



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

<b>Course Number</b> <b>PBH 101</b>	<b>Principles of Public Health</b>	<b>Credits</b> <b>3</b>
<b>Hours:</b> <b>Lecture/Lab/Other</b> <b>3/0/0</b>	<b>Co- or Pre-requisite</b>  <b>None</b>	<b>Implementation</b> <b>Semester &amp; Year</b> <b>Spring 2023</b>

Catalog description:

A broad overview of public health including historical perspectives, communicable disease, epidemiology, health policy, environmental health, emergency preparedness, as well as social, cultural and behavioral aspects of health across the life span. Additional topics present an introduction to public health infrastructure, delivery of local, state and national services, and core competencies for public health professionals.

General Education Category:  
Not GenEd

Course coordinator:

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Course Faculty:

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Required texts & Other materials:

Required texts/other materials: An Introduction to Community & Public Health, Ninth Edition James F. McKenzie, Robert R. Pinger, and Denise M. Seabert ISBN 978-1-284-10844-6

Course Student Learning Outcomes (SLO):

*Upon successful completion of this course the student will be able to:*

1. Speak to the history of public health from early humans to the present  
[Supports ILGs# 5, 7; PLOs 2, 5]
2. Discuss basic epidemiological concepts and calculate basic rates as it pertains to the epidemiology of communicable and noncommunicable diseases  
[Supports ILGs# 2, 3, 11; PLOS# 1, 2, 4]
3. Understand health policy and how it pertains to the current status of the nation's public health and the public health as it is in the global community  
[Supports ILGs# 6, 8, 9,11; PLOs# 2,3,5]
4. Understand the social, cultural and behavioral aspects of health across the life span  
[Supports ILG# 5; PLO# 2]
5. Understand public health delivery on a local, state and national level  
[Supports ILGs# 5, 9, 11; PLOs# 2, 3,5]

## **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Institutional Learning Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

## **Program Learning Outcome (PLO):**

**Upon successful completion of this program, the student will be able to:**

1. Demonstrate an understanding of the fundamental concepts of public health;
2. View the world and all of its resources with a greater understanding, insight, and appreciation with regard to public health;
3. Understand key health issues as they relate locally, nationally, and globally;
4. Demonstrate the ability to apply the scientific method of inquiry to gather and use information for the purpose of critical thinking, information analysis, and problem solving;
5. Recognize that knowledge of history, literature, geography, and economics all play an important role in public health;
6. Transfer and successfully pursue a baccalaureate degree in public health.

## **Units of study in detail – Unit Student Learning Outcomes:**

Unit I Community Health and Health Organizing/Promotion (Supports SLOs# 1,3)

The student will be able to...

- 1: Identify public health organizations and their functions, describe the history of public health.
- 2: Identify the difference between personal and community health.
- 3: Provide an overview of health organizing and health promotion.

Unit II Epidemiology of Communicable and Noncommunicable Diseases (Supports SLO# 2)

The student will be able to...

- 1: Understand the difference between epidemiologic disease rates.
- 2: Understand various disease transmission mechanisms.
- 3: Describe different types of epidemiologic studies.

Unit III Public Health through the Life Cycle (Supports SLOs# 3,4,5)

The student will be able to...

IIIA: Understand issues related to Infant, Maternal and Child Health.

IIIB: Understand issues related to Adolescent, Young Adult and Adult Health.

IIIC: Describe at each stage of life leading causes of morbidity and mortality.

**Evaluation of student learning:** [Evaluates SLOs# 1,2,3,4,5]

3 Semester Exams	30%	3@ 100 points = 300 points
Project	15%	1@ 150 points = 150 points
2 Discussion Topics	10 %	2 @ 50 points = 100 points
5 Assignments	40 %	5 @ 80 points = 400 points
Attendance	5 %	50 points
Total	100 %	1000 points