Public Health

Public Health offers a community health education specialization within the health education major. Public Health is appropriate for those students planning to conduct health education and health promotion activities in non-classroom settings.

An overall 2.5 grade point average and completion of PH 101: Foundations of Human Health are required for admission in the undergraduate health program. Additional prerequisites include completion of the University Core English composition course(s) and AH 241 or equivalent anatomy/physiology course.

Psychomotor and verbal skills are required for students enrolled in PH 334 and PH 434. If questions arise concerning a student’s ability in these areas, an assessment will be made prior to the end of the first week of the semester to determine whether the student possesses the necessary skills to remain in the course. The first aid coordinator in the Department of Public Health and Recreation Professions will make the final decision.

A student in the Public Health major must have a 2.75 grade point average in the major before clearance to do an internship. A grade of C or better is required for all major courses in the undergraduate Public Health program.

Bachelor of Science Degree in Public Health Requirements

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<th>Degree Requirements</th>
<th>Credit Hours</th>
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<td>University Core Curriculum Requirements</td>
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<td>PH 101 must be included in University Core Curriculum.</td>
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<td>Requirements for Major in Public Health</td>
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<td>PH 300, PH 312, PH 325, PH 326, PH 330, PH 334, PH 355, PH 401, PH 407, PH 410, PH 413S, PH 488, PH 490A,B, PH 493, QUAN 402</td>
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<tr>
<td>AH 241 or appropriate anatomy and/or physiology course</td>
<td>3-4</td>
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<tr>
<td>Public Health or other Electives</td>
<td>21-22</td>
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<td>Total</td>
<td>120</td>
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Public Health Courses

PH101 - Foundations-Human Health 101-2 Foundations of Human Health. (University Core Curriculum) This course is designed to examine contemporary health-related issues for all dimensions of the individual - physical, mental, social, emotional and spiritual - through focus on health promotion and disease prevention. Emphasis is placed on maintaining or improving quality of life by developing personal and social skills (decision-making, communication, stress management, goal setting) across health education content areas, as well as identifying and accessing appropriate health-related resources.

PH200 - Human Ecology 200-3 Human Ecology. This course will explore a range of personal, social, economic, and environmental factors influencing health status and quality of life. Health determinants include biology, genetics, individual behavior, access to health services, and the physical/social environment. Interactive discussion will be integrated with laboratory experiences applying the scientific method to the study of health promotion and disease prevention.

PH300 - Health Ed Foundation/Theory 300-3 Health Education: Foundations, Theory, and Practice. Provides a foundation to the health education profession. Includes an overview of historical, philosophical, theoretical, and research foundations; professional ethical issues; professional roles and responsibilities; and future directions. Enrollment limited to public health majors or those seeking health education endorsement.

PH311 - Human Growth & Development 311-3 Human Growth and Development. An overview of human development from conception through senescence. Designed for professional personnel who will be concerned with planning health programs for groups representing broad age ranges. Emphasis will be on physical, mental, and social dimensions of growth and development.

PH312 - Emotional Health 312-3 Emotional Health. Introduces knowledge and skills needed to acquire and maintain emotional health. A variety of individual and community issues that occur across the lifespan in our diverse, complex world will be examined.

PH325 - Plan/Implement Health Ed Progs 325-3 Planning and Implementing Health Education Programs. Current theories and models related to planning and implementation of health education programs in various settings will be examined. Steps to program planning, including needs assessment, recruitment, developing program plans and implementation strategies will be discussed.

PH326 - Evaluation in Health Education 326-3 Evaluation in Health Education. This course covers the principles and methods for monitoring the implementation of health education and for assessing its impact. It also focuses on the development and selection of valid and reliable measures and the use of standardized scores and other appropriate statistics. Applications are completed in classroom and community settings.

PH330 - Consumer Health 330-3 Consumer Health. An overview of the health marketplace and the processes involved in becoming an intelligent consumer of health information, products, and services. Topics will include health-related advertising, fads, fraud, legislation, watchdogs, healthcare options, self-care, complementary and alternative medicine, drugs, devices, major health problems, nutrition, and physical activity.

PH334 - First Aid and CPR 334-3 First Aid and CPR. Provides students with first aid and cardiopulmonary resuscitation knowledge and skill competencies necessary to care for injuries and provide assistance in emergencies. A nationally recognized First Aid and CPR certification may be obtained with successful completion of the course. Purchase of first aid kits and protective equipment are necessary. Students will be required to pay a lab fee of $15.

PH335 - Construction Safety/Health 335-3 Construction Safety and Health. The course will introduce the student to principles of safety and health in the construction industry. The course will include identification of safety and health hazards, risk reduction measures, personal protection, and safety attitudes and training. Includes a study of the Safety and Health Regulations for Construction.

PH345 - Emergency Plan/Response 345-3 Emergency Planning and Response. This course focuses on key elements of emergency response plans, with particular emphasis given to holistic planning in both industrial and municipal settings, the relevance of hazard and risk assessment techniques to emergency
response operations, personnel training, and multi-level coordination in both planning and operational phases of emergency response.

**PH346 - Motorcycle Instr Training** 346-4 Motorcycle Rider Education Instructor Training. Provides prospective teachers with on-cycle teaching experience with beginner riders. Addresses program administration, scheduling, public information techniques, equipment procurement, evaluation and instructional technology. Certification as Motorcycle Rider Course Instructor can be obtained. Materials purchased from the Motorcycle Safety Foundation are required in this course. Special approval needed from the instructor.

**PH351 - Health Ed in Early Childhood** 351-3 Health Education in Early Childhood. A study of essential factors of health, nutrition, and safety as they apply to school environments of children birth to age eight. Emphasis will be given to nutritional needs, health routines, health appraisals, safety, hygiene, childhood illness, and social-emotional needs. Students will examine the relationship of the child, family, school, and community on the child's health and well-being.

**PH355 - Intro: Community Health** 355-3 Introduction to Community Health. Organization and administration in local, state, and national official and non-official health agencies, their purposes and functions, and an overview of methods for meeting community health needs and for solving community health problems.

**PH401 - Epidemiology** 401-3 Epidemiology. This course will review principles and practices related to the cause, prevention, and control of disease and injury in the human population. Emphasis will be placed on understanding the distribution of diseases, epidemiology methods, risk assessment, and the application of epidemiology data to disease prevention and control.

**PH402 - Death Education** 402-3 Death Education. (Same as GRON 402) Designed to prepare educators to conduct learning experiences about death and dying in a variety of school, college, medical care, and community settings. Stress will be placed on developing brief, functional curricula and usable, imaginative, teaching-learning materials and on evaluating resource materials for use in educating at various levels of maturity.

**PH403 - Health Advocate Training** 403-3 Health Advocate Training. Provides students with knowledge and skills in the areas of peer health education, health advocacy, and referral. Instruction includes health care information from a wellness point of view. Prepares students for practicum in health advocate program. Credit will not count toward a master's degree in health education. Special approval needed from the instructor.


**PH410 - Human Sexuality** 410-3 Human Sexuality. (Same as WGSS 411) Provides detailed information on dimensions of sexuality; characteristics of healthy sexuality; anatomy and physiology; gender roles; relationships; sexually transmitted infections/diseases; contraceptive issues and concerns; sexual victimizations; and sexuality through the life cycle.

**PH411 - EMT in the Wilderness** 411-6 Emergency Medical Technician in the Wilderness. Placement of trained emergency medical technicians into a wilderness situation and having them adopt previously learned skills and newly developed skills. Prerequisite: PH 334 or PH 434.

**PH412S - Driving Task Analysis** 412S-3 Driving Task Analysis: An Introduction. An introductory course that deals with the highway transportation system, traffic problems, the driving task, perception and implementation of the driver education classroom program. Observation of a teaching environment is included. A valid driver's license is required.

**PH413S - Injury Prevention & Safety** 413S-3 Injury Prevention and Safety. Introduces the concepts and topics of injury prevention and safety. Course areas include: school, farm, consumer, fire, home, traffic, occupational, recreational, and disaster.
PH414 - Sexuality Education 414-3 Sexuality Education. Focuses on knowledge/skills needed to address complex issues of sexuality education. Discussion will include challenges/resources for all health education settings and related disciplines. Purposes/goals, the nature of sexuality education teachers/learners, and "best practice" will be covered. Emphasis on developing competencies essential for professional practice.

PH415 - Health Counseling 415-3 Health Counseling. This course teaches basic communication skills and intervention strategies for helping people make positive health related lifestyle changes. It is not a course in therapeutic counseling; it focuses on helping average people to function in the healthiest way possible.

PH420 - Special Topics 420-1 to 3 Special Topics/Independent Study. An area of study to be determined by students in consultation with health education faculty that goes beyond the current health education course offerings. 1 to 3 credits; may be repeated twice for maximum of 6 hours. Special approval needed from the instructor.

PH430 - Hlth/Injry Cntrl: Work Setting 430-3 Health and Injury Control in a Work Setting. (Same as IMAE 430) Assesses the health and injury control programs present in a work setting. Emphasis given to employee programs in health, wellness, and injury control that are effective. Field trips to work sites are included.

PH434 - Adv First Aid & Emerg Care 434-4 Advanced First Aid and Emergency Care. Meets the needs of those in positions where advanced first aid and emergency care is required. A nationally recognized First Aid and CPR "First Responder" certification may be obtained with successful completion of the course. Purchase of first aid kits and protective equipment are necessary. Prerequisite: PH 334 or consent of instructor. Students will be required to pay a laboratory fee of $20.

PH435 - Worksite Safe/Hlth Eval 435-2 Work Site Safety and Health Evaluation. This course covers methods of inspecting and evaluating health and safety hazards at a work site including analysis of specific job assignments. It also introduces the student to injury and incident investigation techniques. The course will include hands-on work site evaluation.

PH440 - Health Issues in Aging 440-3 Health Issues in Aging. (Same as GRON 440) Course content includes demographic trends; physiological changes associated with aging; health care and consumer challenges; cultural differences; psychological effects of aging; housing; long-term care; retirement; care giving; and formal, informal, and community-based support systems.

PH441 - Women’s Health 441-3 Women's Health. The course deals with a wide variety of health concerns of American women as consumers in the current health marketplace. Major categories of topics include health products, health services, and sources of health information of particular interest to women. Emphasis is also placed on current health related issues of women. The major purpose of the course is to provide a basis for informed decision-making by the female consumer.

PH442S - Dev Vehicle Oper Skills 442S-3 Developing Vehicle Operational Skills: Driver Education Laboratory Experiences. Learning activities will focus on preparing the prospective driver educator to conduct activities that develop operational skills for a novice driver. Emphasis is placed on laboratory organization and administration, maintaining a learning environment, developing laboratory instructional modules, and conducting learning experiences. Prerequisite: PH 412S.

PH443S - Driver Ed Classroom 443S-3 Developing Classroom Skills: Driver Education Classroom Experience. Learning activities will focus on preparing the prospective driver educator with the skills to teach in the driver education classroom with application to classroom organization, maintaining a safe learning environment, developing instructional modules, and conducting learning experiences. Prerequisite: PH 412S with a grade of C.

PH445 - Adv Driver Ed Instructor Trn 445-3 Advanced Driver Education Instructor Training. Prepares prospective instructors of advanced driving techniques. Emphasis is placed upon safe driving practices, vehicle dynamics, emergency vehicle operation, in-car response to simulated driving emergencies, and instructional techniques. Special approval needed from the instructor.
PH450 - Health Programs in Elem School 450-3 Health Programs in Elementary Schools. This course is designed to present key health-related concepts and skills to enable elementary teachers to deliver culturally-sensitive, developmentally-appropriate, standards-based instruction to elementary students. It will also provide an overview of coordinated school health programs and their relationship to academic achievement.

PH461 - Health Education Workshop 461-1 to 12 Health Education Workshop. A different focal theme each year; e.g., mood modifying substances, ecology, human sexuality, emotional and social health dimensions. Information, ideas, and concepts are translated into teaching-learning materials and approaches; continuing opportunity for interaction between prospective and experienced teachers.

PH470S - Highway Safety:Alcohol/Drugs 470S-3 Highway Safety as Related to Alcohol and Other Drugs. Relationship between alcohol and other drugs and traffic accident causes. A review of education programs designed to minimize drug related accidents. Restricted to advanced standing or consent of instructor.

PH471 - PH Instructional Strategies 471-2 Public Health Instructional Strategies. This course is designed for graduate students who are teaching assistants in Public Health. The purpose of the course is to enhance professional skills of those who are responsible for teaching health education, general education, and first aid.

PH476 - Stress Management 476-3 Stress Management. A study of the physiological, emotional and sociological stressors and their underlying mechanisms in states of disease and health. Particular emphasis is placed upon prevention and control of stress via self assessment techniques and proficiency in self control techniques such as biofeedback, autogenic training, meditation and progressive muscle relaxation.

PH480S - Traffic & Driver Ed Prog Dev 480S-3 Traffic and Driver Education Program Development. Acquaints students with curriculum innovation, current philosophy, learning and teaching theories, and instructional designs. Students will develop learning packages and modules. Prerequisite: PH 443S or consent of instructor.

PH484 - Preventing Violence Ed Setting 484-3 Preventing Violence in Educational Settings. Designed to prepare educators, administrators, and other professionals to plan, implement, and evaluate violence prevention, conflict resolution, and crisis intervention programs in educational settings. Incidence/prevalence, etiology, and risk/protective factors related to youth violence will be examined. Current theories and models related to program planning and implementation will be applied to design coordinated, integrated school/community programs. Based on current research, key elements of effective curricula and other program components will be reviewed.

PH485 - Global Health 485-3 Global Health. This course will present introductory principles and practices related to public health on a global basis. In this course we will analyze various public health aspects of global health, including: public health problems (chronic disease, infectious disease, injury, disability, malnutrition, etc.) affecting foreign countries, prevention and control efforts in foreign countries, United States involvement in global health problems, economic and social impact of global health problems, structure and function of health care systems, and the future of global health.

PH488 - Environmental Health 488-3 Environmental Health. This introductory course is designed primarily for health education students and is intended to provide a broad overview of key areas of environmental health as a public health discipline. This course contributes to students’ understanding of the impact of environmental concerns in their role as public health educators.

PH489 - Intro to Biostatistics 489-3 Introduction to Biostatistics. An introduction to biostatistics; examination of theories of population projections; collection, organization, interpretation, summarization, and evaluation of data relative to public health happenings with emphasis on graphic presentation.

PH490A - Field Experience 490A-2 to 12 Field Experiences in Schools, Community Health. Field observation, participation, and evaluation of current school or community health education or safety programs in agencies relevant to student interests. Prerequisite: all required health education courses. Special approval needed from the instructor.
PH490B - Adv Fieldwork Sch Com IP  490B-2 to 6 Advanced Field Experience in School, Community Health or Injury Prevention Education. Advanced field observation, participation and evaluation of current school or community health education or injury prevention programs in agencies relevant to student interests. Prerequisite: grade of B or better in PH 490A. Special approval needed from the instructor.

PH491 - Health Teaching/Learning  491-3 Health Teaching/Learning: School and Community. Teaching and learning strategies at secondary school levels and in other community group settings. Opportunities to examine and observe a variety of educational strategies applicable to health education.

PH493 - Health Informatics  493-3 Health Informatics. The application of technology to engage communities and individuals in behavioral and environmental change processes. The course will focus on the use of technology to describe the magnitude of health problems and their sources; analyze risk factors; identify community strengths from which strategies may be defined and tools created to intervene, prevent problems, and promote health and well-being; and continuously evaluate, refine, and implement what works.

PH496 - Industrial Hygiene  496-4 Industrial Hygiene. Provides a background in the recognition, evaluation, and control of toxic materials and hazardous physical agents in the work environment. Special approval needed from the instructor.

PH499 - Rx: Ed in Health Care Settings  499-3 Rx: Education in Health Care Settings. Designed for members and potential members of the health care team to explore educational concepts and strategies applicable to a variety of health care settings. Includes rights and responsibilities of consumer and professional, determinants of health behavior, contrasting models of health care, communication skills, media and materials and planning, implementing and evaluating educational programs. Open to medical and dental personnel, nurses, health educators, dieticians, therapists, pharmacists, social workers, and related professionals.

Public Health Faculty

Birch, David A., Professor, Emeritus, Ph.D., Pennsylvania State University, 1990.
Diehr, Aaron, Assistant Professor, Ph.D., University of Toledo, 2015.
Drolet, Judy C., Professor, Emerita, Ph.D., University of Oregon, 1982.
Fetro, Joyce V., Professor and Distinguished Teacher, Emerita, Ph.D., Southern Illinois University, 1987.
Kittleson, Mark J., Professor, Emeritus, Ph.D., University of Akron, 1986.
Lacey, Ella P., Associate Professor, Emerita, Ph.D., Southern Illinois University, 1979.
Middleton, Wendi, Assistant Professor, Ph.D., Southern Illinois University Carbondale, 2015.
Miller, Kim H., Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 2000.
Rice, Brian, Clinical Instructor, M.S., Southern Illinois University, 1996.
Ritzel, Dale O., Professor, Emeritus, Ph.D., Southern Illinois University, 1970.
Welshimer, Kathleen J., Associate Professor, Emerita, Ph.D., University of North Carolina, 1990.
Wilken, Peggy A., Clinical Assistant Professor, Emerita, Ph.D., Southern Illinois University, 1995.

Last updated: 02/14/2017

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Catalog Year Statement:
Students starting their collegiate training during the period of time covered by this catalog (see bottom of this page) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them.