



Critical Component Elements of an Undergraduate Major in Public Health and Essential Public Health Series Recommended Books*

The Association of Schools and Programs of Public Health recommends the following Critical Component Elements, as guidance for those programs that wish to prepare a graduate to enter the workforce and/or to pursue advanced studies in public health or other health professions. Jones & Bartlett Learning recommends use of specific books in the *Essential Public Health* series to fulfill the following Critical Component Elements:

Background Domains

A. Content Areas:

- 1. SCIENCE:** Students should have an introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease
- 2. SOCIAL AND BEHAVIORAL SCIENCES:** Students should have an introduction to the foundations of social and behavioral sciences
- 3. MATH/QUANTITATIVE REASONING:** Students should have an introduction to basic statistics—*Essentials of Biostatistics for Public Health*
- 4. HUMANITIES/FINE ARTS:** Students should have an introduction to the humanities/fine arts

B. Skill Areas:

- 1. COMMUNICATIONS:** Students should be able to communicate, in both oral and written forms and through a variety of media, to diverse audiences
- 2. INFORMATION LITERACY:** Students should be able to locate, use, evaluate, and synthesize information

Public Health Domains

- A. Overview of Public Health:** Students should have an introduction to the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society—*Public Health 101* and *Global Health 101*
- B. Role and Importance of Data in Public Health:** Students should have an introduction to the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice—*Epidemiology 101*
- C. Identifying and Addressing Population Health Challenges:** Students should have an introduction to the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations—*Public Health 101* and *Global Health 101*

Public Health Domains (cont.)

- D. Human Health:** Students should have an introduction to the underlying science of human health and disease including opportunities for promoting and protecting health across the life course—*Essentials of Public Health Biology*
- E. Determinants of Health:** Students should have an introduction to the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities—*Global Health 101 and Public Health 101*
- F. Project Implementation:** Students should have an introduction to the fundamental concepts and features of project implementation, including planning, assessment, and evaluation—*Essentials of Planning and Evaluation in Public Health* and *Essential of Management and Leadership in Public Health*
- G. Overview of the Health System:** Students should have an introduction to the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries—*Public Health 101 and Essentials of Health Policy and Law*
- H. Health Policy, Law, Ethics, and Economics:** Students should have an introduction to basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government—*Essentials of Health Policy and Law, Essentials of Health Economics, and Essentials of Public Health Ethics*
- I. Health Communication:** Students should have an introduction to the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology—*Essentials of Public Health Communication*

Culmulative Experience and Field Exposure

Students should have opportunities to integrate, apply, and synthesize knowledge through cumulative and experiential activities that include:

- A. Cumulative Experience:** Students should have a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to their educational experience—*Case Studies in Public Health: Putting Public Health into Practice* and *Case Studies in Global Health: Millions Saved*
- B. Field Exposure:** As an integral part of their education, students should be exposed to local level public health professionals and/or to agencies that engage in population health practice

*Note the Association of Schools and Programs of Public Health does not recommend textbooks



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