

Community and Public Health

Course Learning Outcomes are measurable statements that are used to identify the specific knowledge and skills that a student should have at the end of a course.

CPH 1100

- L1- Identify and define the roles of a CHW.
- L2- Better understand public health and how CHWs operate in a health system.
- L3- Grow in the ethos of what it means to be a CHW.
- L4- Explore health disparities and how to address them for equity amongst all communities.
- L5- Learn about health behavior change theory and application.
- L6- Discuss and develop CHW core-competencies in Individual and community needs assessment; Client-centered counseling; Systems navigation; Health outreach; Conducting health education training for clients; Facilitating and organizing community groups; Chronic disease management; and, Coaching towards healthy eating and active living.

CPH 1190

- L1- Discuss the basics of substance use, including identifying common substances of abuse, their effects on the body and mind, and patterns of misuse.
- L2- Identify risk factors and warning signs.
- L3- Describe how cultural, socioeconomic, and lifestyle factors influence substance use behaviors and interventions.
- L4- Understand Legal and Ethical Implications: Summarize the laws surrounding substance use, including DUI regulations, workplace policies, and confidentiality requirements.
- L5- Assess Community Resources: Identify local, state, and national resources available for substance use education and prevention.

CPH 2200

- L1- Define wellness and describe the Dimensions of Health.
- L2- Assess personal wellness according to the Dimensions of Health.
- L3- List factors that influence health behaviors and health behavior change decisions.
- L4- Design, implement, and evaluate a personal behavior change project.
- L5- Describe and explore the characteristics of an emotionally healthy person.
- L6- Recognize and assess stress, and identify strategies for managing stress.
- L7- Identify the components of a healthful diet, and evaluate personal dietary and exercise habits according to recommended standards.
- L8- Define and identify the signs and stages of addiction, discuss elimination of tobacco use, and discuss using drugs and alcohol responsibly.
- L9- List the risk factors and means of preventing cardiovascular disease, cancer, and infectious/noninfectious diseases.
- L10- Identify the behaviors and beliefs of sexually mature individuals.
- L11- Discuss healthy aging and dying.
- L12- Discuss working toward a healthy environment.
- L13- Make informed decisions about health care and prevention of accidents and injuries.
- L14- Identify and know how to access resources available in the community, state, and nation in relation to health topics.
- L15- Plan a healthy lifestyle based on the information received in this course.

CPH 2201

- L1- Define consumer health.
- L2- Define health literacy.

L3- Discuss different types of complementary and alternative medicines (CAM) and the safety and utility of CAM.

- L4- Describe how advertising and marketing activities can mislead consumers.
- L5- Critically analyze advertising for health-related services and products.
- L6- Describe existing laws, agencies, and strategies to protect consumers and identify where this information can be found.
- L7- Identify reliable sources of health information.
- L8- Investigate the current American health insurance system.

CPH 2210

- L1- Understand the need for exactness in medical vocabulary.
- L2- Recognize that the meaning of complex medical terms can be derived by analysis of similar components.
- L3- Use a word-building system to write medical terms.
- L4- Acquire a foundation in medical terminology that will lead to recognizing thousands of medical terms.
- L5- Spell medical terms with a high degree of accuracy.
- L6- Write the singular and plural forms of terms.
- L7- Understand many terms related to anatomy, pathology, surgical operations, diagnostic and therapeutic procedures.
- L8- Identify principal fields of medicine and allied health.
- L9- Pronounce medical terms correctly and recognize that some medical terms have more than one acceptable pronunciation.
- L10- Demonstrate an understanding of basic human anatomy and physiology and correlate this understanding with medical terminology.
- L11- State the meaning of common medical abbreviations.

CPH 2211

- L1- Standard 1: Knowledge of Subject Matter– The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.
- L2- Standard 7: Instructional Planning Skills– The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.
- L3- Standard 8: Assessment of Student Learning– The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.
- L4- Standard 10: Partnerships– The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students learning and well-being.
- L5- Explain the association between student health and academic achievement.
- L6- Discuss the components of a coordinated school health program.
- L7- Discuss the six critical health behaviors identified by the Centers for Disease Control as the leading cause of death and disability among youth and adolescents.
- L8- Identify and develop strategies to infuse health education across the curricula, specifically in English, History, Math, and Science.

CPH 2221

- L1- Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
- L2- Identify 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.
- L3- Discuss the socio economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

- L4- Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
- L5- Illustrate the uses of health care, public health, and social interventions in population health.
- L6- Discuss the National Commission for Health Education Credentialing's (NCHEC) Seven Areas of Responsibility, Competencies and Sub-competencies of the health education specialist.

CPH 2290

- L1- Analyze the Impact of Substance Use: Evaluate the health, social, and economic effects of drug and alcohol use on individuals, families, and communities.
- L2- Promote Awareness Campaigns: Design an awareness initiative aimed at reducing stigma and promoting prevention in various populations.
- L3- Assess Crisis Intervention: Describe steps for addressing acute substance use crises, including overdose response and hospitalization.
- L4- Describe evidence-based treatment modalities, including behavioral therapy, medication-assisted treatment (MAT), and holistic approaches.
- L5- Assess Relapse Prevention Strategies: Identify triggers for relapse and outline strategies to support long-term recovery.
- L6- Analyze Policy and Advocacy: Critique existing drug policies and propose reforms to enhance access to care and reduce substance-related harm.

CPH 3340

- L1- Responsibility I: Assess Needs, Assets and Capacity for Health Education Access existing information and data related to health (NCHEC C1.2)
- L2- Collect quantitative and/or qualitative data related to health (NCHEC C1.3)
- L3- Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health (NCHEC C1.4)
- L4- Examine factors that influence the learning process (NCHEC C1.5)
- L5- Infer the needs for health education based on assessment findings (NCHEC C1.7)
- L6- Responsibility II: Plan Health Education Responsibility II: Plan Health Education Involve priority populations and other stakeholders in the planning process (NCHEC C2.1)
- L7- Develop goals and objectives (NCHEC C2.2)
- L8- Select or design strategies and interventions (NCHEC 2.3) Responsibility III: Implement Health Education.
- L9- Implement a plan of action (NCHEC 3.1)
- L10- Responsibility VI: Serve as a Health Education Resource Person Obtain and disseminate health-related information (NCHEC C6.1)
- L11- Serve as a health education consultant (NCHEC C6.3)
- L12- Responsibility VII: Communicate and Advocate for Health and Health Education Assess and prioritize health information and advocacy needs (NCHEC C7.1)
- L13- Identify and develop a variety of communication strategies, methods and techniques (NCHEC 7.2)

CPH 3342

- L1- Understand the Impact of Stress on Health: Analyze the physiological, psychological, and social effects of stress on individuals, emphasizing the connection between chronic stress and public health outcomes.
- L2- Identify and Evaluate Stressors: Identify common sources of stress in individuals as well as various populations and evaluate how these stressors contribute to health disparities and community well-being.
- L3- Develop Personal Stress Management Strategies: Apply evidence-based techniques for stress reduction and resilience building at both personal and community levels, promoting self-care and public health initiatives.
- L4- Discuss Strategies and Public Health Initiatives for Population Based: Create strategies and public health initiatives that will support evidence-based community level stress reduction and resilience building public health initiatives.

- L5- Identify Key Components for Implementing Health Education Interventions: Design and implement stress management interventions tailored to diverse populations, integrating principles of health education and community engagement.

- L6- Promote Mental Health and Well-being: Advocate for mental health awareness and the importance of stress management for yourself and foster community health settings, or environments that support psychological resilience and well-being.

- L7- Evaluate the Effectiveness of Stress Management Programs: Assess the impact of stress management programs and interventions on community health outcomes, utilizing qualitative and quantitative methods to inform public health practices.

CPH 4405

- L1- Develop and articulate vision, mission, and solutions. Demonstrate decision-making skills for complex processes. Create planning materials that demonstrate goal setting, prioritization, and problem-solving.
- L2- Manage people through conflict management or team-building. Demonstrate the ability to communicate with various stakeholders, constituents, and colleagues to gain buy-in, manage change, or solve issues in public health worksites.
- L3- Discuss how systems thinking can increase quality and efficiency, while reducing risk in public health situations.

- L4- Analyze and assess public health policies and their implications on community health.

- L5- Demonstrate effective leadership skills and decision-making in public health contexts.

- L6- Evaluate the role of ethics and social justice in public health policy and leadership.

- L7- Advocate for evidence-based policies and engage with diverse stakeholders.
- L8- Discuss the global dimensions of public health and policy.

CPH 4406

- L1- Identify how disease patterns develop and vary within human populations.
- L2- Explain the role of various factors of the host, agent, and environment affecting patterns of disease in human populations.
- L3- Apply the various rates, ratios, proportions, and measures of risk to define and explore disease patterns in human populations.
- L4- Interpret results and understand the limitations of the various scientific investigations conducted when dealing with disease in human populations.
- L5- Summarize the basic concepts of descriptive epidemiology with application to health care delivery settings.
- L6- Demonstrate the application of epidemiological concepts in the promotion of population health; prevention and control of disease; the design of health care services to meet the needs of a population; and informing the health care policy and decision-making process.

CPH 4410

- L1- Demonstrate an understanding of and apply intra-personal, inter-personal, and ecological models when designing, implementing, and evaluating programs.
- L2- Use health behavior theories to provide a conceptual basis for health programming/intervention planning.
- L3- Be able to articulate different dimensions, similarities, and conflicting parts of theories.
- L4- Critically examine and evaluate the merits of different health behavior change theories.

CPH 4415

- L1- Human Subjects Research: Students will describe the principles of human subjects' research and the purpose of the IRB.
- L2- Data Sources and Uses: Students will distinguish between qualitative and quantitative data sources and uses.
- L3- Data Collection: Students will explain the basic principles of qualitative and quantitative data collection and contrast various data collection methods.

- L4- Analytic Procedures: Students will describe basic analytic procedures for qualitative and quantitative data sources.
- L5- Evaluation vs Research: Be able to describe the similarities and differences between program planning and research.

CPH 4420

- L1- Demonstrate an understanding and basic skills of data collection and assessing population needs for program planning.
- L2- Recognize the various models available as frameworks for planning a program.
- L3- Utilize a planning model to demonstrate the steps of program planning.
- L4- Identify and utilize the concepts of tools of implementing a health education program.
- L5- Define and utilize the components of program evaluation.
- L6- Demonstrate oral presentation skills for proposing a program to stakeholders.

CPH 4425

- L1- Analyze the patient-educator and client relationship to identify strategies for promoting health behavior change and/or maintenance.
- L2- Analyze critical goals and objectives to be addressed in patient education settings.
- L3- Analyze, recognize, and suggest ways to overcome real or perceived hurdles that impact patient education and compliance.
- L4- List relevant psychosocial factors in patient education and patient compliance. Identify developmental, cultural, and social differences that must be addressed for effective patient education.

CPH 4430

- L1- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation; Knowledge 3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors. 3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).
- L2- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content; Knowledge 4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health: Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health. 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors. 4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.
- L3- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues; Knowledge 5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing; and, Performance 5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting. 5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.
- L4- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon

- knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context; Knowledge 7(a) The teacher understands how positive evidence-based community health values and practices play a role in the planning process. 7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process. 7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process. 7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).
- L5- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner; Knowledge 9(a) The teacher knows the laws and codes specific to health education and health services to minors.
- L6- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession; Knowledge 10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).
- L7- Demonstrate the following National Commission for Health Education Credentialing (NCHEC) Responsibilities and Competencies (2015)
- L8- Area I: Assess Needs, Resources, and Capacity for Health Education/
Promotion 1.2 Access existing information and data related to health 1.4 Analyze relationships among behavioral, environmental, and other factors that influence health. 1.5 Examine factors that influence the process by which people learn 1.6 Examine factors that enhance or impede the process of health education/
promotion.
- L9- Area II: Plan Health Education/Promotion 2.2 Develop goals and objectives 2.3 Select or design strategies and interventions 2.4 Develop a plan for the delivery of health education/promotion
- L10- Area III: Implement Health Education/Promotion 3.1 Coordinate logistics necessary to implement plan.
- L11- Area V: Administer and Manage Health Education/Promotion 5.2 Manage technology resources 5.5 Demonstrate leadership.
- L12- Area VI: Serve as a Health Education/Promotion Resource Person 6.1 Obtain and disseminate health-related information.
- L13- Area VII: Communicate, Promote, and Advocate for Health, Health Education/promotion, and the Profession 7.1 Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques.

CPH 4432

- L1- To effectively research and analyze community health issues; recognizing the problems and scope, prevention and implementation strategies, and the role of community health organizations.

CPH 4442

- L1- Discuss the history and definition of environmental health.
- L2- Describe methods used in epidemiology and toxicology to assess environmental exposures and hazards.
- L3- Describe policies that have been developed to manage health risks associated with environmental exposures.
- L4- Describe the impact that the human population has on the planet's ability to provide basic resources, such as food, energy, clean air, and water.
- L5- Appraise personal and public actions for their impact upon public and environmental health.

CPH 4443

- L1- Classify Illicit and Licit Substances: Accurately categorize various drugs and alcohol as either illicit or licit based on their legal status and usage.
- L2- Identify Drugs by Names: Correctly identify drugs by their proper names as well as their common street names.
- L3- Understand CNS Interactions: Demonstrate a clear understanding of how the central nervous system (CNS) interacts with drugs of abuse.
- L4- Analyze the Impact of Drugs on the Brain and Body: Describe the effects of drug use on the brain and body, including the influence of the route of ingestion, duration, and quantity of use.
- L5- Explain Addiction Processes: Describe the fundamental processes involved in the development of addiction.

CPH 4444

- L1- Responsibility I: Assess Needs, Assets and Capacity for Health Education Access existing information and data related to health (NCEC C1.2)
- L2- Collect quantitative and/or qualitative data related to health (NCEC C1.3)
- L3- Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health (NCEC C1.4)
- L4- Examine factors that influence the learning process (NCEC C1.5)
- L5- Infer the needs for health education based on assessment findings (NCEC C1.7)
- L6- Responsibility II: Plan Health Education Involve priority populations and other stakeholders in the planning process (NCEC C2.1)
- L7- Develop goals and objectives (NCEC C2.2)
- L8- Select or design strategies and interventions (NCEC 2.3)
- L9- Responsibility III: Implement Health Education Implement a plan of action (NCEC 3.1)
- L10- Responsibility VI: Serve as a Health Education Resource Person Obtain and disseminate health-related information (NCEC C6.1)
- L11- Serve as a health education consultant (NCEC C6.3)
- L12- Assess and prioritize health information and advocacy needs (NCEC C7.1)
- L13- Responsibility VII: Communicate and Advocate for Health and Health Education Assess and prioritize health information and advocacy needs (NCEC C7.1)
- L14- Identify and develop a variety of communication strategies, methods and techniques (NCEC 7.2)

CPH 4445

- L1- Value the relationship between human rights and health.
- L2- Comprehend concepts related to sexual and reproductive health promotion and disease prevention to enhance health.
- L3- Assess the values and perspectives of diverse individuals, communities, cultures and other factors and their influence on sexual and reproductive health behaviors.
- L4- Access valid information, products, and services to enhance sexual and reproductive health.
- L5- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- L6- Advocate for sexual and reproductive health at the personal, family, community, and policy levels.

CPH 4446

- L1- Engage in critical thinking (analyze and evaluate), creative thinking (imagine and create), and practical thinking (solve problems and make decisions) with regard to developing and evaluating public health communication campaigns.
- L2- Build fundamental skills needed to inform and educate people about health issues; including understanding and reporting science, communicating about population health, communicating or advocating for policy change, and communicating with the public using a variety of tools.
- L3- Create communication artifacts designed to influence people to adopt healthy behaviors, including engaging target audiences, partners, and other

stakeholders, identifying appropriate behavior change theories, using social marketing and media literacy strategies, creating a health communication strategic plan, and evaluating the efficacy of public health communication campaigns.

CPH 4450

- L1- Understand models, theories and philosophies of addiction, treatment and recovery, and other problems related to substance abuse including alcohol effects on the fetus and the course of addiction treatment.
- L2- Understand the interrelationship between drug taking behaviors within the context of social, political, economic and cultural systems.
- L3- Identify the risk and resiliency factors regarding substance abuse and abuse.
- L4- Describe warning signs, symptoms, and varying courses of addiction.
- L5- Understand established diagnostic criteria for substance use disorders.

CPH 4452

- L1- Classify Illicit and Licit Substances: Accurately categorize various drugs and alcohol as either illicit or licit based on their legal status and usage.
- L2- Identify Drugs by Names: Correctly identify drugs by their proper names as well as their common street names.
- L3- Understand CNS Interactions: Demonstrate a clear understanding of how the central nervous system (CNS) interacts with drugs of abuse.
- L4- Analyze the Impact of Drugs on the Brain and Body: Describe the effects of drug use on the brain and body, including the influence of the route of ingestion, duration, and quantity of use.
- L5- Explain Addiction Processes: Describe the fundamental processes involved in the development of addiction.

CPH 4453

- L1- Define high-risk behaviors for HIV/AIDS, hepatitis, tuberculosis, and sexually transmitted diseases.
- L2- Explain how chemical use and dependency relate to high-risk behaviors.
- L3- Identify routes of transmission for infectious diseases.
- L4- Explain how infectious diseases affect the body.
- L5- List epidemiological factors that promote the transmission of these infectious diseases to various populations.
- L6- Identify the prevalence rates and health, social, and economic impacts of these infectious diseases in Idaho, the United States, and globally.
- L7- Explain confidentiality and legal issues regarding HIV/AIDS testing and counseling, as well as testing procedures and limitations.
- L8- Explain how therapeutic interventions may delay the progression of HIV/AIDS and other infectious diseases.
- L9- Outline and evaluate risk reduction strategies for HIV/AIDS and other infectious diseases.
- L10- Explain counseling strategies for working with infected individuals from various backgrounds.
- L11- List methods of reducing the counselor's occupational risks of contracting infectious diseases.
- L12- Explain how the progression of bloodborne pathogen disorders leads to the development of co-occurring disorders.
- L13- Effectively communicate about alternative lifestyles.
- L14- Conduct an HIV/AIDS and hepatitis risk assessment screening interview.
- L15- Educate clients in harm reduction techniques.
- L16- Demonstrate the use of barriers to prevent the exchange of potentially infectious body fluid and the proper use of universal precautions.
- L17- Design public health initiatives or community-based interventions aimed at reducing stigma and improving support for individuals exposed to bloodborne pathogens.

CPH 4454

- L1- Identify, explain and differentiate roles in families including components of effective parenting and role-modeling.
- L2- Summarizing characteristics of co-dependency.

L3- Recognize personal issues that may interfere with treatment of families.

L4- Describe how substance abuse disorders affect families and concerned others.

L5- Recognize the characteristics of a healthy family organization and management.

L6- Differential between healthy/unhealthy family communication patterns.

L7- Have an understanding of relevant techniques for substance use disorders families.