



## COURSE OUTLINE

<b>Course Number</b> <b>PBH201</b>	<b>Course Title</b> <b>Social Determinants and Disparities in Individual and Community Well-Being</b>	<b>Credits</b> <b>3</b>
<b>Hours:</b> <b>Lecture/Lab/Other</b> <b>3/0/0</b>	<b>Co- or Pre-requisite</b> <b>ENG101</b>	<b>Implementation Semester &amp; Year</b> <b>Fall 2024</b>

**Catalog description:** This course will take a holistic approach to the various components of individual and community well-being as influenced by social determinants. A comprehensive evaluation of historical and contemporary factors will include discussion of inequities in access to resources such as education, housing, occupational opportunities, and healthcare. By exploring historical and contemporary societal factors, the student will be able to recognize the deleterious effects of bias, prejudice, discrimination, and structural violence on well-being outcomes on diverse groups.

**General Education Category:**  
[Goal 7: Historical Perspective](#)  
[Goal 8: Diversity and Global Perspective](#)

**Course coordinator:**  
Crystal Adams, MSN,RN, AGCNS-BC, Email:[adamsc@mccc.edu](mailto:adamsc@mccc.edu)  
**Office hours by appointment**

### **Required texts & Other materials:**

Health Equity; A Solutions Based Approach  
Edited by, Smalley, K. Bryant, PhD, PsyD, MBA, Warren, Jacob C., PhD, MBA, CRA, and Fernandez, M. Isabel PhD.  
ISBN 978-0-8216-7723-0 (print)  
ISBN 978-0-8261-7724-7 (e-book)

### **Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course the student will be able to:***

1. Recognize the impact of historical and contemporary societal forces and government policies as it relates to individual and community well-being. [ILGs 1, 5, 7, 8, 9; PLO 1, 3, 4, 5]
2. Identify social determinants that impact individual and communities well-being. [ILGs 5, 7, 8, 9, 11; PLO 3, 4, 5]
3. Evaluate the relationship between equity and access to resources in promoting individual and community well-being.  
[ILGs 7, 8, 9, 11; PLOs3, 4, 5]

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Public Health(PLO)**

***Upon successful completion of this course the student will be able to:***

1. Describe the history of public health from early humans to the present.
2. Discuss basic epidemiological concepts and calculate basic rates as it pertains to the epidemiology of communicable and non-communicable diseases.
3. Understand health policy and how it pertains to the current status of the nation's public health and the public health as it is in the global community.
4. Understand the social, cultural, and behavioral aspects of health across the life span.
5. Understand public health delivery on a local, state and national level.

### **Units of study in detail – Unit Student Learning Outcomes:**

#### **Unit I      **Historical and Contemporary Social Determinants** [Supports Course SLO # 1, 2, 3]**

##### **Learning Objectives**

***The student will be able to:***

- Examine the historical context of societal forces and government policies as it impacts individual and community well-being.
- Recognize the confluence of historical and contemporary bias, prejudice, discrimination, and structural violence in relation to individual and community well-being.

#### **Unit II      **Racial and Ethnic Inequities [Supports Course SLOs # 1, 2, 3]****

##### **Learning Objectives**

***The student will be able to:***

- Differentiate the historical and contemporary opportunities afforded to different racial and ethnic groups related to factors such as education, housing, employment, etc
- Describe the historical and current challenges faced by different racial and ethnic groups in achieving individual and community well-being.

#### **Unit III      **Gender Identify Inequities [Supports Course SLO # 1, 2, 3]****

**Learning Objectives**

***The student will be able to:***

- Differentiate the historical and contemporary opportunities afforded to different gender identities related to factors such as education, housing, employment, etc
- Describe the historical and current challenges faced by different gender identities in achieving individual and community well-being.

**Unit IV      **Vulnerable Populations [Supports Course SLO # 1, 2, 3]****

**Learning Objectives**

***The student will be able to:***

- Track the historical evolution of immigration in the U.S. and how it relates to individual and community well-being.
- Recognize the historical impact of military conflicts with special attention to refugee migration and military personnel in achieving individual and community well-being.
- Discuss the historical evolution of disability rights, including the passage of the American with Disabilities Act.
- Compare the historical and contemporary approaches to the rights of children and the long-term effects on individual and community well-being.
- Describe the historical and contemporary impact of population density to individual and community well-being.

**Unit V      **Looking toward the Future [Supports Course SLOs# 3]****

**Learning Objectives**

***The student will be able to:***

- Explore the role of cultural humility in achieving individual and community well-being.
- Summarize the role research and community engagement can play in promoting individual and community well-being.

**Evaluation of student learning:**

- Students will be given exams on social determinants of well-being, the impacts they have on various populations, and communities. The three semester exams will support SLOs# 1-3.
- The project will consist of selecting a population and formulating a plan or program to address a health disparity. This will support SLO#2
- The three discussions threads will focus on adverse events in childhood, housing discrimination, and disparities related to cost. This will support SLOs# 1,2,3
- The four assignments will be multiple formats. The assignments will support SLOs# 1-3. The assignments consist of a position paper, an analytical essay, a presentation, and a case study.

3 Semester Exams	30%	3@ 15 points = 45 points
Project	15%	1@ 15 points = 15 points
3 Discussion Topics	10 %	3 @ 5 points = 15 points
4 Assignments	40 %	4 @ 5 points = 20 points
Attendance	5 %	5 points
Total	100 %	100 points

