HAN 450 – Introduction to Public Health
School of Health Technology and Management
Health Sciences Center

Tuesday, 3-6 pm; 3 Credits
Location: L2, LH2, (except 2-4-14, L2 LH 1)

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Description: This course is designed to introduce students to the principles and practices of public health. This course includes definitions and concepts, history and development, determinants of health and legal and ethical aspects of public health. Students are oriented to various public health settings such as local and state health departments, not for profit community associations, and agencies for special populations. The course also provides students with basic knowledge and skills for conducting community needs assessment for working with diverse populations. In addition, the following public health areas are addressed in detail: infectious disease control, environmental health, chronic disease control, tobacco and drug control, maternal and child health, women’s health and injury control.

Goal: To provide students with a strong foundation in the principles, theories and practices of public health from a local, state and national perspective.

Behavioral Objectives: Upon completion of this course, students will be able to:

1. Discuss the history of public health as it relates to the current structure and function of the current public health structure.
2. Identify and outline the purposes of the available public health services.
3. Describe the organizational structure of the country, state and federal health departments.
4. Discuss the obstacles and challenges of providing public health services and programs to various communities, including uninsured and underinsured, children, and elderly, mentally ill and racial and ethnic populations.
5. Identify the key factors in developing healthy communities.
6. Detail the elements of at least three public health services or programs.
7. Understand the general considerations and constraints regarding the marketing of public health.

Teaching Strategies: Lecture
Group Discussion
Guest Lecturers
Articles

Evaluation: Attendance and Class Participation 20%
Midterm and Final 30 % each
Presentation 20%

Rationale: This course is a required course for BSHS students in the Public Health/Community Health concentration.

Project: Each group (two students) is to choose a public health issue from Healthy People 2020. The students will define the issue, its relevance to public health and how it being addressed. The students should also include how as a public health educator they might address the issue. The final product can be a power point presentation or a Health Literacy Brochure. The group will have 10 minutes to present the project. The project will be graded on preparation, presentation and written assignment.

Americans with Disabilities Act:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (Schools of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/
Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and School of Medicine are required to follow their school-specific procedures.

http://www.ehs.sunysb.edu/fire/disabilities/asp