

PUBLIC HEALTH

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The mission of public health is to fulfill society's interest in assuring conditions in which people can be healthy. Public health carries out its mission through organized, interdisciplinary efforts that address the physical, mental, and environmental health concerns of communities and populations at risk for disease and injury. Its mission is achieved through the application of health promotion and disease prevention technologies and interventions designed to improve and enhance quality of life. The core areas of public health include health services administration, biostatistics, epidemiology, behavioral sciences/health education and environmental health sciences.

Students in the Public Health major will also become eligible to sit for the Certified Health Education Specialist exam offered by the National Commission for Health Education Credentialing (NCHEC). NCHEC's voluntary professional certification program establishes a national standard for individual health education practitioners. Health educators are professionals who design, conduct and evaluate activities that help improve the health of all people. These activities can take place in a variety of settings that include schools, communities, health care facilities, businesses, colleges and government agencies. Certified Health Education Specialists (CHES) are those who have met the standards of competence established by NCHEC and have successfully passed the CHES examination. The CHES designation after a health educator's name is an indication of professional competency and commitment to continued professional development.

Learning Outcomes for the Public Health Program

Graduates of the Public Health Program:

1. Are able to use existing sources of health data, name the major causes of morbidity and mortality in the United States based on age and gender, and the important modifiable risk factors for each.
2. Can identify recommended clinical preventive services based on patient's age, sex, and risk factor status using appropriate guidelines.
3. Demonstrate the communication and psychomotor skills required to provide appropriate, recommended preventive services.
4. Understand features of health systems that promote the integration and utilization of disease prevention-health promotion services.
5. Describe the clinical, ethical, and legal issues associated with case finding and screening programs.
6. Identify the roles of various health care providers, interdisciplinary health care teams, consultation/referral sources, and community resources in providing clinical preventive services and complementary clinical care.

7. Understand the transmission of disease in clinical settings and demonstrate knowledge and skills necessary to take universal precautions.

These learning outcomes are delivered through a focused curriculum in disease prevention, quantitative skills, health service organization and delivery, and community dimensions of practice.

Admission and Progression Standards

Students will be subject to Carroll University admission and progression standards.

Public Health Major Bachelor of Science

Core Courses (34-40 credits)

Public Health 101, Introduction to Public Health (4 credits)

Public Health 102, Global Health (4 credits)

Public Health 202, Environmental and Occupational Health (2 credits)

Public Health 310, Public Health for Communities (4 credits)

Public Health 312, Public Health Policy and Administration (4 credits)

Public Health 324, Program Development, Assessment and Evaluation in Public Health (4 credits)

Public Health 411, Field Experience (2 credits)

Public Health 421, Epidemiology (4 credits)

Public Health 480, Public Health Internship (capstone) (6-12 credits)

Required Supporting Courses (23 credits)

Biology 130, Introduction to Human Anatomy & Physiology I* (4 credits)

Biology 140, Introduction to Human Anatomy and Physiology II* (4 credits)

Communication 290, Health Communication (4 credits)

Health Education 201, Nutrition (2 credits) or

Chemistry 208, Nutrition (3 credits)

Health Science 101, Introduction to Health Care Skills (1 credit) or equivalent of First Aid and CPR for the Professional Rescuer Certification with AED certification

Psychology 101, Introductory Psychology (4 credits)

Psychology 260, Health Psychology (4 credits)

*Biology 120 and 125 could be substituted for Biology 130/140 for students pursuing a more biology based education or Biology minor.

General Education Requirements

Cultural Seminar (4 credits)

English 170, Writing Seminar (4 credits)

Mathematics 112, Introduction to Statistics (4 credits)

CSC 107, Problem Solving Using Information Technology (2 credits)

Four Level 1 General Education Distribution Courses-One with Cross Cultural Designation (16 credits)

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One Level Two General Education Distribution course (4 credits)

Cross Cultural Experience (2 credits)

Global Perspectives Colloquium (2 credits)

Public Health Minor

The Public Health minor will utilize core public health courses while potentially fulfilling some General Education requirements. This minor helps the undergraduate gain an understanding of important local, national, and global public health issues giving additional diversity to their current course of study.

Public Health 101, Introduction to Public Health (4 credits)

Public Health 102, Global Health (4 credits)

Public Health 310, Public Health for Communities (4 credits)

Public Health 324, Program Development, Assessment and Evaluation in Public Health (4 credits)

Public Health 421, Epidemiology (4 credits)

101. Introduction to Public Health

4 credits

This course is designed to expose students to core topics in the area of public health. The course will examine varying health, environmental, and behavioral influences on the health of the public in the United States. The course will challenge students to think critically at the varying nature of public health and current events. Students will evaluate case studies and be provided with a basic didactic background. The course will be team taught and/or will include multiple guest speakers who can address the breadth of topics in this area.

102. Global Health

4 credits

This course will introduce students to the main concepts of the public health field and the critical links between public health and social and economic development. Students will get an overview of various factors, including social, economic, and political issues on the health of individuals and of communities. The course will also introduce students to key concerns regarding nutrition, reproductive health, infectious diseases, and chronic diseases. The course will cover key concepts but be very practical in orientation. The course will be global in coverage but with an important focus on the developing world and on the health of the poor.

202. Environmental and Occupational Health

2 credits

This course is designed to introduce environmental and occupational health issues and key concepts related to environmental risk and policy. The specific topics covered during this course include air and water quality, food safety, vector-borne diseases, and pesticides. The goal of the course is to provide students with basic knowledge of environmental and occupational health as it applies to the principles of public health practice from individual, organizational and political perspectives.

310. Public Health for Communities

4 credits

This course is designed to provide students in public health with a broad-based overview of public policies, service delivery systems, and family-centered approaches to public health. Prerequisites: PBH 101, PBH 102.

312. Public Health Policy and Administration**4 credits**

This course is about making public policy in public health and in health care: what it is, who makes it, and how and when it is made successfully. The course aims (1) to highlight several selected critical public policy issues and (2) to build skills in critical, reflective thinking that will help the student in making decisions about, or advocating for, policies that reflect individual and societal values. In the study of public policy, there are two broad theoretical models for explaining the policy making process. One is the rational model that emphasizes economic analysis and rational decision making. The other model is based in political science. This course is built on the political science model and emphasizes the political context in which public policy is always developed. Prerequisites: PBH 101, PBH 102.

**324. Program Development, Assessment,
and Evaluation in Public Health****4 credits**

This course is designed to enable the student to organize and administer a comprehensive health promotion program which includes healthful curriculum, health instruction, and health assessment, both in preparation, delivery and evaluation of units or entire programs. Prerequisites: PBH 101, PBH 102, PBH 310.

411. Public Health Field Experience**2 credits**

This course will provide students with an opportunity to observe public health professionals under the direction and supervision of the Public Health faculty. Students will be placed at an on- or off-campus organization to apply, and further develop, core public health competencies. Depending on the placement site, students will have the opportunity to assist with a variety of activities, including health promotion and education, program development and assessment, and disease surveillance. Prerequisites: PBH 101, PBH 102, PBH 202, PBH 310, PBH 324.

421. Epidemiology**4 credits**

Modern epidemiology, as a science applicable to investigations of disease and other outcomes, policy assessment, and population science, evolved during the last half of the 20th century. Epidemiologic methods focused on application of statistical theory, use of survey methods, and information technology implementation. Epidemiology also broadened its scope to include concepts of causation applicable to non-communicable disease and other health determinants, including social and behavior factors. Applications to intervention efficacy, effectiveness, and safety, testing and decision-making methods, and policy analysis applicable to social concerns recently have been integrated into epidemiology teaching and research. Prerequisites: MAT 112, PBH 101, PBH 102, PBH 310.

480. Public Health Internship**6-12 credits**

Students are given the opportunity to apply public health theories and concepts to actual work experiences under the supervision of an external and capstone supervisor. This course is a part- or full-time internship with an affiliated organization or facility actively engaged in the field of public health. The purpose of the internship program is to enhance and develop personal growth in public health disciplinary knowledge, ethical behaviors, career development, interpersonal skills, problem solving abilities,

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and personal responsibility. Further, it is intended to complement and reinforce the academic goals of the institution. Prerequisite: PBH 411.

Public Health Four-Year Curriculum Model

Class Standing	Fall Semester	Spring Semester
Freshman	CCS 100 4	ENG 170 4
	BIO 130 4	BIO 140 4
	PBH 101 (S1) 4	PBH 102 4
	HSC 101 1	CSC 107 2
		Elective 4
	<u>13</u>	<u>18</u>
Sophomore	PBH 202 2	COM 290 4
	GE1 (F,P,H,N) 4	MAT 112 4
	GE1 (F,P,H,N) 4	GE1 (F,P,H,N) 4
	HED 201 2	PSY 101 4
	Elective 4	
	<u>16</u>	<u>16</u>
Junior	PBH 310 4	PBH 324 4
	GE1 (F,P,H,N) 4	PBH 312 4
	Elective 4	PSY 260 4
	Elective 4	GE2 (F,P,H,N) 4
	<u>16</u>	<u>16</u>
Senior	PBH 411 (CCE) 2	PBH 480 (CCE) 6
	PBH 421 4	Elective 4
	Elective 4	Elective 4
	Elective 4	GPC 2
	Elective 4	
	<u>18</u>	<u>16</u>

= 129 credits