

Program goals for *all* PUBH students are as follows:

**Program Goal #1: Students will demonstrate effective oral and written communication skills**

**Objective:** Students will demonstrate effective Oral communication skills and effectively utilize electronic methods for communication

**Objective:** Students will demonstrate effective written communication skills

**Program Goal #2: Students will have an understanding of the principles of Public Health practice**

**Objective:** understanding of fundamental principles relevant to current knowledge and research in Public Health

**Objective:** perform basic Computational Analysis

**Objective:** understand Epidemiological methodology

**Objective:** demonstrate an understanding of basic marketing principles

**Objective:** Students will have knowledge of Public Health in relation to social historical, political, and/or economic contexts

**Program Goal # 3: Students will be able to demonstrate appropriate, ethical and professional behavior when in a role as a Public Health Professional**

**Objective:** Demonstrates appropriate behavior: shows up for work consistently and on-time, follows instructions by carrying out duties, and displays professional behavior and attitude while working as a Public Health Professional

**Objective:** to use critical thinking in professional decision making

**Objective:** Students will demonstrate Cultural competence when working in the Public Health Sector

**Objective:** Students will develop the ability to demonstrate leadership when applicable

In addition, learning outcomes were established to assess learning outcomes for individual concentrations. The desired learning outcomes for *PUBH concentrations* are as follows:

**Community Education Concentration**

1. Students will be able to assess individual and community needs for health education which includes the ability to do the following:
  - Access existing health-related data
  - Collect health-related data
  - Distinguish between behaviors that foster and hinder well-being
  - Identify factors that foster or hinder the process of health education
  - Infer needs for health education from obtained data
  
2. Students will be able to plan health education strategies, interventions, and programs which includes the ability to do the following;
  - Involve people and organizations in program planning
  - Incorporate data analysis and principles of community organization

- Formulate appropriate and measurable program objectives
  - Develop a logical scope and sequence plan for health education practice
  - Select appropriate strategies to meet objectives
  - Assess factors that affect implementation
3. Students will be able to implement health education strategies, interventions, and programs which includes the ability to do the following:
    - Initiate a plan of action
    - Demonstrate a variety of skills in delivering strategies, interventions, and programs
    - Use a variety of methods to implement strategies, interventions, and programs
  4. The student will be able to conduct evaluation and research related to health education which includes the ability to do the following:
    - Develop plans for evaluation and research
    - Review research and evaluation procedures
    - Design data collection instruments
    - Carry out evaluation and research plans
    - Interpret results from evaluation and research
  5. The student will be able to administer health education strategies, interventions, and programs which includes the following:
    - Exercise organizational leadership
    - Manage human resources
  6. The student will be able to serve as a health education resource person which includes the following:
    - Use health-related information resources
    - Respond to requests for health information
    - Select resource materials for dissemination
    - Establish Consultative Relationship
  7. The student will be able to communicate and advocate for health and health education which includes the following:
    - Analyze and respond to current and future needs in health education
    - Apply a variety of communication methods and techniques
    - Promote the health education profession individually and collectively
    - Influence health policy to promote health

The above are the 7 areas of responsibility as outlined by the National Commission for Health Education Credentialing for entry level Health Educators. These are also the criteria utilized to certify health education specialists (CHES).

#### Health Administration Concentration

1. Students will be able to do the following: apply theories and practices of health administration
  - Write and explain mission statements, goals and objectives
  - Construct and use budgets and financial ratios
  - Employ the latest health information technologies
  - Understand at least three major health-related trends or concerns
2. Students will be able to effectively communicate in writing and speaking
  - Present a 5-7 minute extemporaneous speech

- Write clear, cogent and correct sentences and paragraphs
3. Students will be able to critically discuss the social dimensions (political, economic and cultural) of American health care and policy-making
    - Understand major health-related trends and concerns
    - Understand major approaches to health care reform
    - Perform simple diagnostic and procedural coding
  4. Demonstrate the ability to work effectively and efficiently with a Health Care Organization
    - appropriate utilization of specific field instruments, forms, and procedures
    - effective interaction with public and private sector health organizations
  
    - working effectively within administrative and political constraints of an organization
    - productivity and confidence in handling technical problems