



Syllabus: *CPH 200 Introduction to Community and Public Health*

Course Information	
Course Prefix/Number: CPH 200 Semester: Fall Class Days/Times:	Credit Hours: Course Title: Introduction to Community and Public Health Room:

Instructor Information: Name:	Phone/Voice Mail: E-mail: Office location: Office hours:
---	---

<p>Course Description:</p> <p>The course will provide an overview of the foundations of community and public health, including a summary of history, public health organizations, health disparities and social determinants, mental health and substance abuse, health care delivery and environmental health. An emphasis on Native American health care systems, including Indian Health Services, and local health context of Tohono O’odham Nation will be used throughout the course.</p>
--

- | |
|---|
| <p>Course Objectives:</p> <p>During this course students will</p> <ol style="list-style-type: none"> 1. Define the different roles and responsibilities of public health sectors 2. Identify and interpret epidemiological data 3. Describe the burden of non-communicable disease on the Tohono O’odham Nation and in the US 4. Identify the social factors that play a role in health disparities |
|---|

5. Describe the main health issues that different age groups face, both in the Tohono O'odham nation and in the US
6. Describe the burden that poor mental health can have on a community
7. Describe the burden that drug usage can have on the individual level and on the community level
8. Identify goals of governmental public health
9. Explain the concept of primary care and differentiate between secondary and tertiary care
10. Identify variety of healthcare settings such as clinics, hospitals, and public health settings including examples from the Nation.
11. Identify ways that public health acts to improve on environmental problems, both in the Tohono O'odham nation and in the US
12. Describe how reducing injuries both at work and in daily life can reduce total burden of disease

Assessment Measure:

13. In-class discussion and activities
14. Memo writing
15. Take home quizzes/homework
16. Student project
17. Final paper

Student Learning Outcomes (SLOs) : (Three to Six)

After completion of the course students will be able to

- 1. Explain basic concepts of community and public health administration and its impact on society.**
- 2. Identify key organizations that shape and promote community health.**
- 3. Analyze data and epidemiological trends related to racial and ethnic health disparities.**
- 4. Identify and examine issues and policies impacting community mental health and illness.**
- 5. Identify 3-4 key environmental issues affecting population and community health in both the United States as well as the Tohono O'odham nation.**

Course Structure:

Organization, learning activities, instructions, expectations, and must have at least one learning activity for each objective, but may have more than one.

This course will take place Mondays and Wednesdays from 2:30-3:45.

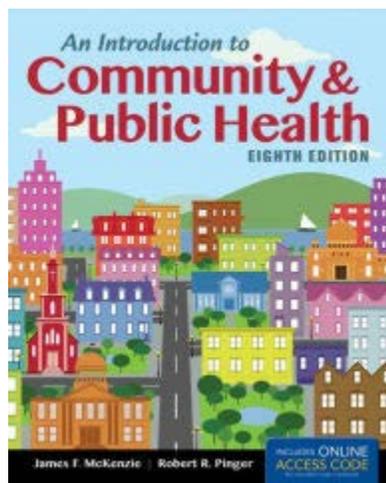
The course will use a combination of in-class lectures, in-class group exercises, take-home assignments, handouts and online reading assignments, and a student health project.

In general each week will emphasize one public health topic's application with regards to both larger context as well as application for the O'odham people, with related readings and activities TBA.

The course will conclude with a student presentation and accompanying written assignment describing a current public health issue facing the O'odham people with an evidenced based strategy that highlights the main issue, possible solutions, and what resources and training would be required for administration.

Texts and Materials: An Introduction to Community Health - 8th Edition, McKenzie, Pinger, Kotecki. Jones and Bartlett Learning, 2012.

ISBN: 978-0-7637-9011-0



Other materials for activities will be provided throughout the course. You will find supplemental reading listed with the appropriate activity/chapter.

Evaluation and Grading & Assignments:

20% Participation: Participation will be assessed on a weekly basis and includes the following components.

- Attendance
- Punctuality

- Group discussion & activity
- Engaging with Guest Speakers
- Submission of assignments on due dates
- Cell phones silenced and put away

10% Quizzes: Quizzes will be based on learning objectives of in-class Public Health and Health Careers lectures. These quizzes will take place in the first half of the semester, with the second half being focused on your projects. The quizzes will be open note, take home, due at the start of class, the week after they are assigned

Homework and Reflection Assignments 40%: Written take-home assignments will ask you to reflect on or respond to materials or lectures presented in class. These assignments will be 1.5-3 pages in length, double spaced, 12 point font, Times New Roman. The objective will be for you to interact with the material taught in class and read in preparation. Using the skills you are learning, you will think about how to use these aspects of public health to health the nation.

30% Student Project: The final project will be based upon a final proposal, 8-10 pages in length, that has you addressing a specific need on the nation using skills learned in class as well as important research skills. Additionally, you will spend time creating a presentation highlighting the problem and your proposed solution

Himdag Cultural Component:

For each lecture and discussion, students are encouraged to think about their own village, community, or life in general for O'odham people. How do public health principles fit with O'odham ways of life? How can the students relate the skills acquired with public health programs relate to current issues that the O'odham people face? What are the opportunities and challenges of pursuing a health profession on the reservation? Off the reservation?

Keep in mind the core values of the TOCC:

T-Wohocudadag – Our Beliefs

At Tohono O'odham Kekel Ha-Maşcamakuđ we believe that T-Wohocudadag provides balance, strengthens, and helps us respect ourselves, other people, and cultures.

Things in our lives (e.g. nature, people, the environment, animals) keep us in balance. Everything is here for a reason, to learn from, to care for, and to respect.

T-Apedag – Our Well-Being

We, at Tohono O'odham Kekel Ha-Maşcamakuđ, believe that T-Apedag includes what is healthy and good for us (physically, spiritually, emotionally and mentally) and all that is around us.

How we interact with the world and our relationships influences our health. Well-being is how you give, how others give to you, and how to take care of yourself and others – (mentally, spiritually, emotionally and physically). Self-reflection provides understanding of one's place in the world, one's effect on others, and vice versa.

T-Pi:k Elida – Our Deepest Respect

We, at Tohono O'odham Kekel Ha-Maşcamakuđ, believe that T-Pi:k Elida is a deep sense of respect for the land, the people, and the things upon the land, yourself, and your life.

This includes valuing the people and the culture.

I-We:mta – Working Together

We, at Tohono O’odham Kekel Ha-Maşcamakuđ, believe that I-We:mta is crucial for the success of the college.

In years past, when someone shot a deer they shared it with the people. This was also true when planting and harvesting the fields where everyone helped one another. Providing food was not just for oneself; it included the concept of sharing, taking care of others, and giving back to the community. Tohono O’odham provided help when help was needed, particularly in times of loss and death.

College Motto: “Nia, oya g t-taccui am hab e-ju:” (See, our dream fulfilled.)

Policies and expectations-

Communication: Students are expected to check email daily and read and respond to Instructor messages in a timely manner, i.e. within 48 hours. Acknowledging and responding to Instructor communication is a sign of respect and demonstrates a student’s desire to do well in the course. Lack of communication demonstrates otherwise.

Office Hours: Office hours are upon request. Please do not hesitate to request a meeting or phone call to discuss assignments, questions, or concerns. The Instructor is here to help and wants you to do well.

Attendance: Students are expected to attend ALL classes. If a student is unable to attend a class s/he should inform the Instructor *prior* to class.

Missed Classes: It is the student’s responsibility to contact the Instructor about missed classes, and request any handouts or special instructions. If a class is missed the student is still responsible for the information that was presented, as it will be reflected in subsequent assignments and/or quizzes.

Late Assignments: It is at the Instructor’s discretion to accept late assignments or not. If a student is unable to turn in an assignment by the due date, s/he must notify the Instructor *prior* to the due date and discuss expectations and options.

Cell Phones: Cell phones must be silenced or set to vibrate. Students are expected to refrain from checking email or texting during class. Class is one hour and fifteen minutes and students are expected to give their full attention. Use of cell phones may impact the student’s Participation grade. It is also not respectful behavior toward the Instructor or fellow students.

Group Activities and Discussion: Your overall experience will be better the more you participate in activities and discussion. We can all learn from each other. Guest speakers also learn from you so be encouraged to ask questions and share your own thoughts and viewpoints. Let’s have fun!

Course Outline:

Day	Date	Topic	Assignment	Due Today
1		First day of classes Introduction & Course Overview		
2		How to access public health resources and websites		

3		Public Health History 18 th -20 th century (Ch. 1)		
4		Public Health History Present (Ch. 1) and history of IHS https://digitalcommons.law.ou.edu/cgi/viewcontent.cgi?article=1001&context=air https://www.ihs.gov/newsroom/pressreleases/2016pressreleases/indian-health-services-and-the-tohono-o-odham-nation-enter-into-self-governance-compact-and-funding-agreement-for-the-sells-service-unit/		
5		Government Organizations in Public Health (Ch. 2)		
6		Nongovernment Health Agencies in Public Health (Ch. 2)		
7		Introduction to Epidemiology (Ch. 3)		Memo 1 du
8		Application of Epidemiology (Ch. 3) GREAT GUEST SPEAKER DATE	Quiz #1	
9		Communicable and Noncommunicable diseases Intro (Ch. 4)		Memo 2 du
10		Communicable and Noncommunicable diseases: Lab (Ch. 4) GREAT GUEST SPEAKER DATE		
11		Community Organizing/Health Promotion Introduction (Ch. 5)		Memo 3 du
12		Community Organizing/Health Promotion: Lab (Ch. 5) GREAT GUEST SPEAKER DATE		
13		The School Health Program (Ch. 6)		Memo 4 du
14		The School Health Program's application in Tohono O'odham (Ch. 6) GREAT GUEST SPEAKER DATE		
15		Unit 2 Start Maternal and Infant Health (Ch. 7)		
16		Child Health and Community Programs for MIC Health (Ch. 7)	Quiz #2	
		Adolescent and Young Adults Health Health Programs for Adolescent and Young Adults (Ch. 8)		Memo 5 du
17		Adults Health and Public Health Strategies to Improve Health Outcomes (Ch. 8)		
18		Health Related Issues Facing Aging Populations (Ch. 9)		Memo 6 du
19		Public Health and Racial/Ethnic Populations (Ch. 10)		
20		Social Determinants of Health (Ch. 10) http://journals.sagepub.com/doi/abs/10.1177/0022146510383498?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%3dpubmed https://academic.oup.com/ije/article-abstract/14/1/32/694724		Memo 7 du
21		Community Mental Health (Ch. 11)		

22		Drug Usage as a Community Health Concern (Ch. 12)		Memo 8 due
23		Health Care Delivery in The United States (Ch. 13)		
24		Health Care Delivery in the HIS https://digitalcommons.law.ou.edu/cgi/viewcontent.cgi?article=1001&context=air	Quiz #3	
25		Unit 3: Environmental Health and Safety Public Health as it Relates to the Environment (Ch. 14)		Memo 9 due
26		Public Health Strategies in Improving Environmentalism		
27		Injuries as a Community and Public Health Concern (Ch. 15)		Memo 10 due
28		Safety and Health in the Workplace (Ch. 16)		
29		Working on Projects		
30		Working on Projects		
31		Project Presentations		
32		Project Presentations		Final Report due

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

The Difference Between Student Learning Outcomes and Course Objectives

Goals state what you, your colleagues, or your college aim to achieve. They can describe aims outside the teaching and learning process.

Outcomes are goals that refer to a destination rather than the path taken to get there – the end rather than the means. The OUTCOME is NOT the PROCESS.

Learning outcomes or **Learning goals** are goals that describe how students will be different because of a learning experience.

Objectives can describe detailed aspects of goals. The PROCESS or the MEANS to an END or OUTCOME. (Suskie)

Student Learning Outcomes (SLOs) tend to represent the “big picture” as opposed to the specific details and discrete aspects or chunks of performance that course objectives focus on. SLOs are

achieved during an entire course of study, while objectives could be achieved in one class and tend to be broader than SLOs.

When writing SLOs ask yourself two simple questions:
“Can it be measured?” and “Is learning being demonstrated?”

Contrast the following Student Learning Outcome:

The student will be able to demonstrate the ability to use the conventions of grammar when creating paragraphs.

with the Course Objective:

Given a paragraph of ten sentences, the student will identify ten rules of grammar which are used in its construction.

Examples of poorly written SLOs:

1. Students will be able to comprehend, interpret, analyze and critically evaluate material in a variety of written and visual formats.
2. Students will draw on historical and/or cultural perspectives to evaluate and/or all of the following contemporary problems/issues, contemporary modes of expression, and contemporary thought.
3. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

Avoid using non-action verbs such as:

Appreciate
Become aware of
Become familiar with
Know
Learn
Understand
Value

Glossary of Terms:

Assessment: the continual process of:

Establishing clear, measurable expected outcomes of student learning;
Ensuring that students have sufficient opportunities to achieve those outcomes;
Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,
Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)

Classroom Assessment and Classroom Assessment Techniques (CATS): Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are simple tools for collecting data on student learning in order to improve it. CATS are 'feedback devices,' instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

Evaluation: One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;
The relative strengths and weaknesses of teaching and learning strategies; and,
What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

Formative assessment: ...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

Learning outcomes (or learning goals): a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

Objectives: a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

Summative assessment: “the kind obtained at the end of the course or program” (23).