

**Academy for Allied Health and
Sciences
at Plainfield High School**



**Plainfield High School
in partnership with
JFK-Muhlenberg-Snyder Schools
Union County College
Lincoln Technical Institute
Rutgers University**

COMMUNITY HEALTH CURRICULUM

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Course Philosophy

This course will introduce and explore some of the many aspects of public and community health in the USA. Health care delivery systems, insurance options, epidemiology, disease, and trends in health care will be emphasized. Specific concerns of maternal/infant/child, adolescents, young adults, adults, minorities, mental health, and elders will be discussed. Students will review dangers of tobacco, drugs and alcohol, and discuss recent trends and prevention methods. Environmental concerns involving health and safety will be discussed, as well.

Community agency field trips will be provided to enrich the curriculum. Throughout this course, emphasis will be placed on the students understanding many ways that they can make a difference as health care providers in their own communities.

***Refer to Appendix A for description of learning styles that are addressed in the activities listed in the curriculum (e.g., AR, AS, CR, CS).*

Course Goals

The students will be able to:

1. Develop an understanding of a brief history and potential for the future of community health.
2. Recognize the importance of governmental and non-governmental health agencies.
3. Identify the purposes of epidemiology in the community.
4. Compare communicable and non-communicable diseases.
5. Describe ways to prevent and control disease in the community.
6. Explain the process of community organization.
7. Critique current problems facing the school health programs.
8. Recognize the importance of maternal, infant and child health as a barometer of a community's health.
9. Outline the health profiles of adolescent, young adult and adult health, and recognize their importance in a community's health.
10. Research the demographics of aging and forecast mortality rates based on community statistics.
11. Describe the strengths of a diverse culture and its impact on a community.
12. Explain how mental illness has become a major issue in community health.
13. Summarize recent trends in drug, alcohol and tobacco abuse, and discuss efforts to decrease their influence in a community.
14. Understand the structure and function of health care systems.
15. Identify accidents and safety hazards; recognize ways to control and or prevent them in the community.
16. Classify safety and health in the workplace.
17. Embrace and embody HOSA standards through professional and compassionate behavior.

Outline of Content Area

I. Foundations of Community Health

(History and Future, Community Health Agencies, Epidemiology, Disease in the Community, Health Assessment and Promotion)

II. Our Nation's Health

(Maternal, Infant, Child Health, Adolescents/Young Adults/Adult Health, Elder Health, Minorities' Health, Community Mental Health, Alcohol, Drugs and Tobacco)

III. Community Safety

(Impact of Environment of Health, Injuries in the Community, Safety at Work)

IV. Health Occupations Students of America

**I Foundations of Community Health
(History and Future, Community Health Agencies, Epidemiology, Disease in the
Community, Health Assessment and Promotion)**

A. Objectives: *The Student Will Be Able To*

1. Define health, community health, public health, and factors that impact the health of a community.
2. Discuss an overview of the history of community and public health.
3. Through the creation of a timeline, detail milestones in public health, and plans for promoting future world health.
4. Explain terrorism and its effect on public health. (6.1.12.D.5.D)
5. Clarify public health problems in their community and brainstorm possible ways to address them.
6. Assess and investigate local, state, national and international public health efforts.
7. Define WHO and explain its relationship to community health.
8. Compare and contrast governmental and non-governmental health organizations.
9. Explain four activities of volunteer health organizations.
10. List 10 necessary public health services.
11. Compare responsibilities of social, service and religious groups in public health.
12. Describe corporations' contributions in public health.
13. Interview a community health professional in industry; describe his work role as it pertains to community health. Identify 10 health occupations.
14. Identify qualifications necessary for associates, bachelors, masters and doctoral degrees. (9.2.12.A.2, 9.4.12.A.60)
15. List 10 abbreviations in health care occupations.
16. Compare and contrast health care duties of 10 specific careers. (9.2.12.A.2)
17. Using several sources of reference material and props, prepare a 4-5 minute presentation of a chosen health career, and present to the class.
18. Compare salaries and job outlook for 10 careers.
19. Define epidemiology.
20. Compare epidemics and pandemics.
21. List and discuss past epidemics.
22. Compare epidemiology today to that of the past.
23. Discuss the importance of tracking accurate statistics and the documentation of prevalent diseases.
24. Discuss life expectancy and what affects it.
25. Compare 4 types of epidemiology studies.
26. Create an art project illustrating an important facet of epidemiology.
27. Define primary, secondary and tertiary prevention of disease.
28. Compare communicable and non-communicable diseases.
29. Discuss reasons non-communicable diseases may be a cause for concern for a community's health.
30. Demonstrate ways to prevent the spread of communicable disease.
31. Through role play, demonstrate the components of a typical health screening.

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32. Outline a system to control non-communicable diseases using primary, secondary and tertiary components.
33. Describe various modes of disease transmission.
34. List the top 10 communicable diseases in the state.
35. Interview an elderly person and describe past dreaded diseases recalled by him in his community.
36. After researching using the internet and other library sources, compare prevalent communicable disease of today to those of the early 20th century.
37. Define community organization, community capacity, community participation and organized community.
38. Distinguish between needs-based and strength-based community formations.
39. Discuss and discriminate between health education and health promotion.
40. Investigate the coordination of a health promotion program.
41. Explore the 6 steps to assess the needs in their community.

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS, CR, AS, AR)
2. Role play- Students will create scenarios that may be faced by school health advocates, and problem solve, according to each situation. (CR, AR)
3. Wireless lab for research and scavenger hunt. (AS, CR)
4. Crossword puzzles (AS)
5. Art project. (CS)
6. Journal writing for reflection and brainstorming. (AR, CS)
7. Timeline of community health strides. (CS)

C. Evaluation:

1. Students will be evaluated by class participation, homework assignments, and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Timeline will be graded on accuracy and neatness.
4. Journal writing will be assessed through class discussion.

D. Resources:

1. Text- An Introduction to Community Health
2. Student Workbook- An Introduction to Community Health
3. Art supplies
4. PowerPoint presentations
5. Crossword puzzles
6. Games
7. Library work

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II. Our Nation's Health (Maternal, Infant, Child Health, Adolescents/Young Adults/Adult Health, Elder Health, Minorities' Health, Community Mental Health, Alcohol, Drugs and Tobacco)

A. Objectives: The students will be able to

1. Define maternal, infant and child health; describe their importance in serving as a barometer in a community's health.
2. Define the many types of "family."
3. Explain family planning and its importance.(2.4.12.B.1,2,3)
4. Discuss maternal and infant mortality rates, and compare the relationship between prenatal exposure to alcohol and drugs to low birth rates and other problems.(2.4.12.C.2)
5. List reasons for prenatal care.
 - a. Analyze trends in maternal/child statistics and the reasons for the changes
 - b. List the required immunizations for a 2 year old child.
6. Define the WIC program; collect information on eligibility requirements.
7. Explore agencies that promote maternal and child health.
8. Define the terms adolescent, adult, and young adults.
9. Explain the Youth Risk Behavior Surveillance System.
10. Create a behavior risk profile for adolescents, college students and adults.
11. Brainstorm ways to improve the health profile of adolescents, young adults and adults.
12. Describe eating disorders and brainstorm ways to address this concern.
13. Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood. (2.4.12.A.3)
14. Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage. (2.4.12.A.4)
15. Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).
16. Debate the various legal and financial consequences of the use, sale, and possession of illegal substances. (2.4.12.B.2)
17. Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. (2.3.12.B.4)
18. Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis. (2.3.12.B.5).
19. Compare adult health statistics in the textbook to 5 people in their community.
20. Define aged, elders, gerontology and geriatrics.
21. Argue 5 common misnomers about the elderly.
22. Diagram the age pyramid.
23. Discuss the average elder's profile in terms of health, background and location.(2.1.12.A.2)
24. Brainstorm several health behaviors that can positively affect an elderly person's life.(2.1.12.B.5)
25. Discuss elder abuse and the importance in preventing it.
26. Explain 6 instrumental needs of the elderly.
27. List 5 services available to seniors in most communities.
28. Discriminate between respite care and adult day care.
29. Using role play, illustrate 4 levels of skills the elderly may require assistance with.

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30. Discuss diversity in America and its effect on community health.
31. Describe the Secretary's Task Force Report on Black and Minority Health.
32. List the racial and ethnic groups represented in statistics, margin of error, and reasons for the margin of error.
33. Summarize sociodemographic and socioeconomic facts regarding minority groups in America.
34. Compare the values and beliefs of some different minority groups.
35. Describe 6 important aspects of the Race and Health Initiative.
36. Using role play, demonstrate examples of cultural sensitivity and describe its importance in ethnic health.
37. Define mental health.
38. Describe common causes of mental health problems.
39. Explain how mental health is a big problem in community health, personal health, and family health.(2.1.12.C.3)
40. Explore reasons that stress can affect one's mental health.
41. Outline the modern history of mental health care.
42. Speculate about reasons mental health centers have increased in popularity over the years.
43. Discuss common problems of the homeless.
44. Describe 3 types of prevention used by mental health services.
45. Through role play, demonstrate basic approaches to a mental disorder.
46. Interview and explain the duties of a health care worker involved with the mental health field.
47. List ways self-help groups assist the community.
48. Describe the impact of drugs, tobacco and alcohol on the community.(2.3.12.A.3,2.3.12.B.1,2,3,4,5)
49. Discuss trends involving alcohol and drug use in high schools.
50. List risk factors of addictive behavior.(2.3.12.C.3)
51. Compare prescription and over the counter drugs.
52. Outline the federal government's drug abuse control programs.
53. Discuss 5 components of a workplace substance abuse program.
54. Explore volunteer health agencies and self-help groups that combat drugs, alcohol, and tobacco abuse.

B. Activities:

1. Teacher lecture, demonstrations, and class discussions pertaining to the objectives listed above. (CS, CR, AS, AR)
2. Role play- Students will create scenarios and problem solve, according to each situation. (CR, AR)
3. Computer lab.(AS, CR)
4. Puzzles (AS)
5. Project presentations. (CS, AR)
6. Journal writing for reflection and brainstorming. (AR,CS)
7. Interview- Students will speak with a young mother and ask about the greatest risks she feels are to her and her child. (AR)
8. Interview - Students will speak with an elderly person.(AR)
9. Art project- prevention of substance abuse. (CS)

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C. Evaluations:

1. Students will be evaluated on class participation, homework assignments, quizzes and a unit test.
2. Reflective journals will be evaluated via class discussions.
3. Art creations will be graded on content and neatness.
4. Interviews will be graded on clarity and completeness.

D. Resources:

1. Text- An Introduction to Community Health
2. Student Workbook- An Introduction to Community Health
3. Art supplies
4. PowerPoint presentations
5. Videos
6. Puzzles
7. Library work
8. Computer lab
9. Flashcards
10. Community members

III . Community Safety (Impact of Environment of Health, Injuries in the Community, Safety at Work)

A. Objectives: The Students will be able to

1. Define environment, ecology, and triosphere.
2. Identify man's destruction of his world through waste production.
3. List the main sources of solid waste.
4. Describe 4 ways to manage solid waste
5. Define hazardous waste.
6. Compare sanitary and secured landfills.
7. Discuss and analyze 5 ways to manage hazardous waste.
8. Describe Superfund.
9. Discuss acid rain, ozone layer, global warming, and photochemical smog.
10. List indoor air pollutants.
11. Compare point source and non-point source pollutants.
12. Find out 3 ways water becomes polluted.
13. Investigate 3 ways wastewater is treated.
14. Research 3 ways water is protected.
15. Debate the value and use of nuclear power.
16. Discuss methods to decrease the impact of noise pollution on communities.
17. Define environmental health and hazards.
18. Discuss ways that environmental sanitation prevents waterborne disease outbreaks.
19. Compare waterborne, airborne, and vectorborne disease.
20. Discuss sources of lead in the environment and its potential danger.
21. Discriminate between environmental tobacco smoke, mainstream smoke, sidestream smoke, and passive smoke.

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22. Discuss the latest tobacco smoke laws.
23. List common causes of skin cancer.
24. Describe environmental reasons for the increase of skin cancer.
25. Brainstorm ways that population growth affects the environment.
26. Analyze various types of natural disasters.
27. Explore the contributions of 2 agencies that assist in disaster preparedness.
28. Identify how injuries can be a community health problem.
29. Define and discuss unintentional injuries, injury prevention and injury control.
30. Recommend ways to prevent and control unintentional injuries.
31. Assess the short and long-term impacts of injuries on the individual, families, communities and workplaces.
32. Describe incidences of domestic violence and formulate ways to decrease its occurrence. (2.1.12.D.2)
33. Discuss reasons for gang violence and recommend possible solutions.
34. Analyze how peer norms and expectations, availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
35. Discuss occupational safety and health at work.(9.4.12.A.36,37)
36. Compare occupational injuries and occupational diseases.
37. Share examples of common injuries at work and patterns that may exist.
38. Formulate ways to prevent workplace accidents.(9.3.12.C.11, 9.4.12.A.36,37)
39. List general occupational illnesses and their causes.
40. Outline ways to control occupational illnesses.
41. Identify several careers involved with occupational safety and their responsibilities.
42. Describe and demonstrate occupational safety and health programs at the workplace (9.4.12.A.36,37)

B. Activities:

1. Teacher lecture, demonstrations, presentations, and class discussions pertaining to the objectives listed above. (CS, CR, AS, AR)
2. Role play- Students will create scenarios regarding a controversial environmental issue, such as smoking in public or nuclear power plants, garbage disposal methods, etc., and find viable solutions. (CR, AR)
3. Computer lab. (AS, CR)
4. Puzzles (AS)
5. Art project. (CS)
6. Journal writing for reflection and brainstorming. (AR, CS)
7. Game (CR)
8. Writing assignment- "Drunk driving may be prevented by..."- Students may share their ideas. The whole class will decide which solutions are the best. (CR)

C. Evaluations:

1. Students will be evaluated by class participation, homework assignments, presentations, quizzes and a unit test.
2. Role playing scenarios will be graded on mastery of content and presentation.
3. Journal writing will be assessed through class discussion.

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D. Resources:

1. Text- An Introduction to Community Health
2. Student Workbook- An Introduction to Community Health
3. Art supplies
4. PowerPoint presentations
5. Puzzles
6. Games
7. Computer lab-internet
8. Flashcards
9. Guest speaker

IV. Health Occupations Students of America in the Community

A, Objectives: The students will be able to

1. Utilize skills and knowledge to further strengthen their commitment to HOSA standards and rules. (9.4.12.A.51)
2. Research an assigned health related topic; present a prepared speech on a health related topic.
3. Research health related topics for HOSA Bowl questions; present them in class through an interactive game.
4. Plan, participate and apply management skills in academic or health related community service projects.(
5. Embody and demonstrate professionalism in all health related activities in thought and act. (9.4.12.A.51,54)
6. Apply a professional code of ethics to a workplace problem or issue. (9.4.12.A.51)
7. Research 2 health related current event topics, describe problems and formulate solutions in class.

B. Activities:

1. Demonstrations
2. Presentations
3. Computer lab.
4. Puzzles
5. Art project.
6. Journal writing for reflection and brainstorming.
7. Games

C. Evaluations:

1. Class participation
2. Homework assignments
3. Presentations
4. Journal writing- assessed through class discussion.

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D. Resources:

1. Textbooks for each health course.
2. www.HOSA.org
3. Books as recommended by HOSA for regional, state and national competitions
4. Videos and DVDs provided by various service organizations
5. Art supplies

APPENDIX A

Acronyms for Learning Styles

The Concrete Random Learner (CR)

The concrete random learning preference is characterized by an experimental attitude and accompanying behavior. CR learners get the gist or ideas quickly and demonstrate the ability to make intuitive leaps in exploring unstructured problem solving experience sometimes they also have insights and make leaps in structured situations. Then they are chided for not showing their work of jumping to conclusions.

Concrete random learners utilize the trial-and-error in acquiring information. They do not like cut-and-dries procedures that deny them opportunities to find answers in their own ways. They do not respond well to teacher intervention in their dependent efforts. They work well independently or in small groups.

CR instructional preferences- mini-lecture, games, simulation, open ended activities, brainstorming.

The Concrete Sequential Learner (CS)

The concrete sequential learning preference is characterized by the propensity to derive information through direct, hands on experience. CS learners exhibit extraordinary development of their five senses. They appreciate order and logical sequence of the if-then, premise-conclusion variety. They like touchable, concrete materials. In a biology class, a plaster model handled by the teacher would be insufficient for these learners. They want to have the real thing to take apart themselves. The CS learners prefer step-by-step directions when confronted with a learning situation. They not only look for directions but they follow them. They like clearly ordered presentations and a quiet atmosphere.

CR instructional preferences- Checklists, charts, practical problems, computer programs, outlines, demonstrations

The Abstract Sequential Learner (AS)

The abstract sequential learning preference is characterized by excellent decoding abilities with written, verbal, and image symbols. AS learners have a wealth of conceptual "pictures" in their minds against which they read, hear, or see in graphic and

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pictorial form. They possess and like to use reading, listening, and visual translation skills. A symbol or picture is worth a thousand words to them.

These learners prefer a presentation that has substance, is rational and is sequential in nature. They are able to extract the main ideas from a logical presentation. They learn well from authorities and like vicarious experiences.

AS instructional preferences - lecture, note taking, writing reports, individualized study, instructional media

The Abstract Random Learner (AR)

Abstract random learners are distinguishable by their attention to human behavior and a capacity to sense and interpret "vibrations". They are attuned to nuances of atmosphere and mood. They associate the medium with the message and tie a speaker's manner, delivery, and personality to the message being conveyed. In doing so, they evaluate a learning experience as a whole.

Abstract act random learners prefer to receive information in an unstructured manner and therefore like group discussions, activities which involve multi-sensory experiences, and busy environments. They prefer freedom from rules and guidelines. They seem to gather information and delay reaction; they organize material through reflection to get what they want.

AR instructional preferences- group work, music, poetry, short reading or lecture with discussion, personalized examples role play, journals