

**College of Micronesia-FSM
Course Outline**

GENERAL INFORMATION:

Course title: PH 101 Introduction to Public Health		
Course owner by program: Health Sciences/ASDPH		
Campus: Kosrae, National	Initiator: Frehiwot Teshome	Date: April 2025
Course description: This course provides an overview of the field of public health, including its history, core functions, and key concepts. Students will learn about the importance of public health systems at the local, state, national, and global levels, and the role of epidemiology and health promotion in addressing health challenges. Social determinants of health and health disparities will be explored as central topics in public health.		

COURSE HOURS/CREDITS:

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	3	x	16	=	48 /16	=	3
Laboratory		x		=		=	
Workshop		x		=		=	
Co-op		x		=		=	
Total Semester Credits							3

PURPOSE OF COURSE:


- Degree requirement
- Degree elective
- Certificate
- Other

PREREQUISITES: EN 089, ESL 099

PSLOs OF OTHER PROGRAMS THIS COURSE MEETS:

PSLO#	Program

CC Chair signature:  **Date recommended:** 02/10/2026

VPIA signature:  **Date approved:** 2/20/2026

1) INSTITUTIONAL STUDENT LEARNING OUTCOMES

[X]	1. Effective oral communication: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
[]	2. Effective written communication: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
[X]	3. Critical thinking: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
[]	4. Problem solving: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
[X]	5. Intercultural knowledge and competence: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
[X]	6. Information literacy: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
[]	7. Foundations and skills for life-long learning: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
[]	8. Quantitative Reasoning: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

2) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student will be able to:

1. Deliver effective public health presentations.
2. Develop well-researched written public health reports.
3. Analyze public health data using critical thinking.
4. Design and evaluate community health solutions.
5. Apply cultural competence in public health interventions
6. Utilize credible sources and research for public health decision-making
7. Engage in professional development for lifelong learning
8. Apply quantitative reasoning to epidemiological and statistical data

3) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:

1. Describe the history, structure, and functions of public health systems locally and globally.
2. Explain how epidemiology is used to understand, track, and prevent disease in populations.
3. Identify how social determinants of health contribute to health disparities.

4. Analyze the roles of public health professionals and organizations in promoting health.

4) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:

CSLO (General) 1: Describe the history, structure, and functions of public health systems locally and globally.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
1.1 Identify major milestones in the development of public health, such as sanitation reforms and the founding of WHO.	1,2,6*	1,2,6	Short essay or reflection on how core functions of PH impact community well-being to be graded with a rubric.
1.2 Compare the roles of local, state, national, and global public health systems			Written assignment comparing the roles of local, state, national and global PH system to be graded with a rubric.
1.3 Define the core functions (assessment, policy development, assurance) and essential services of public health.			Exam on terminologies, definition of terms and key concepts of Public Health and its structure.
1.4 Explain how public health systems respond to emergencies and promote population well-being.			Discussion/forum activity explaining how PH systems respond to emergencies and promote population well-being to be graded with a rubric.
CSLO (General) 2: Explain how epidemiology is used to understand, track, and prevent disease in populations.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
2.1 Define key epidemiologic terms (e.g., incidence, prevalence, risk factor, outbreak).	2,3	2,3	Exam on key epidemiology terms and their use.
2.2 Interpret simple epidemiological data such as disease rates or tables.			Assignment on interpretation of epidemiological data and tables to be graded with a rubric.
2.3 Describe the steps in an outbreak investigation.			Exam on the steps of outbreak investigation(SCSLO2.3), and the use of epidemiology to inform public health decision-making and policy (SCSLO 2.4).
2.4 Explain how epidemiology informs public health decision-making and policy.			
CSLO (General) 3: Identify how social determinants of health contribute to health disparities			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies

<p>3.1 Define “social determinants of health” and provide examples (e.g., education, income, housing).</p> <p>3.2 Describe how factors like race, gender, and neighborhood environment affect health outcomes.</p> <p>3.3 Analyze data or case studies showing disparities in health status or access to care.</p> <p>3.4 Suggest community-based strategies to reduce health disparities.</p>	5	5	<p>Exam on the social determinants of health and factors that influence health.</p> <p>Discussion forum describing the factors affecting health outcomes to be graded with a rubric.</p> <p>Case study problem sets covering (SCSLOs 3.1 & 3.2) on identifying health disparities and strategies to reduce them to be graded using rubrics.</p>
CSLO (General) 4: Analyze the roles of public health professionals and organizations in promoting health.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
<p>4.1 Identify career paths and responsibilities in public health (e.g., epidemiologist, health educator, environmental health worker).</p> <p>4.2 Describe how public health professionals work across sectors to improve health.</p> <p>4.3 Summarize the mission and activities of key organizations such as CDC, WHO, and local health departments.</p> <p>4.4 Create a short report or presentation on a public health role or organization’s contributions to health promotion.</p>	1,2	1,2	<p>Career Exploration report (student interview a PH professional or research a specific career or organization and write a 1-2 page summary) to be graded with rubrics.</p> <p>Presentation: “a day in the life of a PH professional”. (Students present on a specific role e.g. epidemiologist, health educator, policy analyst, etc. to be graded with a rubric.</p> <p>Agency comparison table: students compare 2-3 agencies (e.g. CDC vs WHO vs local health department) to be graded with a rubric. (SCSLO 4.3 & 4.4)</p>

5) COURSE CONTENT:

1. Introduction to Public Health: Definitions, Scope, and Core Functions.
2. History of Public Health: Milestones and Movements.
3. Local, State, and National Public Health Systems.

4. Global Health Systems and International Organizations.
5. Introduction to Epidemiology: Key Terms and Uses.
6. Health Promotion & Disease Prevention Strategies.
7. Social Determinants of Health (SDOH).
8. Health Disparities & Equity.
9. Careers and Roles in Public Health.

6. METHOD(S) OF INSTRUCTION:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Cooperative learning groups |
| <input type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> In-class exercises |
| <input type="checkbox"/> Audio visual | <input checked="" type="checkbox"/> Demonstrations |
| <input type="checkbox"/> Other: online | |

7. Recommended Textbooks AND COURSE MATERIALS:

Schneider, Mary-Jane (2021). Introduction to Public Health, 6th ed. “Jones & Bartlett Learning, LLC.

<https://dokumen.pub/qdownload/introduction-to-public-health-6nbsped-9781284197648.html>

8. REFERENCE MATERIALS:

- CDC Foundation: <https://www.cdcfoundation.org/>
- OpenWHO Courses - WHO's free platform for online public health learning: <https://openwho.org>
- PH Learning Modules (CDC): <https://www.cdc.gov/publichealth101/index.html>
- NIH Office of Disease Prevention: <https://prevention.nih.gov>
- Khan Academy – Health & Medicine: <https://www.khanacademy.org/science/health-and-medicine>

9. INSTRUCTIONAL COSTS: None

10. EVALUATION: Students must have a grade of 70% (C) or better to pass this course. Students are to be assessed based on the comprehensive exam result covering the foundational key concepts of Public Health.

11. CREDIT BY EXAMINATION: None