OF CREDITS: 3

COURSE TITLE: Foundations of Community/Public Health

CATALOG DESCRIPTION:

Introduces the field of community/public health. Acquaints students with the variety of health agencies in the public and private sectors and surveys current social health issues. Examines public health policy, health care systems in the US and abroad, epidemiology and disease prevention in communities, and health promotion in various settings/populations. A foundation course for careers in allied health, community health, and other service professions.

AUDIENCE: Anyone

FULLFILLS MN TRANSFER CURRICULUM AREA(S):

None

PREREQUISITES OR NECESSARY ENTRY SKILLS/KNOWLEDGE: None

LENGTH OF COURSE: 16 weeks (one semester/3 hours per week/48 total class hours)

THIS COURSE IS USUALLY OFFERED:

 alternate even years X alternate odd years
 fall X spring summer (on demand) undetermined

INSTITUTIONAL COURSE GOALS/THEMES:

Four goals are emphasized in courses at Minnesota West Community & Technical College:

- 1) **ACADEMIC CONTENT:** *This course will help students improve their knowledge-base in the area of personal wellness through ...*
 - a) exposure to the continually updated academic material of this course both in the classroom and via out-of-class assignments. (See "Topics To Be Covered" section.)
 - b) planned learning activities designed to facilitate student academic outcomes. (See "Expected Student Learning Outcomes" section.)
- 2) **THINKING SKILLS:** *This course will help the student improve the effectiveness of thinking skills through:*
 - a) small group activities, discussions, and individual assignments that utilize values clarification activities, critical thinking skills, and decision-making models.
 - b) a curricular emphasis (i.e. recurring theme) on health consumerism, and support by the text.
 - c) (Also see academic objectives #4, #5, #6, and #10).
- 3) **COMMUNICATION SKILLS:** *This course will help the student improve oral and written communication skills through:*
 - a) initial course structuring, student practice, and instructor feedback on written assignments and oral presentations.
 - b) guided discussions and small group activities.
- 4) **HUMAN DIVERSITY:** *This course will help the student to recognize, understand and appreciate human diversity through:*

- a) the fostering of a classroom socio-emotional climate that is sensitive, respectful, and "safe" for the exploration of diversity issues as they relate to community/public health.
- b) routinely presenting multiple perspectives on community/public health issues, extending the invitation to share opinions, and recognizing the impact of cumulative experiences in shaping perspectives.
- c) written and oral analyses of all sides of various case studies.
- d) (See also "Expected Student Learning Outcomes" #8, #9, and #10).

TOPICS TO BE COVERED:

I. Historical Highlights and Evolution of Community/Public Health

II. Current Organization and Philosophies of Community/Public Health

- A) Governmental Structures (Local, State, National, Global)
- B) Private Sector Structures (Local, State, National, Global)

III. Foundation of Dis-ease" Control

- A) Epidemiology
 - 1) Principles
 - 2) "Dis-eases", Ailments, and Conditions of Concern
- B) Processes of Community/Public Health Programming
 - 1) Health (Illness) Care Systems
 - a) Types and Resources
 - b) Sociocultural, Socioeconomic and Geopolitical, and Psychosocial Issues
 - 2) Health Education
 - a) Types and Resources
 - b) Sociocultural, Socioeconomic and Geopolitical, and Psychosocial Issues
 - 3) Wellness Promotion
 - a) Types and Resources
 - b) Sociocultural, Socioeconomic and Geopolitical, and Psychosocial Issues
- D) The Role and Settings of the Community Health Education Specialist (CHES).

IV. Community/Public Health Programming in Action

- A) Humans and Global Ecology
- B) Targeting "Communities of Solution": Diversity Considerations
 - 1) Life Stages/Human Development
 - 2) Gender
 - 3) Urban/Suburban/Rural; Agrarian-Based, Industrial-Based, Information-Based Cultures
 - 4) Ethnically Diverse Populations
 - 5) Differently-Abled Populations
 - 6) Faith Communities
 - 7) Gay Men, Bisexual, Lesbian, Trans-gendered, and Intersexual Communities
- C) Targeting Disease Agents
- D) Targeting Lifestyle and Other "Host" Factors
- E) Targeting Environmental Factors

LIST OF EXPECTED COURSE OUTCOMES:

- 1) See discussion of "Course Goals/Themes" above.
- 2) See "Expected Student Learning Outcomes" section below.

LEARNING/TEACHING TECHNIQUES used in this course are:

<u> X </u> Collaborative Learning	<u> X </u> Problem Solving
<u> X </u> Student Presentations	<u> X </u> Interactive Lectures
<u> X </u> Creative Projects	<u> </u> Individual Coaching

☒ Project Critiques
☒ Lecture
☐ Demonstrations

☒ Films/Videos/Slides
☐ Labs
☐ Other _____

ASSIGNMENTS AND ASSESSMENTS FOR THIS CLASS INCLUDE:

☒ Reading
☒ Oral Presentations
☒ Textbook Problems
☒ Group Problems
☐ Other _____

☒ Tests
☒ Worksheets
☐ Papers
☐ Term Paper

☒ Individual Projects
☒ Collaborative Projects
☐ Writing Portfolio
☐ Art Portfolio

EXPECTED LEARNING OUTCOMES: *The academic objectives of this course are that the student will be able to ...*

1. become familiar with the basic concepts, terminology, areas of study in the field of community/public health.
2. trace the historical development and evolution of the concepts of health and disease and appreciate their decisive influence on humanity.
3. identify the organizational aspects, functional roles, and available resources of the community/public health agencies at the local, state, national, and international levels, both in the governmental and private sectors.
4. describe current, yet dynamically changing health (illness) care practices and resources and how socioeconomic factors impact on the availability and accessibility of health (illness) care in populations..
5. differentiate between and describe the goals and practices of the health (illness) *care*, health *education*, and health *promotion* paradigms and the primary/secondary/tertiary levels of intervention within each.
6. recognize and understand the epidemiological and statistical methodology commonly used to assess health and risks among populations.
7. describe principles of community/public health disease control and wellness promotion.
8. identify key considerations (sociocultural, socioeconomic, geopolitical, and psychosocial) in planning, programming, and evaluating specific target groups.
9. become sensitive to the diversity of attitudes, values, beliefs, and practices surrounding health and seek to eradicate bias and prejudice related to community/public health programming.
10. explore selected areas of concern/controversy in the community/public health field and, in doing so, articulate and critically assess the various viewpoints of an issue and defend his/her position with a sound-knowledge base.
11. appreciate the pervasiveness and complexity of contemporary health issues within human populations and the ecological interconnectedness of individual wellness and social health.

To receive reasonable accommodations for a documented disability, please contact the campus Student Services Advisor or campus Disability Coordinator as arrangements must be made in advance. In addition, students are encouraged to notify their instructor.

Veteran Services: Minnesota West is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently. Active duty and reserve/guard military members should advise their instructor of all regularly scheduled military appointments and duties that conflict with scheduled course requirements. Instructors will make every effort to work with the student to identify adjusted timelines. If you are a veteran, please contact the Minnesota West Veterans Service Office.

This document is available in alternative formats to individuals with disabilities by contacting the Student Services Advisor or by calling 800-658-2330 or Minnesota Relay Service at 800-627-3529 or by using your preferred relay service.

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