

Upon completion of their degree in Health Sciences - Public Health, students will demonstrate their knowledge and ability to apply the following processes, concepts, and principles to promote and protect the health of the public.

Overview of Public Health: The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society. Student Learning Expectations that meet this program outcome: Upon successful completion of this program, students will be able to:

- Demonstrate knowledge and comprehension of current issues in health.
- Identify models for planning health promotion programs.
- Infer needs for community health education on the basis of obtained data.
- Explain descriptive epidemiology (person, place, and time) and contexts of disease occurrence.
- Explain distinctions among selected measures of disease, including morbidity and mortality data, incidence and prevalence, and overall and secondary attack rates.
- Explain credible sources of data (e.g., governments, academic and independent research, and relief organizations).
- Cite the major historical events that have shaped the study of human diseases.
- Describe the historical background and contemporary trends of sexual, maternal and child health.
- Define Health and Public Health.
- Identify and Define the Ten Essential Public Health Services & the 3 core functions.
- Define and Explain the levels of prevention.
- Describe the various disciplines within Public Health.
- Describe frameworks for understanding the way in which social context affects behavior.
- Understand the historic origins of current policies and programs to address risk behaviors for these conditions.
- Cite the major historical events that have shaped the study of human diseases.
- Describe the role and range of social/behavioral theories useful in health promotion programs, and the relationship of those theories to an ecological framework of health determinants.
- Describe the kinds of public health jobs/roles that draw on a knowledge of social/behavioral theory for health promotion program development, implementation and evaluation.
- Examine Public Health careers.
- Describe the various settings in which public health practitioners and health educator's work.
- Identify and Examine governmental and non-governmental health organizations, as well as professional organizations available to health professionals.
- Define the various theories and models of health behavior.

Role and Importance of Data in Public Health: The basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice. Student Learning Expectations that meet this program outcome: Upon successful completion of this program, students will be able to:

- Infer needs for community health education on the basis of obtained data.
- Determine priority areas of need for community health education.
- Explain descriptive epidemiology (person, place, and time) and contexts of disease occurrence.

- Explain distinctions among selected measures of disease, including morbidity and mortality data, incidence and prevalence, and overall and secondary attack rates.
- Explain credible sources of data (e.g., governments, academic and independent research, and relief organizations).
- Explain disease/condition surveillance, screening, and reporting.
- Explain methods used in the epidemiologic investigative process.
- Apply critical thinking and analysis skills to discussion of topics as they relate to epidemiologic investigations in various community contexts.
- Interpret and critically analyze sources of health information related to disease topics.
- Determine quality and usefulness of various health information resources.
- Demonstrate skills necessary to act as a resource person for health and linking people to appropriate resources.
- Locate and Utilize reliable public health information and resources on the Internet.
- Define, Locate and Utilize peer reviewed research materials.
- Explain why all sources of data used in an assignment must be cited.
- Explain why all sources of data used in an assignment must be cited.
- Identify and Apply introductory level APA style referencing skills to basic research projects.
- Demonstrate research skills in locating current health resources and interpreting the meaning and implications of health statistics.
- Identify differences in disease incidence and prevalence as they relate to health disparity.
- Identify and locate information concerning the identification and recognition of disease.
- Explain the general concepts of infectious and noninfectious epidemiology.
- Apply critical thinking and analysis skills to discussion of these topics as they apply to epidemiologic investigations in various public health contexts.
- Perform individual research of epidemiologic literature on a disease topic of the student's choice in a global context and evaluate its potential application to U.S. public health situations.
- Design a hypothetical health promotion program utilizing applicable social/behavioral theory.
- Describe and discuss important research studies related to CSHP.
- Support the link between health status and academic success with valid data.
- Explain basic principles of the natural course of diseases and conditions.
- Explain descriptive epidemiology (person, place, and time) and contexts of disease occurrence.
- Explain distinctions among selected measures of disease, including common types of morbidity and mortality data, such as incidence rates and prevalence.
- Explain credible sources of data (e.g., governments, academic / independent research, relief organizations).
- Explain disease/condition surveillance, screening, and reporting.
- Explain methods used in the epidemiologic investigative process.
- Analyze selected threats to children's health and describe programs that support children's health.

Identifying and Addressing Population Health Challenges: The concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations. Student Learning Expectations that meet this program outcome: Upon successful completion of this program, students will be able to:

- Determine priority areas of need for community health education.

- Develop a logical scope and sequence for a health promotion program.
- Explain descriptive epidemiology (person, place, and time) and contexts of disease occurrence.
- Explain disease/condition surveillance, screening, and reporting.
- Explain methods used in the epidemiologic investigative process.
- Apply critical thinking and analysis skills to discussion of these topics as they relate to epidemiologic investigations in various community contexts.
- Identify risk factors, signs and symptoms, and treatment programs associated with specific diseases.
- Describe and demonstrate primary, secondary, and tertiary disease prevention.
- Analyze current issues/problems/trends in sexual maternal and child health from a public health perspective.
- Demonstrate understanding of the biological, social, political, and economic context within which sexual, maternal and child health problems arise.
- Describe and analyze the various risk behaviors and their distribution throughout the population.
- Describe and analyze the methods and efficacy of different approaches and interventions aimed at reducing risky behaviors.
- Identify factors that influence health behaviors.
- Use health behavior theories to explain human behavior.
- Explain the relationship between behavior and a selection of major health issues.
- Explain the local, state and national role in the implantation and maintenance of CSHP.
- Define various theories and models of health behavior.
- Analyze selected threats to children's health and describe programs that support children's health.
- Demonstrate skills necessary to coordinate and mobilize the provision of health services.
- Demonstrate skills necessary to identify community partnerships to address health problems.

Human Health: The underlying science of human health and disease including opportunities for promoting and protecting health across the life course. Student Learning Expectations that meet this program outcome: Upon successful completion of this program, students will be able to:

- Demonstrate knowledge and comprehension of injury prevention.
- Demonstrate knowledge and comprehension of current issues in health.
- Obtain and interpret data related to health problems, risk behaviors and risk groups.
- Explain descriptive epidemiology (person, place, and time) and contexts of disease occurrence.
- Explain distinctions among selected measures of disease, including morbidity and mortality data, incidence and prevalence, and overall and secondary attack rates.
- Explain disease/condition surveillance, screening, and reporting.
- Recognize and interpret the influence of political, socioeconomic, cultural, and environmental influences on disease and population statistics.
- Perform individual research of epidemiologic literature on a disease topic of the student's choice in an international context & evaluate its potential application to U.S. public health situations.
- Recognize and define medical terminology as it relates to the study of diseases.
- Identify risk factors, signs and symptoms, and treatment programs associated with specific diseases.

- Describe the basic functions of the human body as they relate to certain human disease processes (anatomy and physiology).
- Identify and locate information concerning the identification and recognition of disease.
- Describe and demonstrate primary, secondary, and tertiary disease prevention.
- Identify the most common complications of pregnancy including the causes of low birth weight and premature infants.
- Identify selected causes of morbidity and mortality among children.
- Describe the roles and responsibilities of individuals in maintaining personal, family, and community health.
- Identify and explain the determinants of optimal health and wellness in each of the interrelated dimensions.
- Describe the likely causes and contributory factors to the nation's leading health problems.
- Describe the likely causes and contributory factors to the nation's leading health problems.
- Demonstrate the knowledge and skills essential for the prevention of the nation's health problems.
- Provide an overview of tobacco, poor diet/physical activity, maternal /child health, and mental health, and how these areas can be addressed to enhance public health.
- Recognize and define medical terminology as it relates to the study of diseases.
- Identify risk factors, signs and symptoms, and treatment programs associated with specific diseases.
- Describe the basic functions of the human body as they relate to certain human disease processes.
- Analyze an existing health promotion program in terms of its basis in, and use of social/behavioral theory.

Determinants of Health: The socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities. Student Learning Expectations that meet this program outcome: Upon successful completion of this program, students will be able to:

- Demonstrate knowledge and comprehension of mental and emotional health.
- Demonstrate knowledge and comprehension of human diseases.
- Demonstrate knowledge and comprehension of social and behavioral determinants of health.
- Infer needs for community health education on the basis of obtained data.
- Explain descriptive epidemiology (person, place, and time) and contexts of disease occurrence.
- Explain distinctions among selected measures of disease, including morbidity and mortality data, incidence and prevalence, and overall and secondary attack rates.
- Explain disease/condition surveillance, screening, and reporting.
- Recognize and interpret the influence of political, socioeconomic, cultural, and environmental influences on disease and population statistics.
- Identify differences in disease incidence and prevalence as they relate to health disparity.
- Describe and Explain the social and cultural norms that affect knowledge, attitudes and behaviors regarding sexual health and intimate relationship.
- Demonstrate understanding of the biological, social, political, and economic context within which sexual, maternal and child health issues exist.
- Demonstrate skills necessary to identify health disparities.

- Define and Describe health disparities, inequities and equity.
- Define and Discuss the various social and behavioral determinants of health.
- Identify and Discuss various determinants of health as they relate to health problems or concerns.
- Describe key strategies to reduce and prevent environmentally related infectious and non-infectious diseases.
- Describe how the contamination of environmental media (air, water, soil) affects human health.
- Describe the environmental hazards and health implications of exposures to materials from energy production and product manufacturing.
- Describe the environmental and health impact of food production.
- Explain major ethical issues, and social disparities and inequities related to environmental health practices on local, regional, national, and global levels.
- Explain the health impact of environmental challenges, e.g., climate change.
- Analyze and report on an environmental health problem in the student's own community and present one proactive strategy to address it.
- Recognize and interpret the influence of political, socioeconomic, cultural, and environmental influences on disease and population statistics.
- Analyze, evaluate, and present public health issues from different points of view and in different formats.
- Examine health issues from a human rights and community-level perspective.
- Demonstrate an understanding of the influence of political, socioeconomic, and ethno cultural factors on public health issues that involve health professionals.
- Describe the role and range of social/behavioral theories useful in health promotion programs, and the relationship of those theories to an ecological framework of health determinants.
- Determine the range of services and organizations needed to serve youth using a CSHP (Coordinated School Health Program) model.

Project Implementation: The fundamental concepts and features of project implementation, including planning, assessment, and evaluation. Student Learning Expectations that meet this program outcome: Upon successful completion of this program, students will be able to:

- Identify models for planning health promotion programs.
- Obtain and interpret data related to health problems, risk behaviors and risk groups.
- Infer needs for community health education on the basis of obtained data.
- Determine priority areas of need for community health education.
- Develop a logical scope and sequence for a health promotion program.
- Formulate appropriate and measurable program objectives.
- Select theory-based interventions that are developmentally and culturally appropriate.
- Determine program resources.
- Identify sources of funding for community health promotion programs.
- Define types of evaluation and their characteristics.
- Demonstrate skills necessary to assess individual and community health needs.
- Demonstrate skills necessary to plan effective programs.
- Demonstrate skills necessary to implement health related programs.
- Demonstrate skills necessary to evaluate the effectiveness of health related programs.
- Plan effective programs to inform, educate and empower people and communities.
- Use health behavior theories to create an effective intervention for a major health problem.
- Recognize the theoretical foundations of health behavior interventions.

- Use the online Healthy School Index to evaluate one CSHP component in a school and make recommendations for improvement.
- Develop an action plan for coordinating CSPH components based on identified needs.

Overview of the Health System: The fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries. Student Learning Expectations that meet this program outcome: Upon successful completion of this program, students will be able to:

- Conduct a descriptive epidemiology (person, place, and time) and contexts of disease occurrence.
- Describe the distinctions among selected measures of disease, including morbidity and mortality data, incidence and prevalence, and overall and secondary attack rates.
- Describe disease/condition surveillance, screening, and reporting.
- Recognize and interpret the influence of political, socioeconomic, cultural, and environmental influences on disease and population statistics.
- Perform individual research of epidemiologic literature on a disease topic of the student's choice in an international context & evaluate its potential application to U.S. public health situations.
- Analyze an existing health promotion program in terms of its basis in, and use of social/behavioral theory.

Health Policy, Law, Ethics, and Economics: Basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government. Student Learning Expectations that meet this program outcome: Upon successful completion of this program, students will be able to:

- Recognize and interpret the influence of political, socioeconomic, cultural, and environmental influences on disease and population statistics.
- Perform individual research of epidemiologic literature on a disease topic of the student's choice in an international context & evaluate its potential application to U.S. public health situations.
- Describe legal and ethical conduct in personal and professional practice.
- Apply the health education code of ethics to ethical dilemmas.
- Describe government regulatory agencies and explain regulations applied to environmental and public health.

Health Communication: Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology. Student Learning Expectations that meet this program outcome: Upon successful completion of this program, students will be able to:

- Demonstrate skills necessary to communicate and advocate for health needs and concerns.
- Interpret and critically analyze sources of health information related to disease topics.
- Determine quality and usefulness of various health information resources.
- Perform assessment skills that relate to disease prevention, screening, and patient education.
- Relate the impact of health behavior to specific diseases and disease in general.
- Advocate for sexual health at the community and interpersonal levels.
- Professional conduct (e.g. open to feedback, respectful communication, collaboration, taking initiative).

- Demonstrate skills necessary to coordinate and mobilize the provision of health services.
- Demonstrate skills necessary to act as a resource person for health and linking people to appropriate resources.
- Demonstrate skills necessary to communicate and advocate for health needs and concerns.
- Demonstrate skills necessary to identify community partnerships to address health problems.
- Demonstrate skills necessary to utilize appropriate technology to support effective public health practice.
- Develop audience appropriate health communication messages for individuals, groups, or communities.
- Develop effective presentations for a specific target audience to impart health information persuading stakeholders, influence policy or other purposes.
- Develop and/or select appropriate print and electronic materials to convey a health message.
- Utilize technology to create computerized health messages and materials.
- Employ various techniques to use media for delivering health messages or for health advocacy to influence policy.
- Describe the use of emerging technologies in disseminating health promotion messages and programs to the public.
- Describe the various barriers that exist in accessing and using technology within certain populations.
- Plan and implement a meeting for a specific target audience, including format, agenda and relevant activities.
- Communicate and advocate for health and health education needs, concerns and resources.
- Develop written communication skills for university and professional advancement.
- Evaluate sources of information and present information in APA 6th edition format.
- Locate and Utilize reliable public health information and resources on the Internet.
- Identify and Apply introductory level APA style referencing skills to basic research projects.