



HS-120: INTRODUCTION TO PUBLIC HEALTH

Effective Term

Fall 2025

BOT Approval Date

01/16/2025

Discipline

HS - Health Science

Course Number

120

Course Title

Introduction to Public Health

Short Title

Intro to Public Health

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID PHS-101

Catalog Description

This course offers an introduction to the discipline of Public Health. Students will gain understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health programs. Topics include epidemiology of infectious and chronic diseases, social and behavioral and environmental influences in health, and medical care and public health systems.

Codes

TOP Code (CB 03)

0837.00 - Health Education

CIP Code

34.0103 - Personal Health Improvement and Maintenance.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Learning Objectives

Learning Objectives

Learning Objective

1. Define and discuss critical fundamental concepts of community public health and distinguish them from personal health.
2. Evaluate the historical development of public health and analyze the various professions that contribute to the field of public health.

3. Demonstrate the use of basic epidemiological methods including analysis of rates, definition of cases, cultural variables of marginalized populations at risk, including risk factors such as, incidence, prevalence, morbidity, and mortality.
4. Outline and evaluate strategies for prevention, detection, and control of various communicable and chronic diseases, and distinguish how preventative health differs from traditional Western medicine with regards to treating these diseases and illnesses.
5. Analyze and evaluate how socio-cultural and socio-economic status impacts health policy and development amongst the various demographic groups nationwide.
6. Analyze and evaluate environmental risk factors to areas such as water, air quality, food safety, pollution, hazardous waste, and reflect on the impact these factors have on local and global policy, taking into consideration the affects within our underserved communities.
7. Compare and contrast the basic structure and financing of health care in the United States to the basic features of local, state, and federal public health agencies.
8. Analyze and discuss the components of the Whole School, Whole Child, Whole Community (WSCC) model designed to improve learning and health in our nation's schools.
9. Analyze and describe the Dual Diagnosis/Co- Occurring Disorders approach to treating people who suffer from both an addiction and a psychiatric disorder.
10. Evaluate and interpret public health and medical information from general and subject-specific credible library or internet sources.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will identify three or more distinguishing features of public health.
2. The student will explain the biomedical basis of the infectious disease, measles.
3. The student will identify the stages of disease continuum in the comprehensive model of chronic disease prevention and control.

Program Learning Outcomes

Learning Outcome

1. Students will demonstrate an understanding of the impact of lifestyle behaviors on human health and wellness.
2. Students will evaluate their own dietary and exercise patterns.
3. Students will effectively communicate how lifestyle behaviors affect various disease states.
4. Students will develop a plan to help meet their own personal health and wellness goals.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Principles of Public Health
 - a. Population Health Approach
 - i. History and accomplishments of public health officials and agencies
 - ii. Personal health versus public health

- iii. Core functions of public health, professionals, and institutions
- iv. Factors that determine occurrence of disease, disability, and death
 - 1. Age, Gender, Demographics, Cultural Variables, Genetic predisposition
- b. Epidemiology
 - i. Disease
 - 1. Mortality/morbidity
 - 2. Incidence
 - 3. Prevalence
 - 4. Case fatality
 - ii. Health disparity among minority groups
 - 1. Cultural, socioeconomic, gender, support systems, race, ethnicity, sexuality, language, and access to resources
 - iii. Population comparison versus ecological studies
 - iv. Ideology and contributory cause
 - 1. Case control studies
 - 2. Cohort studies
 - 3. Perspective stud
 - 4. Randomized clinical trials
 - 5. Experiential studies
 - v. Program planning and evaluation
 - 1. Primary, secondary, and tertiary intervention
 - 2. P.E.R.I.E process
 - 3. Evaluation
- c. Workplace safety
 - i. Intentional injuries
 - ii. Unintentional injuries
 - iii. Prevention
 - 1. Occupational Safety and Health Association (OSHA) regulations
- 2. Tools of Public Health
 - a. Health information and communication
 - i. Health information/data
 - 1. Single case or small series
 - 2. Vital statistics
 - 3. Surveys/sampling
 - 4. Self-reporting
 - 5. Sentinel monitoring
 - 6. Syndromic surveillance
 - ii. Health communications
 - 1. Quality standards for health information
 - 2. Using information to make health decisions
 - iii. Community, organizing and health promotion programming
 - iv. Social and behavioral influencers
 - 1. Socioeconomic status, culture
 - 2. Addiction, obesity, violence
 - 3. Individual behavior change
 - 4. Social marketing
 - 5. Maternal, infant and child, adolescent, adult hood, and elder health
 - v. Health law, policy, and ethics
 - 1. Bioethics
 - 2. Police power
 - 3. Public health versus individual rights
 - 4. Human subjects
- 3. Preventing Disease, Disability, and Death
 - a. Chronic disease
 - i. Burden of disease
 - ii. Screening process
 - iii. Multiple risk factor reduction

- b. Communicable disease
 - i. Burden of disease
 - ii. Tools
 - 1. Barriers
 - 2. Immunizations
 - 3. Screenings/case findings
 - 4. Treatment
 - 5. Prevention
 - iii. Eradication
- c. Environmental health and safety
 - i. Air
 - ii. Water
 - iii. Garbage
 - iv. Food and drug safety
 - v. Population control
 - vi. Injury prevention
 - vii. Emergency preparedness
 - 1. Risk assessments (hazard, exposure, risk)
 - 2. Public health assessments
 - 3. Ecological assessments
 - 4. Interaction analysis
 - 5. Systems analysis
- 4. Health Professionals, Health Institutions, and Healthcare Systems
 - a. Health professionals, and the health workforce
 - b. Healthcare institutions
 - i. Inpatient facilities
 - ii. Outpatient facilities
 - iii. Quality assessment
 - c. Healthcare systems
 - i. Governmental systems
 - ii. Employment based systems
 - iii. Uninsured and under insured
- 5. Public Health Institutions and Systems
 - a. Essential public health services
 - i. Assessment
 - ii. Policy development
 - iii. Assurance
 - iv. Research
 - b. Government public health agencies
 - i. Federal agencies
 - ii. State agencies
 - iii. Local health departments
 - c. Global public health agencies
- 6. Whole School, Whole Child, Whole Community (WSCC) School Health Promotion Model
 - a. Health education
 - b. Physical education and physical activity
 - c. Nutrition environment and services
 - d. Health services
 - e. Counseling, psychological, and social services
 - f. Physical environment
 - g. Employee wellness
 - h. Family engagement
 - i. Community involvement

Methods of Instruction

Method

Film/video Viewing and Discussion

Integration

Films and documentaries may be used to provide students with an opportunity to explore contemporary and/or controversial public health issues. In class discussions of the film will be used to enhance student awareness and promote social relevancy of the topic.

DE Adaptations for MOI

Films may either be embedded in, or linked, through the CMS, or shown during a face to face session. All multimedia sources will meet ADA accessibility requirements. Online discussions will be held using the discussion feature and/or group discussions settings to enhance student awareness and promote social relevancy of the topic. Films/videos will be closed-captioned and made this available to students within the CMS ensuring accessibility requirements. Students will access these videos/films through the weekly modules, which are supported by the weekly content, via CMS, whereby all accessibility requirements will be met.

Method

Group Projects

Integration

Instructors will incorporate collaborative learning groups to afford students an opportunity to cooperatively research, assess, and outline a community intervention plan that is focused on a specific content area. Group projects will also focus on the inequities seen in our marginalized communities and will explore solutions to ensure that individuals from all backgrounds will have equal resources. Additionally, groups can be used to reach conclusions after encountering case studies related to chronic or communicable disease.

DE Adaptations for MOI

Collaboration will take place online through the CMS, specifically using discussion forums and group settings. Any specific resources that will be utilized by the students will be evaluated to ensure that it meets accessibility requirements.

Method

In-class Exercises

Integration

In-class exercises will be assigned to afford students an opportunity to apply epidemiological methods to case study samples. Students will present their research findings from these methodological studies and will be limited to a 10 minute presentation.

DE Adaptations for MOI

In-class work, such as case studies, will be conducted in the CMS and will utilize group settings and discussion forums to support collaboration. Presentations will be monitored and evaluated by the faculty member to ensure that they meet all accessibility requirements.

Method

Lecture

Integration

Lecture material will be used to instruct students in the basic terminology and concepts relevant to public health. Lecture materials will emphasize the history of public health, the social, behavioral, biological, cultural, and environmental determinants of personal and public health. Race, ethnicity, gender, sexuality, language, and access to resources will be discussed. Additionally, medical and public health care systems will be presented.

DE Adaptations for MOI

Lecture materials may be delivered in either a synchronous (face to face) format and given directly to the student in attendance during a class meeting or may be available online using the CMS. Online adaptations will require lectures to be in a user friendly, interactive format. E-lectures may include links to outside resources and/or video to ensure that all accessibility requirements are met. All multimedia resources that will be used within lecture will meet ADA accessibility requirements.

Method

Reading

Integration

Readings from the required text, or from supplemental sources (i.e academic journals, websites, position papers, historical archives, etc), will be used to introduce students to basic public health concepts and may be used to supplement lecture material in an effort to expose students to historical and current public health issues. Readings will also address the importance of exploring system-wide inequities that are seen among marginalized individuals and communities.

DE Adaptations for MOI

Supplemental readings may either be embedded or linked in the course management system (CMS) or during a live online session via accessible video conferencing software. Students will access these readings through the weekly modules via the CMS, whereby all ADA accessibility requirements will be met.

Methods of Evaluation**Method**

Exams/Tests

Integration

Unit exams will be used to assess student understanding of the fundamentals of public health and application of the concepts to specific scenarios. Exams may include both objective and subjective questions. Exams will consist of multiple choice, fill in the blank, mix and max, and short answer questions. Content areas to be evaluated will include, but not limited to, the student's understanding of the public risk factors to environmental health, including air quality, water supply, and food safety, while also exploring inequities seen in our marginalized communities.

DE Adaptations for MOE

Exams will be used to assess student understanding of the fundamentals of public health and application of the concepts to specific scenarios. Exams will be facilitated through the CMS. An instructor may choose to proctor the final exam for a hybrid class. Exams/ tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in course content in alignment with learning objectives. Exams will be administered in an equitable fashion in true or false, multiple-choice, fill in the blanks, and short answer questions. This provides an equitable opportunity for all students. Exams will be submitted within the CMS. Exams will be graded and evaluated based on accuracy and completeness. Students will receive feedback within one week, the other grade-book, chat, or other accessible, conferencing tools. Access of each exam/test will be via weekly module/unit throughout the length of the course, ensuring that ADA accessibility requirements are met.

Method

Group Projects

Integration

Group case studies will be used to evaluate peer collaboration and student ability to ask questions, research and identify credible sources of information, assess risk, and outline an appropriate intervention program regarding a public health issue that has been identified within our local community. The group projects will be reviewed by the faculty member to ensure that they have addressed the assignment objectives as listed in the course syllabus. Group projects will evaluate how students are mastering the content areas of communicable and chronic diseases, and distinguishing how preventative health differs from traditional Western medicine with regards to treating these diseases and illnesses among the various cultural groups. Group projects will also explore inequities that are seen with regards to race, ethnicity, gender, sexuality, language, and access to the needed resources.

DE Adaptations for MOE

Group projects, such as case studies, will be conducted in the CMS using group settings, discussion forums, and email to support collaboration and communication. Projects will be submitted either through group discussion forums or assignment links, whereby the grade-book and/or email will be used to provide student feedback. Group case studies will be used to evaluate peer collaboration and student ability to ask questions, research and identify credible sources of information, assess risk, and outline an appropriate intervention program. The group assignments will be made available to the entire class, with student approval, through the CMS. Group projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided no later

than two weeks, either through comments posted on the assignment or within an accompanying rubric. These assignments will be made available in each weekly module/unit of the CMS while ensuring that all ADA accessibility requirements are met.

Method

Papers

Integration

Papers will be used to evaluate the ability to research and analyze contemporary health issues as they related to the tension between public health needs and individual rights. The papers will be evaluated to ensure that all the key components for this assignment, as listed in the course syllabus, are met. Topics may include, but are not limited to the following: public health resources that offer support for holistic health and are backed by scientific research, that promote strategies for eliminating diseases, illnesses, while promoting optimal health wellness. Papers will also need to address how such practices may impact physiological, emotional, spiritual, race, gender, and overall cultural wellness.

DE Adaptations for MOE

Papers will be completed using instructions provided in the CMS, links to tools needed to complete the assignment(s), and submitted through the assignment feature in the CMS. Instructor feedback will be provided within 2 weeks using the grade-book and/or email on accuracy, clarity, depth of thought, use of examples, and cultural/social considerations, ensuring that all ADA accessibility requirements are met.

Method

Research Projects

Integration

Projects involving exploration of career opportunities will be used to evaluate the ability to research current public health professions and develop a career pathway from start to finish. Evaluation of the topic will be given via written comments within a rubric and by setting aside time for each student to further review all comments and feedback. Criteria for the research project are also included in the course syllabus and will include content that address the Whole School, Whole Child, Whole Community (WSCC) School Health Promotion Model. As the students address this model, they will be evaluated on the depth of their analysis in the following areas within the model: Health education, physical education and physical activity, nutrition environment and services, community health services, counseling, employee wellness, and family engagement.

DE Adaptations for MOE

Individual research projects on public health professions will be completed using instructions provided in the CMS, links to tools needed to complete the assignment(s), and be submitted through the CMS. Instructor feedback will be provided using the gradebook and/or email clarity of writing and consideration of personal career opportunities, while ensuring that all ADA accessibility requirements are met.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Public Health Interview: Choose an individual who works in a Public Health position (e.g., nurse, health educator, epidemiologist, administrator, researcher, professor, etc.). Conduct the interview (either via phone, or in-person), record an audio recording of the interview, and write a 500 word APA or MLA formatted summary paper discussing the interview experience, newfound information, and how this helps inform your own career path from beginning to end. The header of the paper should include: the name, credentials,

and contact information (phone and email) of the interviewee, date and location of interview, and start and ending time of interview. Required questions to be asked during the interview will be derived during a scheduled class period. Additional questions may be asked. All papers must adhere to the proper format for written student work as indicated in the syllabus. Submit the completed paper to the assignment link by the designated time.

How assignment will be adapted in online format

The written assignment will be presented to the class, then submitted and graded through the course management system (CMS). The assignment that is selected will be made available online and include assignment instructions, supplemental resources, website, links, etc., and available to students through the CMS. Students will submit the assignment through the CMS and will be provided feedback by the instructor through the grade-book, messaging, or other forms of confidential communication within two weeks of submission. Any material students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read "Healthy People 2030: Social Determinants of Health Framework" (available on the official Healthy People website) and address the following questions:

- How do cultural and language barriers affect access to public health and overall care with regards to patient outcomes?
- What role does socioeconomic status play in perpetuating health disparities?
- How do systemic racism and discrimination contribute to unequal health outcomes across racial and ethnic groups?
- In what ways can public health initiatives better support communities from the various demographic groups and other marginalized populations?
- How does culture, socioeconomic status, gender, support systems, race, ethnicity, and sexuality, impact access to public health resources?

You will present your findings for 10 to 15 minutes, and followed by a class and instructor Q&A. A rubric will be used to determine whether you have covered the critical content areas from the "Healthy People 2030: Social Determinants of Health Framework" article.

How assignment will be adapted in online format

The assignment will be presented to the class and then submitted and graded through the course management system (CMS). The assignment that is selected will be made available online and include assignment instructions, supplemental resources, website, links, etc., and available to students through the CMS. Students will present the assignment through the CMS and will be provided with instructor feedback through the gradebook function, messaging, or other forms of confidential communication within two weeks of submission. Any material for students and communication must meet accessibility guidelines/requirements.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

In Class Discussion Activity:

Read the assigned chapters within your textbook that examine epidemiological methods and underlying risk factors, including incidence, prevalence, morbidity, and mortality among our marginalized populations, while focusing on the cultural variables that affect health outcomes.

From the readings, identify at least three risk factors that influence the health outcomes of a marginalized population. How do these risk factors differ from those of the general population?

How can epidemiologists ensure that research methods and findings are equitable and culturally sensitive?

Interpret the findings by considering possible cultural and socioeconomic variables that might influence the rates.

Be ready to discuss your findings and reflections, especially focusing on how the integration of cultural influences in epidemiological approaches can improve health equity and overall outcomes.

How assignment will be adapted in online format

This discussion activity will be presented to the class and then submitted and graded through the course management system (CMS) via the Discussions tab/section. The assignment that is selected will be made available online and include assignment instructions, supplemental resources, website, links, etc., and available to students through the CMS. Students will present the assignment information through the CMS and will be provided with instructor feedback through the discussion forum, gradebook function, messaging, or other forms of confidential communication within two weeks of submission. Any material for students and communication must meet accessibility guidelines/requirements.

Course Materials

Textbooks

Kruger, J., Moralez, A., & Siqueira, E (2024). Schneider's Introduction to Public Health Jones and Bartlett Learning. ISBN: 978-1284291803

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course examines the fundamentals of public health and the various influences that affect lifestyle choices throughout our nation. The course also examines cultural influences on lifestyle choices and practices. The course objectives address how cultural backgrounds and beliefs influence personal health choices. The assignments within the textbook also address how cultural values, beliefs, and practices, impact the holistic health decisions that we make, and how these decisions affect our short and long-term health. The students will also be able to better understand the variations and levels of public health resources that are available depending on the demographics, especially when addressing those individuals in the less under-served areas. A closer examination of the sociocultural and socioeconomic factors will be examined to compare local versus nationwide variations.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Class activities include lecture, reading, discussion, and multimedia assignments that are inclusive of the various cultural practices of individuals. In-class activities are geared towards having students examine their practices and beliefs with regards to their health and lifestyle choices. Federal and state policies are also examined to determine the inclusivity of all demographic groups. Methods of evaluation are both summative and formative in nature and examine the holistic aspect of choices and their impact on the physical and emotional well-being to our communities. These evaluations are in alignment with course objectives. Including case studies of the various issues that are encountered by the various cultural groups, will allow students to have a better understanding of whether or not there is equity within the public health sphere.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course incorporates student to student interaction by having students engage in multiple collaborative activities. Some of these activities include discussion boards, accessible video conferencing, in-class group discussions, and an opportunity for group work, where students can critically think through assigned case study scenarios that focus on course objectives. The case studies will be geared towards addressing the discrepancies and inequities that are found among the various cultural groups throughout local, state, and national communities. The exchange of ideas from student-to-student will allow for greater reflection and introspection.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will participate in classroom discussions as assigned either in the CMS or in the face-to-face meetings. The instructor will continue to interact with student activities by using a Socratic approach, thus enabling students to problem, solve case studies and discussions that are presented and geared towards fine-tuning critical thinking. The interaction between the instructor and student will focus on course content such as reviewing the various healthcare delivery systems and assessing their effectiveness and viability. The students will be asked to reflect on changes that could be made to the healthcare system which will allow for more equity across our cultural groups.

Explain how the course will incorporate student-to-content interaction.

To better understand the concepts of public health and public policy, students will be assigned to readings, audio or visual presentations, written lectures, presentation software, and embedded media links to either videos, podcasts, or content relevant films. Students will also be encouraged to use resources from our library for the latest research on public health policies.

Using the CMS discussion forum, accessible video conferencing software, and/or in-class modalities, the instructor will participate in class discussions, asking students to apply critical public policy legal decisions and explain the ramifications of said policies. The course will promote student to content interactions by allowing for such various methodologies. The instructor will provide constant feedback and distribute that feedback evenly among all students each week. In this course, students may be required to present materials using pre-approved methodologies such as lectures, individual and group activities, visual and virtual demonstrations. Students are encouraged and will have plenty of opportunities to interact and engage with the content, whether it is reading a book or reviewing a visual simulation. Addressing such issues that include health education, health literacy, physical environment, emotional well-being, food and drug safety, injury prevention, understanding social and behavioral influences, will enable students to have a better understanding of the importance of policies that impact public health.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Self reflection is a critical component of this course, and education in general. Students will be asked to complete assignments that will allow them to reflect on how public policy influences overall public health. Students will need to reflect on these policies and critically think of alternative options that can be a greater benefit to the overall health and wellness of our local and more widespread communities. Students will be encouraged, but not required, to share any information that they would like with their peers. The support that they receive from one another will allow them to better understand some of the struggles that are currently seen in our communities with regards to public health, and to further analyze how public policies may shape these outcomes. This will be better assessed by having the students complete a reflective journal that they will share with the faculty member. The students will also have opportunities to journal items that have personally impacted them, and will be asked to develop solutions to address these problems. The instructor will provide guidance to hopefully allow students an opportunity to demonstrate introspection as they ponder means to address multiple policy issues.

Key: 1919