Course Descriptions:
General Education Requirements

50 credit hours
Requirements and descriptions outlined in catalog

Public Health Program—Core Classes (53 credit hours)
Courses already developed and offered at Langston University will be used to enrich and enhance the depth of the Public Health program experience.

- **Conceptual Foundations of Professional Practice (NR3323)**—The health professions core course addresses theories and concepts from a variety of disciplines as they pertain to the health professions. Emphasis is on interdisciplinary professional practice and includes critical thinking, problem solving, communication, change systems, stress, crisis, learning, rehabilitation, health promotion and caring.

- **Community Health (NR3333)**—This interdisciplinary course provides the student with opportunities to apply knowledge of the community and the group as client with a focus on at-risk populations. The student will explore health behaviors and values related to culture, lifestyle, and developmental stage. The student is introduced to and examines the concepts of epidemiology and healthcare delivery from a community perspective. This course includes a service learning component.

- **Issues in Minority Health (NR4333)**—This interdisciplinary core course examines the specific health issues, health care needs and intervention strategies for minority populations (i.e. Black/African American, American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and Hispanic American). This course includes a service learning component.

- **Foundations of Public Health Law and Ethics (PH4313)**—This course will explore the legal foundations of the American public health system and the resulting struggle between individual liberties and the government’s interest in providing for its citizen’s collective health and well-being. The course will examine the legal foundations of the American public health system as well as the legal and ethical issues that arise from balancing individual liberties with the government’s interest in protecting all citizens’ well being.
  - **Rationale:** Routinely in public health, scientific considerations blend with political and ethical conflicts, and questions of autonomy, individual rights, coercion, justice, community, the common good, the norms of research, and multi-cultural values are central to understanding policy and interventions.

- **Essentials of Epidemiology (PH3303)**—This course will introduce basic concepts of epidemiology for professionals in health and rehabilitation. Descriptive epidemiology, morbidity and mortality studies, and experimental epidemiology will be some of the topics explained and addressed.
- Rationale: An introductory course integrating such skills as quantitative thinking, inquiry and analysis, and teamwork to study the distribution and determinants of health-related states or events in specified populations, and the application of this study to the control of health problems.

- **Intro to Biostatistics (PH3413)**—this course will provide students with a conceptual understanding of statistics used in medical and health research. The emphasis will be on knowing when to use the various tests, what they measure, what the underlying assumptions are, and what the results mean.
  - Rationale: Biostatistics involves the theory and application of statistical science to analyze public health problems and to further biomedical research. The field of biostatistics has become an indispensable tool in improving health and reducing illness.

- **Introduction to Global Health (PH2313)**—An introductory course focused on applying public health principles in developing as well as developed countries, designed to fulfill a global studies integrative requirement, perhaps incorporating service and research.
  - Rationale: Problems in developing countries persist — emerging infectious diseases, escalating chronic diseases, social and political instability, health care inequities — and they urgently need effective solutions.

- **Organization and Administration of Health Services (PH3233)**—This course focuses on the organizational structure of health care systems in the United States with emphasis on management and supervision of health care programs. Topical areas include organizational and administration structures in hospitals, nursing homes, clinics, and hospice.

- **Public Health Leadership Seminar (PH4312)**—Course will introduce students to leadership theories and research, provide a context for leadership in public health, and help students learn core leadership skills. *Senior standing and permission of Instructor*
  - Rationale: According to the 2002 Institute of Medicine Report, “The Future of the Public’s Health in the 21st Century,” we must be led by those who have mastery of the skills to mobilize, coordinate, and direct broad collaborative actions within the complex public health system, and these skills need constant refinement and honing.

- **Health & Environment (PH2413)**—Introduction to environmental and occupational health and implications for individual and population health. Issues of clean water, environmental toxins, air pollution, and the environmental impact on infectious diseases.
  - Rationale: Proper environmental management is the key to avoiding the quarter of all preventable illnesses which are directly caused by environmental factors. The environment influences our health in many ways — through exposures to
physical, chemical and biological risk factors, and through related changes in our behavior in response to those factors.

* **Principles of Health Education & Health Promotion (PH3343)**-- Introduction to principles and concepts of health education and the role of the health educator in public health practice settings. Foundations of health promotion; communicating health concepts to the public, with a focus on strategies for developing health messages for specific populations.
  
  o Rationale: Focusing on social and behavioral factors associated with health status and behavior will improve health outcome

* **Public Health Practice/Fieldwork (PH4413)**-- Experiential learning through classroom activities and off-site professional work experiences rooted in public health and its aims. Builds essential skills of service, learning, and reflection through discussion, journal writing, and research. The fieldwork experience will be tailored to the students’ area of concentration. *Senior standing and permission of instructor*
  
  o Rationale: Experiential learning will engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

* **Fundamentals in Public Health Policy (PH4433)**-- Describes the nature of public policy interventions within the various domains of public health, the theoretical motivations for undertaking them, the influence of the political, bureaucratic, and social environmental in which policy decisions are made, the consequences of such decisions, and the key dimensions of analysis of the effects of public health policies. In addition to conceptual discussion of each of the above, the course includes evaluation of several case studies of public health policy decisions and their implications.
  
  o Rationale: Health policy examines the complexity and dynamics of our public health system and its impact on the health of individuals and communities. There is a critical need for well trained health policy professionals interested in seeking solutions to problems affecting human health and well-being.

* **Program Planning & Evaluation (PH3423)** This course is designed to provide skills in planning and developing health education interventions for behavior change at the individual, family or social network levels of practice. Emphasis is placed on applying program design principles to the development of educational interventions. It is structured in a lecture-discussion format. Given its skill development focus, the course includes weekly homework assignments and the development of a health education program plan. The course will provide the student with the necessary tools which will enable him/her to identify sources of funding, utilizing the Internet and other methods, and to write a successful grant proposal. Emphasis will be placed on writing goals and
objectives and on the preparation of an evaluation plan and budget. **Pre-requisites: PH3343**

- Rationale: Improving health outcomes mandates a carefully developed and thought out program plan and evaluation framework to demonstrate success

* Health Disparities and Inequality (PH3323) -- Socioeconomic inequalities in health are large, widespread and persistent. The aims of this course are: to review the major theories of social stratification - from economic, political, and sociologic perspectives; to examine the epidemiologic evidence on social class, gender, and racial disparities in health and illness; and to develop an inter-disciplinary approach to analyze the problem of inequality. Book: Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care (2003) **Pre-requisites: NR4333**

- Rationale: Recent studies have shown that despite the steady improvements in the overall health of the United States, racial and ethnic minorities experience a lower quality of health services and are less likely to receive routine medical procedures and have higher rates of morbidity and mortality than non-minorities. Disparities in health care exist even when controlling for gender, condition, age and socio-economic status.

* Health Literacy (PH2433) -- Focuses on the linkages between health and literacy and between health and adult education theory and methods. Participants hone skills assessing literacy demands in health communications. Structured fieldwork includes observation studies, interviews, small projects. **Pre-requisites: PH3343**

- Rationale: Literature illustrates that levels of literacy generally and of health literacy in particular affect patients' understanding of health issues and participation in health care decision making.

- Nutrition in Life Span (FCS3003) — This course is designed to provide recognition of the relationships among the physiological, biochemical, psychological, and sociological factors that affect nutrient requirements and recommendations over the life cycle. (Prerequisite FCS3323)

* Food Sanitation & Safety (PH2403) -- Presentation of emerging issues in food safety sanitation, biotechnology, food biosecurity, and consumer perception of health risks in the food supply. Students will complete the Oklahoma Food Handler’s Exam. **Pre-requisites: FCS 2123**

- Rationale: Recent trends in food production, processing, distribution and preparation are creating an increasing demand for food safety research in order to ensure a safer global food supply. Food production and safety has a significant
impact on the health and wellbeing for population health. Food and waterborne diseases are leading causes of death and illness in less developed countries.

Public Health Electives (6 credit hours)

* **Computer Applications for Public Health (PH2303)**—Provides an overview of various computer applications in public health and introduces modern software systems for analyzing health-related data. Fundamentals of data collection, statistical analysis, interpretation, and reporting results are covered.
  - **Rationale:** The practice of modern medicine and healthcare requires sophisticated information technologies with which to manage public health and its outcomes.

* **Principles of Marketing (MG3763)**—Establishes the framework for marketing decisions in business and nonprofit organizations from the perspectives of buyers and sellers. Analyzes customer needs, market structures, channels of trade, demand analysis, product positioning, and product pricing. Studies decision tools used by marketers to grasp the dimensions and complexity of market opportunities.

* **First Aid and Safety (HD2602)**—This course is designed to study the signs, symptoms and immediate care given to a victim in injury or sudden illness.

* **Communication in Public Health (PH2343)**—Focuses on the use of communication to positively influence people, and population’s understanding of health information, decision-making, and health behavior. Communication theories and methods used in promoting health and preventing disease will be discussed.
  - **Rationale:** A key challenge facing health professionals is to mobilize the power of mass communication to empower individuals to adopt healthy behaviors, to direct policy makers' attention to important health issues, and to frame those issues for public debate and resolution.

* **Public Health Survey (PH2311)**—An overview of the field of public health, including an examination of current public health issues, career outlook, and essential skills.
  - **Rationale:** Designed to generate interest in public health

* **Fundamentals of Management (MG 3703)**—Assesses the management process in both service and manufacturing organizations. Investigates the philosophy of management, organization structures, social relationships, group behavior, cultural diversity, and leadership in domestic and international business. Analyzes the planning, decision-making, and control cycle through which management decisions are implemented and monitored.
• **Case Management (NR 3433)**—This interdisciplinary core course focuses on the knowledge and skills needed to function effectively in a case management role. Although the major focus of the course is on case management in long-term care, other models of case management are introduced. Students conduct basic functional assessments; develop intervention strategies; formulate, implement and evaluate service care plans, and examine relevant ethical, legal, and political issues.

• **Psychology of Aging (PY3113)**—The purpose of this course is to explore the special psychological, social, intellectual, emotional, and occupational problems that affect aging. Consideration is given to physical, sensory, motor and cognitive changes which are experienced in late adulthood.

• **Current Issues in Public Health (PH3300, PH 3400, PH4300, PH4400)**—(1-5 CR) These courses are designed for students to gain additional insight into a special topic within public health. The course if offered for variable credit (1-5 hours). Specific content is determined by curriculum and student needs. **Pre-requisites: junior or senior standing in program and permission of instructor**
  
  o Rationale: Gaining additional insight into a particular topic area will allow students to have an advantage in future public health endeavors

**Areas of Concentration (15 credit hours)**

*Minority Health & Health Disparities*

• **Cultural Competence in Health Care (PH4423)**—this course presents insights into the conceptual framework, elements, topics, content within topics, and resources relevant to cross-cultural education and training in the health professions. **Pre-requisites: PH3323**
  
  o Rationale: Research shows that a focus on cultural competence is mandatory in public health and has gained attention as a potential strategy to improve quality and eliminate racial/ethnic disparities in health care.

• **Community Health Assessment (PH4323)**—designed to provide the student with practical experience in the field based on skills acquired in class. The course introduces students to methods of data collection and analysis of epidemiological data. It focuses on community health indicators and research tools used to assess health data. Emphasis is on the research methods that are employed to identify community assets and goals; this step serves as the basic step in the process of community needs assessment which leads to the final objective, that is, program planning. The fundamentals of various types of community health interventions will be explored. **Pre-requisites PH 3303, NR 3333**
• **Rationale:** In order to improve health outcomes it is imperative to recognize and understand the community capacity for changing those health outcomes, and using data gathered to inform action and promote change.

• **Complementary and Alternative Medicine (PH4403)**—An introductory course on complementary and alternative medicine. This course will provide an overview of the domains of complimentary and alternative medicine, including its role in conventional medical care and delivery.
  o **Rationale:** In the quest for improved health, one-third of U.S. adults use some form of complementary and alternative medicine. Understanding key components not generally considered a part of traditional medicine will lead to a more culturally competent practitioner.

• **Human Sexual Behavior (PH3313)**—This course will focus on aspects of human sexuality, principally from a psychosocial and behavioral perspective, but will also include brief reviews of reproductive anatomy and disease processes as well as developmental abnormalities. The intent is to focus on understanding the strong influence of sexuality and to train health professionals to address sexual health or dysfunction in an explicit, open, and caring manner. Historical and cross-cultural comparisons will also be included.
  o **Rationale:** we must address the significant public health challenges regarding the sexual health of our citizens. In recognition of these challenges, promoting responsible sexual behavior is included among the Surgeon General's Public Health Priorities and is also one of the *Healthy People 2010* Ten Leading Health Indicators for the Nation.

• **Women’s Health Issues (PH3353)**—Designed to acquaint the student with the health care of women from puberty through the elder years. It will be taught through lectures supplemented with readings and will use a discussion format. It will address health care from the clinical and delivery system perspectives, and include aspects of female biological function in health and disease, treatment and prevention, and maternity and prenatal care.
  o **Rationale:** solid guidance for women to optimize their well-being and prevent illness and impairment. Health care for women includes the entire spectrum of a woman's life, and medical problems can affect women and men differently.

*Nutrition & Wellness*
• **Community Nutrition (FCS2453)**—This course will address application and integration of the principles of nutrition and their delivery in the local, national, and international settings. Field work is required. (Prerequisites FCS 2123, PY1113, FCS3003)

• **Cultural Food Patterns in Health and Wellness (FCS 3343)**—This course is designed to cover the relationship of the social and cultural development of people to their acceptance and use of foods in health and wellness as well as international problems related to food and nutrition.

• **Nutrition, Fitness, Wellness (PH3363)**—Beginning course to provide an overview of the study of nutrition and exercise in promotion of health, and prevention and management of disease process for groups with specific nutrient needs.
   - Rationale: Understanding the interconnectedness of nutrition, fitness and wellness is critical to improving health outcomes

• **Medical Nutrition Therapy: Chronic Disease Management (PH4454)**—This course includes the theory and application therapy that integrates nutrition, biochemistry, pharmacology, in the nutritional assessment of nutritional deficiency diseases.
   - Rationale: Many of the poor health outcomes experienced in our society are attributed to poor chronic disease management. Reviewing the role of nutrition for improving chronic disease outcomes will assist in improving health status.

• **Nutrition Counseling & Education (FCS4012)**—This course is designed to provide students with knowledge and skills for counseling theories and techniques of nutrition education principles as it applies to nutrition education and documentation