Course Control Number: CCC000606347		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	5/23/19	6/11/19
Correspondence Ed.	5/23/19	6/11/19
Distance Ed.	5/23/19	6/11/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Mr. Adrian Casas, MPH, CHES, MES
CB01 - Subject and Course #: PHS 101
CB02 - Course Title: Introduction to Public Health

New Course: ☒	Non-Substantial: ☐		Substantial: ☐
Articulation Request:	☒ UC	☒ CSU	☒ CSU-GE	☒ IGETC

Lecture Hours: 54	Laboratory Hours:	Clinical/Field Hours:

CB06/CB07: Course Units: 3.0
Prerequisites:
Co-requisites:
Advisories:

CB03 - TOP Code:	1201.00 - Health Occupations, General
CB04 - Credit Status:	D - Credit - Degree Applicable
CB05 - Transfer Status:	B - Transferable to CSU only
CB08 - Basic Skills Status:	N - Course is not a basic skills course
CB09 - SAM Priority Code:	D - Possibly Occupational
CB10 - Cooperative Work:	N - Is not part of Cooperative Work Experience Education Program
CB11 - Course Classification:	Y - Credit Course
CB13 - Approved Special:	N - Course is not a special class
CB21 - Prior Transfer Level:	Y - Not Applicable
CB22 - Noncredit Category:	Y - Credit Course
CB23 - Funding Agency:	Y - Not Applicable
CB24- Program Status:	1 - Program Applicable
Transfer Request:	A= UC and CSU

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

☒ Face-to-Face – Section B
☒ Correspondence Education – Section C
☒ Distance Education – Section D

JUSTIFICATION OF NEED:

This course will be a core requirement for the proposed Associate Degree for Transfer of Public Health Science.

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 within the field of public health as well as 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 learning how to actively help promote improved community health and wellness.

COURSE OBJECTIVES:

1. Define important foundational concepts in community/public health.
2. Distinguish the difference between personal and public health.
3. Describe the historical development of public health including the most important achievements of public health.
4. Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
5. 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.
6. Distinguish how public health differs from the traditional Western medicine approach to treating disease and illness.
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. 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.
10. 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.
11. Describe the organization, financing and delivery of various medical and population--based

STUDENT LEARNING OUTCOMES:

1. Synthesize and evaluate health promotion strategies and programming for prevention, detection, and control infections and chronic diseases.
2. Judge current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, education, and socioeconomic status.
3. Identify, assess, and make use of credible information resources on current community health issues. Such resources include the Internet, social, media, television, newspapers, and libraries.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. Community and Public Health: History, present, and future
2. Organizations that help shape community and public health
3. Introduction to basic Epidemiology in Public Health
4. Communicable and Non-communicable diseases, prevention and control
5. Community organizing
6. The School Health Program
7. Maternal, infant, and child health
8. Adolescents, young adults, and adult health
9. Older adults' health
10. Public health in the community and amongst racial/ethnic populations
Academic Senate Approved 3-11-2014
11. Community mental health
12. Alcohol, tobacco, and other drugs of community concern
13. Health care delivery in the United States

14. Public Health and the environment
15. Injuries and accidents as a public health problem
16. Safety and health in the workplace environment

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

Reading assignments will be assigned by the instructor and may include, but are not limited to the following:
Chapter readings from the textbook, current class related newspaper and popular magazine articles, as well as journal articles ranging from epidemiological studies, to information about some of the latest health studies, in addition to current data provided by the CDC.

4. Examples of writing assignments:

Writing assignments are required and may include, but are not limited to, the following:
Reflective journals considering some of the current data that has been analyzed in addition, to research assignments and projects which can serve as propositions for community interventions to improve social health outcomes, as well as reports on current public health trends and data. Research assignments will consist of APA style format with a minimum page requirement along with a predetermined number of references collected from associated peer reviewed journal articles.

5. Appropriate assignments to be completed outside of class:

Reading, research, and writing assignments, as well as reviewing in-class or power-point presentations.

6. Appropriate assignments that demonstrate critical thinking:

Critical thinking assignments are required and may include, but are not limited to, the following: Creating a 3-5 reports on visits or research about critical public health agencies or service providers. Creating promotional material that could help in improving public health outcomes. Review of data, through the creation of graphs and other visual representations of the data being learned, as well as written and oral discussions on the material being presented.

7. Other assignments (if applicable):

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☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education
Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

2. Describe the methods of evaluating of student performance.

A student's grade will be based on multiple measures of performance. These methods will include: written assignments and research papers as well as assigned activities which shall be graded and returned to the student, along with feedback on the work that was initially provided. In addition, students will also need to complete tests and quizzes, which will also be returned to them with appropriate feedback, after grading has been completed.

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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☐ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education
is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.
Hybrid correspondence education
 is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

Primarily correspondence, telephone, mail, e-mail, courier and office hour meetings.

2. Describe the methods of evaluating student performance.

A student's grade will be based on multiple measures of performance. These methods will include: written assignments and research papers as well as assigned activities which shall be graded and returned to the student, along with feedback on the work that was initially provided. In addition, students will also need to complete tests and quizzes, which will also be returned to them with appropriate feedback, after grading has been completed.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.
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☐ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education
is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction
is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Primarily correspondence, electronic communication, telephone, mail, e-mail, courier and office hour meetings.

2. Describe the methods of evaluating of student performance.

The evaluation techniques will include essay examinations and examinations measuring recognition and recall of the material . There will be an evaluation of the written assignments.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.
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E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:
List author, title, and current publication date of all representative materials.

McKenzie, J., Pinger, R., Seabert, D., (2017). An Introduction to Community and Public Health (9th Ed.). Burlington, MA: Jones and Bartlett Learning. (or most updated edition).

SIGNATURES

COURSE INITIATOR: _____   **DATE:** _____

DIVISION CHAIR: _____   **DATE:** _____

LIBRARY: _____   **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____   **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____   **DATE:** _____