

Public Health Technology/ Patient Navigator Mississippi Curriculum Framework

Health Science

CIP CODE 51.2299 Public Health, Other
2021



Published by:

Mississippi Community College Board
Division of Workforce, Career, and Technical Education
3825 Ridgewood Road
Jackson, MS 39211
Phone: 601-432-6155
Email: curriculum@mccb.edu

FACULTY WRITING TEAM MEMBERS

Cassie Alexander, Program Director. Lead Online Health Sciences Public Health Technology Itawamba Community College

Cynthia Evans Instructor, Mississippi Gulf Coast Community College

ADMINISTRATOR WRITING TEAM MEMBERS

Ms. Rilla Jones, Itawamba Community College

Dr. Joan Hendrix, Mississippi Gulf Coast Community College

Mrs. Angie Nelson, Chair, Health Professions Mississippi Gulf Coast Community College

BUSINESS AND INDUSTRY CONTRIBUTING TEAM MEMBERS

Darlene Braddock, Patient Navigator, United Healthcare, Tupelo, MS

Marcia Spratlin, Clerical Support Manage, Home Health, North Mississippi Medical Center, Tupelo, MS

Sarah Hammock, Director of Population Health, North Mississippi Medical Clinic, Tupelo, MS

Heidi Nelson, Business Manager, ACCESS Family Health Services, Smithville, MS

Cynthia Evans

OFFICE OF CURRICULUM AND INSTRUCTION TEAM MEMBERS

Scott Kolle, Ph.D. Director of Curriculum and Instruction, Mississippi Community College Board

LaToya Sterling, Ph.D. Curriculum Specialist, Office of Curriculum and Instruction, Mississippi Community College Board

Sheriece Robinson, Ed.D. Curriculum Specialist, Office of Curriculum and Instruction, Mississippi Community College Board

The Office of Curriculum and Instruction (OCI) was founded in 2013 under the Division of Workforce, Career, and Technical Education at the Mississippi Community College Board (MCCB). The office is funded through a partnership with The Mississippi Department of Education (MDE), who serves as Mississippi's fiscal agent for state and federal Career and Technical Education (CTE) Funds. The OCI is tasked with developing statewide CTE curriculum, programming, and professional development designed to meet the local and statewide economic demand.

Copyright® 2021 by Mississippi Community College Board
For information, please contact curriculum@mccb.edu

Contents

INDUSTRY JOB PROJECTION DATA.....	5
ARTICULATION	5
RESEARCH ABSTRACT	5
REVISION HISTORY:	5
PROGRAM DESCRIPTION.....	6
SUGGESTED COURSE SEQUENCE	7
Public Health Technology/Navigator Career Certificate.....	7
Public Health Technology/Navigator Career Certificate emphasizing Diet & Nutrition	8
Technical Certificate (Public Health/Navigator Emphasizing Diet & Nutrition).....	9
Public Health Technology/Navigator Career Certificate emphasizing Personal & Family Services.....	9
Technical Certificate (Public Health/Navigator Emphasizing Personal & Family Services).....	9
Electives	11
PUBLIC HEALTH TECHNOLOGY COURSES	13
PHT 1113 Introduction to Healthcare and Public Health.....	13
PHT 1123 Healthcare Delivery	14
PHT 1213 Prevention and Community Health	15
PHT 1223 Health Insurance	16
PHT 1233 Public Health Statistics and Analysis	17
PHT 2113 Introduction to Epidemiology.....	18
PHT 2123 Health Information Access and Analysis	20
PHT 2133 Practicum I.....	21
PHT 2213 Healthcare Advocacy.....	22
PHT 2223 Public Health Education Communication	23
PHT 2233 Practicum II.....	24
PHT 2243 Public Health and Aging	25
FSP 2113 Family Services Practicum I	26
FSP 2233 Practicum II	27
DNP 2113 Dietary/Nutritional Practicum I	28
DNP 2223 Dietary/Nutritional Practicum II	29
Appendix A: Curriculum Definitions and Terms.....	31
Appendix B: Recommended Tools	33
Appendix C: Recommended Textbook List	34

INDUSTRY JOB PROJECTION DATA

A summary of occupational data is available from the Mississippi Department of Employment Security.

<https://mdes.ms.gov/information-center/labor-market-information/>

ARTICULATION

Secondary schools are encouraged to contact their local community college to design local agreements.

RESEARCH ABSTRACT

In the fall of 2021, the Office of Curriculum and Instruction (OCI) met with the different industry members who made up the advisory committees for the Public Health program. An industry questionnaire was used to gather feedback concerning the trends and needs, both current and future, of their field. Program faculty, administrators, and industry members were consulted regarding industry workforce needs and trends.

REVISION HISTORY:

2021 Mississippi Community College Board

PROGRAM DESCRIPTION

Public Health Technology program works in collaboration with other healthcare providers and public health officials to improve the health and wellness of the local, state and national citizenry. Increasing complexities of the healthcare system, healthcare reform, an aging population and the region's high morbidity and mortality rates from smoking, obesity, high blood pressure and type II diabetes has created a need for this occupation. An Associate of Applied Science degree in Public Health Technology would qualify program graduates to hold positions such as community health worker, insurance navigator, healthcare advocate and healthcare educator.

The public health technology provides programs completers the option to earn a certificate, degree, or AAS in Public Health Technology that focuses on as many as three (3) additional concentration (1) Public Health Technology Navigator, (2) Dietary/Nutrition, and (3) Personal/ Family Services Navigator.

Offered as a stackable credential, three concentration provide additional credential, the three concentrations provide additional credentialing opportunities for the PHT graduate and other from within the healthcare and services sectors (i.e., nurses, social workers, dieticians, etc.) interested in obtaining a stackable credential. The three concentrations are:

- **Public Health Technology/ Patient Navigator**- designed to compatible with a wide range of health system, state regulations, and health services delivery models that recognize the value that services provide to enhance the public health of patients and communities.
- **Dietary/ Nutritional Navigator**-compatible with a wide range of health and dietary systems, state regulations, and health and dietary systems, state regulations and health and nutritional service delivery models that recognize the value that services provide to enhance the dietary and nutritional wellness of patients and communities.
- **Personal/ Family Service Navigator**- aligns with community health systems, regulatory bodies and personal and family services delivery models that recognize the value that services provide to enhance the wellness of individuals, families, and communities.

SUGGESTED COURSE SEQUENCE

Public Health Technology/Navigator Career Certificate

			SCH Breakdown				Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Clinical	Total Contact Hours	Certification Name
PHT 1113	Introduction to Healthcare and Public Health	3	3	0	0	45	
PHT 1123	Healthcare Delivery	3	3	0	0	45	
PHT 1213	Prevention and Community Health	3	3	0	0	45	
PHT 1223	Health Insurance	3	3	0	0	45	
PHT 1233	Public Health Statistics and Analysis	3	3	0	0	45	
BIO 1534 OR BIO 2514 AND BIO 2524	Survey of Anatomy and Physiology OR Anatomy and Physiology I AND Anatomy and Physiology II	4-8	3-6	1-2	0	75-150	
TAH 1113 OR BIO 1813	Medical Terminology in Allied Health OR Medical Terminology in Health Professions	3	3	0	0	45	
PHT 2133	Practicum I	3	0	0	9	135	
PHT 2213	Healthcare Advocacy	3	3	0	0	45	
	Electives	2	2	0	0	30	
	TOTAL	30 or 34					

Technical Certificate (Public Health/Navigator)

			SCH Breakdown				Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Clinical	Total Contact Hours	Certification Name
PHT 2113	Introduction to Epidemiology	3	3	0	0	45	
PHT 2123	Health Information Access and Analysis	3	3	0	0	45	
PHT 2233	Practicum II	3	0	0	9	135	
PHT 2243	Public Health and Aging	3	3	0	0	45	
PHT 2223	Public Health Education Communication	3	3	0	0	45	
	TOTAL	15					

Public Health Technology/Navigator Career Certificate emphasizing Diet & Nutrition

			SCH Breakdown				Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Clinical	Total Contact Hours	Certification Name
PHT 1113	Introduction to Healthcare and Public Health	3	3	0	0	45	
PHT 1123	Healthcare Delivery	3	3	0	0	45	
PHT 1213	Prevention and Community Health	3	3	0	0	45	
PHT 1223	Health Insurance	3	3	0	0	45	
PHT 1233	Public Health Statistics and Analysis	3	3	0	0	45	
BIO 1534 OR BIO 2514 AND BIO 2524	Survey of Anatomy and Physiology OR Anatomy and Physiology I AND Anatomy and Physiology II	4-8	3-6	1-2	0	75-150	
TAH 1113 OR BIO 1813	Medical Terminology in Allied Health OR Medical Terminology in Health Professions	3	3	0		45	
DNP 2113	Diet and Nutrition Practicum I	3	0		9	135	
PHT 2213	Healthcare Advocacy	3	3	0	0	45	
BIO 1613	Nutrition	3	3	0	0	45	
	TOTAL	31 or 35					

Technical Certificate (Public Health/Navigator Emphasizing Diet & Nutrition)

			SCH Breakdown				Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Clinical	Total Contact Hours	Certification Name
PHT 2113	Introduction to Epidemiology	3	3	0	0	45	
PHT 2123	Health Information Access and Analysis	3	3	0	0	45	
DNP 2223	Diet & Nutrition Practicum II	3	0		9	135	
PHT 2243	Public Health and Aging	3	3	0	0	45	
PHT 2223	Public Health Education Communication	3	3	0	0	45	
	TOTAL	15					

Public Health Technology/Navigator Career Certificate emphasizing Personal & Family Services

			SCH Breakdown				Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Clinical	Total Contact Hours	Certification Name
PHT 1113	Introduction to Healthcare and Public Health	3	3	0	0	45	
PHT 1123	Healthcare Delivery	3	3	0	0	45	
PHT 1213	Prevention and Community Health	3	3	0	0	45	
PHT 1223	Health Insurance	3	3	0	0	45	
PHT 1233	Public Health Statistics and Analysis	3	3	0	0	45	
BIO 1534 OR BIO 2514 AND BIO 2524	Survey of Anatomy and Physiology OR Anatomy and Physiology I AND Anatomy and Physiology II	4-8	3-6	1-2	0	75-150	
TAH 1113 OR BIO 1813	Medical Terminology in Allied Health Medical Terminology in Health Professions	3	3	0	0	45	
FSP 2113	Family Services Practicum I	3	0		9	135	
PHT 2213	Healthcare Advocacy	3	3	0	0	45	
HPR 1213	Personal and Community Health	3	3	0	0	45	
	TOTAL	31 or 35					

Technical Certificate (Public Health/Navigator Emphasizing Personal & Family Services)

			SCH Breakdown				Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Clinical	Total Contact Hours	Certification Name
PHT 2113	Introduction to Epidemiology	3	3	0	0	45	
PHT 2123	Health Information Access and Analysis	3	3	0	0	45	
FSP 2233	Family Services Practicum II	3	0	0	9	135	
PHT 2243	Public Health and Aging	3	3	0	0	45	
PHT 2223	Public Health Education Communication	3	3	0	0	45	
	TOTAL	15					

Electives

Course Number	Course Name	Semester Credit Hours
HUS 1133	Social Problems	3
BIO 1613	Nutrition	3
HPR 1213	Personal And Community Health	3
CDT 2513	Family Dynamics and Community Involvement	3
	All electives are approved per local community college approval	

General Education Core Courses

To receive the Associate of Applied Science degree, a student must complete all of the required coursework found in the Career Certificate option, Technical certificate option, and a minimum of 15 semester hours of General Education core. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester or provided primarily within the last semester. Each community college will specify the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science degree at their college. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Section 9 Standard 3 of the *Principles of Accreditation: Foundations for Quality Enhancement*¹ describes the general education core.

Section 9 Standard 3:

3. The institution requires the successful completion of a general education component at the undergraduate level that
 - a) is based on a coherent rationale.
 - b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours of the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
 - c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

General Education Courses

			SCH Breakdown			Contact Hour Breakdown		Certification Information
Course Number	Course Name	Semester Credit Hours	Lecture	Lab	Total Contact Hours	Lecture	Lab	Certification Name
	Humanities/Fine Arts	3						
	Social/Behavioral Sciences	3						
	Math/Science	3						
	Academic electives	6						
	TOTAL	15						

¹ Southern Association of Colleges and Schools Commission on Colleges. (2017). *The Principles of Accreditation: Foundations for Quality Enhancement*. Retrieved from <http://www.sacscoc.org/2017ProposedPrinc/Proposed%20Principles%20Adopted%20by%20BOT.pdf>

PUBLIC HEALTH TECHNOLOGY COURSES

Course Number and Name: PHT 1113 Introduction to Healthcare and Public Health

Description: This course will provide students with an overview of the population health approach to community and public health. Course topics include history, terminology, philosophy, and ethical principles of community and public health. This course includes a review of public health policy, healthcare systems, and the roles of health professionals.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Identify eras in the historical development of public health and ways that public health affects literature and the arts, current events, and everyone's daily life.
2. Illustrate the interdisciplinary, cross-cutting or ecological character of public health and the contributions of a range of disciplines and professions to improving health.
3. Explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation and public health surveillance.
4. Explain how public health assesses the options for intervention to improve the health of a population
5. Explain how public health can utilize health information and health communications to improve the health of populations.
6. Explain how public health can utilize social and behavioral interventions to improve the health of populations.
7. Explain how public health can utilize health policy and law to improve the health of populations.
8. Explain the impact of the environment and communicable diseases on the health of populations.
9. Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention and early detection.
10. Describe the basic organization of healthcare and public health systems and the contributions of health professionals.
11. Identify the basic payment mechanisms for providing health services and the basic insurance mechanisms for paying for health services.
12. Identify criteria for evaluating health systems including issues of access, quality, and cost.
13. Identify the roles of public health in addressing the needs of vulnerable populations and health disparities.
14. Identify the roles of public health in disaster prevention and management.

Course Number and Name: PHT 1123 Healthcare Delivery

Description: This course will provide a review of the U.S. healthcare delivery system including topics such as the changing role of healthcare providers, hospitals, other facilities and governmental agencies and the relationships among such entities

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Understand the history of the United States healthcare system.
2. Identify the major stakeholders in the healthcare industry today.
3. Describe government organizations and their roles in healthcare.
4. Recognize public health's role in healthcare.
5. Discuss how the health navigator can assist healthcare consumers with public health issues.
6. Identify the types of ambulatory care settings.
7. Understand inpatient and outpatient services.
8. Describe the United States healthcare workforce.
9. Describe the difference between primary, secondary, tertiary, and quaternary care.
10. Define and discuss health information technology, health information systems, and health/medical informatics.
11. Explain the legal and ethical foundations related to navigating patient healthcare.
12. Discuss the importance of navigating inpatient and outpatient services related to hospital care, long-term care and mental healthcare.
13. Understand federal, state, and local government regulations related to navigating patient care.
14. Navigate the healthcare marketplace exchange.

Course Number and Name: PHT 1213 Prevention and Community Health

Description: This course provides opportunity for study in personal and community health problems as well as steps that can be taken by individuals and groups to reduce risk of health problems for individuals, families, and communities. It also provides an in-depth review of the nature of community health services and resources. The course will emphasize the need for multidimensional approaches that Community/Public Health Professionals can use to help individuals overcome barriers.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Define the following: community health, population health, public health, and global health.
2. Explain what a governmental health organization is and give an example of one at each of the following levels: international, national, state, and local.
3. Define the terms epidemic, endemic, pandemic, epidemiology, epidemiologist, and explain their importance in community and public health.
4. Explain the differences between communicable and non-communicable diseases and between acute and chronic diseases and provide examples of each.
5. Demonstrate an understanding of community organizing, building, and health promotion programming.
6. Define written school health policies and explain their importance to the school health program.
7. Explain the importance of maternal, infant, and child health as indicators of a society's health.
8. Outline the health profiles for the various age groups: adolescents, young adults, and adults.
9. Identify the characteristics of the aging population.
10. Explain the impact of a more diverse population in the United States as it relates to community and public health.
11. Define mental health and mental disorders, and explain the prevalence of mental disorders in the United States.
12. Define drug use, misuse, abuse, and drug dependence.
13. List the sources and types of pollutants and explain the difference between primary and secondary pollutants.
14. Explain the difference between intentional and unintentional injuries and provide examples of each.
15. Describe the scope of the occupational safety and health problems in the United States and its importance to the community.

Course Number and Name: PHT 1223 Health Insurance

Description: This course will provide an overview of public and private health insurance products, services and delivery methods. Emphasis will be placed on health insurance/financing principles, access to care and terminology

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Understand the evolution of health insurance and managed healthcare.
2. Define health insurance.
3. Explain the different types of health insurance offered in the United States.
4. Explain the differences between private and public insurance coverage.
5. Understand what programs and policies exist to assist the uninsured.
6. Understand the affordable care act including the history, main parts. and how the law changes the way that consumers obtain health insurance coverage.
7. Explain what benefits and services are typically covered by health insurance.
8. Identify what factors contribute to health insurance premiums.
9. Identify patients' rights.
10. Explain payment mechanisms.
11. Understand claims and reimbursement for providers.
12. Explain benefits to people with disabilities.
13. Understand long-term care.
14. Explain retiree benefits.
15. Compare health insurance in the United States from a global perspective.

Course Number and Name: PHT 1233 Public Health Statistics and Analysis

Description: This course provides instruction in basic mathematical concepts, including the ability to interpret statistical data, gather and report statistical data. Emphasis will be place on common statistical computations and their use in public health settings. Topics that will be covered include basic math and statistical computations, census and occupancy rates, vital statistics, and mortality rates.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Define statistics and data.
2. Identify the major sources of healthcare data.
3. Distinguish clearly between the following: ungrouped and grouped distributions, frequency and cumulative frequency, relative frequency and percentage frequency.
4. Explain facilities and healthcare providers.
5. Describe patient data collection.
6. Compute fractions, decimals, percentages, and rates.
7. Distinguish between a numerator, denominator, and a quotient.
8. Round data to a specified number.
9. Convert data from one set of measures to another.
10. Convert data to another unit of measure.
11. Explain census collection and terms.
12. Compute bed and bassinet occupancy percentage.
13. Identify length of stay.
14. Compute death rates.
15. Compute autopsy rates.
16. Identify the major vital statistics certificates issued and registered.
17. Distinguish between the measures of central tendency.
18. Define and identify the measures of dispersion.
19. Compute range, median, mode, mean, variance, and standard deviation.
20. Interpret statistical graphs.
21. Identify the fundamentals of research

Course Number and Name: PHT 2113 Introduction to Epidemiology

Description: This course will provide students with an overview of the basic concepts and principles of epidemiology. Methods of epidemiologic research and analysis of infectious disease and outbreaks will be included. The course will include a focus on the distribution and determinants of health and disease, disability, injuries, morbidity, and mortality in populations. An emphasis will be placed on how these concepts can be applicable to everyday life.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Define the term epidemiology.
2. Describe two ways in which epidemiology may be considered a liberal arts discipline.
3. State three important landmarks in the history of epidemiology.
4. Describe three uses of epidemiology.
5. State three mathematical terms used in epidemiology.
6. Differentiate between incidence and prevalence.
7. State one epidemiologic measure of morbidity and mortality.
8. Define the term specific rate.
9. State three factors that affect the quality of epidemiologic data.
10. List four data sources that are used in epidemiologic research.
11. Calculate two epidemiologic measures.
12. State one source of epidemiologic data available from an international organization.
13. Define the term descriptive epidemiology.
14. Discuss types of descriptive epidemiologic studies and their uses.
15. Describe the process of epidemiologic inference in the context of descriptive epidemiology.
16. Give two examples each of person, place, and time variables and describe how they relate to the distribution of health outcomes.
17. Distinguish between non-causal and causal associations.
18. Describe two methods for displaying data graphically.
19. State three criteria of causality.
20. State one example of how chance affects epidemiologic associations.
21. State three ways in which study designs differ from one another.
22. Describe case-control, ecologic, and cohort studies.
23. Calculate an odds ratio, relative risk, and attributable risk.

24. State appropriate uses of randomized controlled trials and quasi-experimental designs.
25. Define the term health policy.
26. Discuss risk assessment.
27. Give two examples of policies that are applicable to epidemiology.
28. Discuss the relationship between policy and screening for disease.
29. Describe modes of transmission of communicable diseases.
30. Name three microbial agents associated with infectious diseases.
31. Describe the epidemiology of two infectious diseases.
32. State procedures for investigating infectious disease outbreaks.
33. Give two examples of how lifestyle is associated with negative health outcomes.
34. State the linkage between tobacco use and adverse health outcomes.
35. Describe the epidemiology of one form of substance abuse.
36. Describe the epidemiology of two important mental disorders.
37. Distinguish between molecular and genetic epidemiology.
38. Define the term environmental epidemiology.
39. Describe two applications of occupational epidemiology.
40. State a role for epidemiology in the primary prevention of unintentional injuries and violence.

Course Number and Name: PHT 2123 Health Information Access and Analysis

Description: This course will provide students with an in-depth review of American law, reporting and documentation regarding health information use. Topics include: HIPAA, electronic health records, current policy and procedures on documentation and reporting requirements.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Explain the US government's role in and goals for healthcare, including the aims of some laws such as HIPAA, ARRA, and HITECH.
2. Define the components of Health Information Systems HIS including systems and their management, health informatics, data and analytics, research, policy, and public health.
3. Identify the key components to HIS strategic planning, including software, internal and external networks, data interoperability, and technology such as hardware, operating systems, and devices.
4. Identify the benefit of system and application integration via interfaces.
5. Describe HIS project management methodology and knowledge areas.
6. Define the main steps of system selection and be attuned to success factors and potential pitfalls.
7. Describe elements of the adoption of HIS and its progression in the United States.
8. Discuss the relationship of health informatics to electronic health record documentation and implementation.
9. Explore healthcare data sources and complexities of healthcare data.
10. Identify methods for receiving, storing, mining, and formatting data for healthcare purposes.
11. Identify and describe the relationships between research, policy, public health, and other spheres of the (HIS) and technology model.
12. Describe the effects of HIS and technology on the future of research, policy, and public health.

Course Number and Name: PHT 2133 Practicum I

Description: This course is designed for Public Health majors as a pre-professional field experience to broaden the student's public health perspectives and provide experience in applying the theory and content learned in their public health coursework. It is expected that the field experience will afford students the opportunity to interact and collaborate with public health professionals and participate in actions that constitute public health. Integral to closing the loop on the learning process is the opportunity for students to reflect on the field experience. Students will collaborate on the different infrastructures and approaches they observed at each field location.

Hour Breakdown:

Semester Credit Hours	Lecture	Clinical	Contact Hours
3	0	9	135

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Obtain field experience related to the public health coursework.
2. Interact and collaborate with public health professionals.
3. Participate in actions that constitute public health.
4. Collaborate with classmates concerning observations made at their respective field location.
5. Explain how the field experience enhanced the content learned in public health coursework.

Course Number and Name: PHT 2213 Healthcare Advocacy

Description: This course provides an overview of the assessment, development, implementation and evaluation of public health programming. Students will learn and demonstrate skills in community assessment and organization techniques including stakeholder identification, coalition-building, advocacy and the identification of funding sources.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Explain why a site (workplace, school, healthcare organization or community) is an appropriate delivery point for health promotion programs.
2. Identify health disparities and strategies to achieve health equity.
3. Assess the health needs of program participants at different sites.
4. Write program mission statement, objectives and policies.
5. Develop a logic model, Gantt chart, budget and staff development training.
6. Determine program staffing needs and hiring plan.
7. Create a program advocacy agenda.
8. Identify health promotion program funding sources.
9. Develop a health promotion program process evaluation.
10. Locate instruments that can be used to conduct an impact evaluation for a health promotion program.
11. Interpret the results of a data analysis, and make conclusions about the merits of a health promotion program.

Course Number and Name: PHT 2223 Public Health Education Communication

Description: This course will provide students with a practical approach to understanding and applying principles of health education communication to a range of public health issues and diverse populations. Students will employ these concepts and skills for analyzing and evaluating current public health education communication campaigns.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes

The student will

1. Identify individuals with reduced health literacy and to assist them in their utilization of the healthcare and public health systems to enhance access and understanding; viewing literacy and health literacy as a determinant of health.
2. Provide culturally competent care and services starting with an awareness of one's own culture and the skills needed to provide sensitive and meaningful care and services to others: approaches, and skills related to communicating about health more effectively with people of diverse backgrounds.
3. Understand how risk is perceived and conveying the objective measures of the magnitude of the risk as well as the impact of interventions to reduce the risk.
4. Introduce the application of messages that are most usefully applied in health communication, with examples.
5. Use of social marketing, social media, and other methods for understanding group and social behavior; creating messages based on group characteristics.
6. Identify tools and processes to manage a communication program
7. Healthcare–patient/caregiver-provider communications and the impact of socioeconomic and cultural factors.
8. Demonstrate effective communications with special populations.
9. Develop health education communication campaign in both written and oral format.
10. Analyze a current public health campaign.
11. Identify how to find valid and reliable health information in literature and on the web, including sources and sites.

Course Number and Name: PHT 2233 Practicum II

Description: This course is designed for Public Health majors as a pre-professional field experience to broaden the student's public health perspectives and provide experience in applying the theory and content learned in their public health coursework. It is expected that the field experience will afford students the opportunity to interact and collaborate with public health professionals and participate in actions that constitute public health. Integral to closing the loop on the learning process is the opportunity for students to reflect on the field experience. Students will collaborate on the different infrastructures and approaches they observed at each field location.

Hour Breakdown:

Semester Credit Hours	Lecture	Clinical	Contact Hours
3	0	9	135

Prerequisite: Instructor approved

Student Learning Outcomes

The student will

1. Obtain field experience related to the public health coursework.
2. Interact and collaborate with public health professionals.
3. Participate in actions that constitute public health.
4. Collaborate with classmates concerning observations made at their respective field location.
5. Explain how the field experience enhanced the content learned in public health coursework.

Course Number and Name: PHT 2243 Public Health and Aging

Description: This course is an introduction to the field of aging and provides the student with in-depth knowledge of community resources for older adults. The delivery and use of community resources will be explored.

Hour Breakdown:

Semester Credit Hours	Lecture	Lab	Contact Hours
3	3	0	45

Prerequisite: Instructor approved

Student Learning Outcomes

The student will

1. Evaluate the role of the federal government in promoting health.
2. Illustrate the benefits and risks of the annual physical.
3. Examine ways to encourage empowerment.
4. Examine the importance of exercise.
5. Differentiate the contributions of genetics, lifestyle, and environment toward weight gain.
6. Examine age, gender, and educational differences in smoking.
7. Examine alcohol prevalence among older adults.
8. List medication problems that are patient versus physician initiated.
9. Define mental health and mental illness.
10. Identify and evaluate the community resources for health promotion.
11. Identify professional associations that provide health-promoting services for older adults.
12. Define long-term care.
13. Describe the role of public health in the United States, and how healthy aging can be strengthened through it.

Course Number and Name: FSP 2113 Family Services Practicum I

Description: This course is designed for the Family Services Navigation major as a pre-professional field experience broadening the student's civic knowledge and expanding the experiences associated with personal and family services to enhance the theoretical content learned throughout the coursework. As an individually designed and supervised work experience course, in a family or social services area, Family Services Practicum I (FSP I) will close the loop on the learning process by collaborating on the different infrastructures and approaches observed at each field location.

Hour Breakdown:

Semester Credit Hours	Lecture	Clinical	Contact Hours
3	0	9	135

Prerequisite: Instructor approved

Student Learning Outcomes:

The student will

1. Obtain field experience related to the Family Services Public Health Technology/Navigator coursework.
2. Interact and collaborate with family service professionals.
3. Participate in actions that constitute family services.
4. Collaborate with classmates concerning observations made at their respective field location.
5. Explain how the field experience enhanced the content learned in public health coursework that emphasizes family services.

Course Number and Name: FSP 2233 Practicum II

Description: This course is designed for the Family Services Navigation major as a pre-professional field experience broadening the student's civic knowledge and expanding the experiences associated with personal and family services to enhance the theoretical content learned throughout the coursework. As the terminal field experience of an individually designed and supervised work experience course in a family or social services area, Family Services Practicum II (FSP II) will close the loop on the learning process by collaborating on the different infrastructures and approaches observed at each field location. Consent of the program director required.

Hour Breakdown:

Semester Credit Hours	Lecture	Clinical	Contact Hours
3	0	9	135

Prerequisite: Instructor approved

Student Learning Outcomes

The student will

1. Obtain field experience related to the Family Services Public Health Technology/Navigator coursework.
2. Interact and collaborate with family service professionals.
3. Participate in actions that constitute family services.
4. Collaborate with classmates concerning observations made at their respective field location.
5. Explain how the field experience enhanced the content learned in public health coursework that emphasizes family services.

Course Number and Name: DNP 2113 Dietary/Nutritional Practicum I

Description: This course is designed for the Dietary/Nutritional Navigation major as a pre-professional field experience broadening the student's nutritive knowledge and expanding the experiences associated with dietary and nutritional services to enhance the theoretical content learned throughout the coursework. As an individually designed and supervised work experience course geared toward healthy living, the Dietary/Nutritional Practicum I (DNP I) course will close the loop on the learning process by collaborating on the different infrastructures and approaches observed at each field location.

Hour Breakdown:	Semester Credit Hours	Lecture	Clinical	Contact Hours
	3	0	9	135

Prerequisite: Instructor approved

Student Learning Outcomes

The student will

1. Obtain field experience related to the Dietary/Nutritional Public Health Technology/Navigator coursework.
2. Interact and collaborate with diet and nutrition service professionals.
3. Participate in actions that constitute diet and nutritional services.
4. Collaborate with classmates concerning observations made at their respective field location.
5. Explain how the field experience enhanced the content learned in public health coursework that emphasizes diet and nutrition.

Course Number and Name: DNP 2223 Dietary/Nutritional Practicum II

Description: This course is designed for the Dietary/Nutritional Navigation major as a pre-professional field experience broadening the student's nutritive knowledge and expanding the experiences associated with dietary and nutritional services enhancing the theoretical content learned throughout the coursework. As the terminal field experience of an individually designed and supervised work experience course, geared toward healthy living, the Dietary/Nutritional Practicum II (DNP II) course will close the loop on the learning process by collaborating on the different infrastructures and approaches observed at each field location.

Hour Breakdown:	Semester Credit Hours	Lecture	Clinical	Contact Hours
	3	0	9	135

Prerequisite: Instructor approved

Student Learning Outcomes

The student will

1. Obtain field experience related to the Dietary/Nutritional Public Health Technology/Navigator coursework.
2. Interact and collaborate with diet and nutrition service professionals.
3. Participate in actions that constitute diet and nutritional services.
4. Collaborate with classmates concerning observations made at their respective field location.
5. Explain how the field experience enhanced the content learned in public health coursework that emphasizes diet and nutrition.

Please see the academic curriculum for the following course

BIO 1534 Survey of Anatomy and Physiology

BIO 1813 Medical Terminology in Health Professions

BIO 2524 Anatomy and Physiology II

BIO 1613 Nutrition

TAH 1113 Medical Terminology in Allied Health

Appendix A: Curriculum Definitions and Terms

- Course Name – A common name that will be used by all community colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community and junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Career Certificate Required Course – A required course for all students completing a career certificate.
 - Technical Certificate Required Course – A required course for all students completing a technical certificate.
 - Technical Elective – Elective courses that are available for colleges to offer to students.
- Description – A short narrative that includes the major purpose(s) of the course
- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
- Corequisites – A listing of courses that may be taken while enrolled in the course
- Student Learning Outcomes – A listing of the student outcomes (major concepts and performances) that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local college. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college

specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college.

- In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:
 - Adding new student learning outcomes to complement the existing competencies and suggested objectives in the program framework
 - Revising or extending the student learning outcomes
 - Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

Appendix B: Recommended Tools

CAPITALIZED ITEMS

Laptop (1 per student)
Printer
iPads (1 per student)
Web Cameras (1 per student)
Remote Proctoring Software
Electronic Health Record Software
Desktop Computers
Publishing Software

NON-CAPITALIZED ITEMS

Recommended Instructional Aids

Laptops
Printers
iPads
Web Cameras
Remote Proctoring Software
Electronic Health Record Software
Desktop Computers
Publishing Software
Speakers

Appendix C: Recommended Textbook List

RECOMMENDED PUBLIC HEALTH TEXTBOOK LISTS CIP: 51.2299- PUBLIC HEALTH TECHNOLOGY		
Title	Author	ISBN
Intro Healthcare/Public Health	Riegelman / Public health 101: Improving Community Health	9781284118445
Healthcare Delivery	Niles / Navigating The U.S. Healthcare System	9781284108163
Introduction to Epidemiology	Friis / Epidemiology 101	9781284107852
Health Info Access & Analysis	Balgrosky / Essentials Of Health Information Systems & Technology	9781284036114
Practicum I	Perrin / Principles Of Health Navigation W/Navigate 2 Advantage Access	9781284090765
Prevention & Community Health	Mckenzie / Intro To Community & Public Health	9781284108446
Health Insurance	Pozen / Navigating Health Insurance	9781284113129
Public Health Stats & Analysis	Koch / Basic Allied Health Statistics & Analysis	9781133602705
Healthcare Advocacy	Fertman / Health Promotion Programs	9781119163336
Public Health Education Comm	Parvanta & Bass / Health Communication	9781284065879

RECOMMENDED PUBLIC HEALTH TEXTBOOK LISTS

CIP: 51.2299- PUBLIC HEALTH TECHNOLOGY

DIETARY AND NUTRITION CONCENTRATIONS

Title	Author	ISBN
Patient Navigation: Overcoming Barriers to Care Editors	Elizabeth, Esparza, Angelina (Eds.)	ISBN 978-1-4939-6979-1
Principles of Health Navigation: Understanding Roles and Career Options, First Edition	Karen (Kay) M. Perrin, PhD, MPH, CPH	ISBN: 9781284090765