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| **COMMUNITY COLLEGE OF PHILADELPHIA**  **New Degree Program Proposal** | |
| Name of Degree Program | Public Health |
| Academic Pathway | Health Care  Education and Human Services |
| Department | Allied Health |
| Faculty Developer(s) | Linda Carr and Elizabeth Dalianis |
| Facilitator | Cindy Giddle |
| Recommended Starting Semester | Fall 2021 |
| **Today’s Date** | December 21, 2020 |
| Abstract | The Public Health program, a transfer program, helps students develop an understanding of the foundational concepts and methods of public health. The program introduces students to the unique purpose of public health -- a multidisciplinary approach focusing on macro-level structural factors that impact the health of groups of people and their communities. Public health focuses on vulnerable populations and uses a proactive, preventive, and group approach to address the health needs of communities (regions, countries, or even the world) that are experiencing health disparities. |

1. **Alignment with the College Mission** (<http://ccp.edu/about-us/mission-and-goals>)

The AA in Public Health will help students become informed about a population-based approach to health and the structural and systemic factors that impact health. Public health is rooted in community and understanding of others. Studying public health should build respect and understanding across cultures and takes into account historical and structural factors that create health and healthcare disparities. Public health also prepares students to advocate for issues they care about within their own community. Through education in public health, students will become more informed, concerned members of society and develop a complex and nuanced understanding of health. Public health is consistent with the College’s mission of preparing students to be informed and concerned citizens who are active in the communities of Philadelphia.

1. **Expected Program Participants**

The Public Health program will attract students who are interested in pursuing careers in Allied Health and who also care about the structural and systemic factors that influence health at the macro level. Students who are passionate about health and advocating for their communities will be well-served by this program. While many students know that they would like to work in the healthcare field, they tend to pursue more traditional, well known careers because they are not aware of public health.

However, students enrolled in other Allied Health at the College often directly or indirectly express interest in becoming public health practitioners. Some students, when entering an Allied Health program, describe public health as their preferred field without knowing the name of the field they are describing. Currently, the Office of Institutional Research at the College does not collect data on student interest within Allied Health, but Allied Health staff with public health degrees are often contacted to provide an explanation of public health for interested students. There is much value in finding ways to document student interest in several important subfields of Allied Health, including public health. Though specific data is not available, Allied Health faculty know many students in the Health Care Studies program at the College who have transferred to four-year institutions majoring in public health.

In addition to Allied Health students, the Public Health program is likely to appeal to students in related fields, like sociology and communication, who are interested in applying their skills in these fields to the problems and issues of health care. Another potential group of students for the Public Health program is healthcare workers seeking professional development and career advancement. Increasingly, healthcare workers of all types return to school to gain formal education in public health to enhance their understanding of the underlying causes of health issues. While a career path on its own, a degree in public health enhances the practice of traditional healthcare professionals (Institute of Medicine, 2020). [[1]](#footnote-1)

1. **Opportunities and/or Problems that the Proposed Program Addresses**

Philadelphia, as documented in several of the city websites, is currently grappling with a number of public health crises, including gun violence, the COVID-19 pandemic, high rates of opioid overdose, homelessness, and widespread health and healthcare disparities. According to the US Census Bureau (2018), Philadelphia has the highest poverty level among the 10 largest US cities. The poverty rate in Philadelphia has remained around 26% for the last decade, while the rate for the US is 12.3%.

One of the current and most highlighted public health crises faced by the residents of Philadelphia is the COVID-19 pandemic. As of September 2020, the city has documented 39,691 confirmed cases, with 1,833 deaths (City of Philadelphia, 2020). While attempting to address this devastating crisis, the city is also impacted by violence. According to the Philadelphia Police Department, crime rates in many cities have dropped during the COVID-19 epidemic, but the city of Philadelphia experienced a 41% increase in homicides in 2020 compared to the previous year (Philadelphia Police, 2020). Another public health issue that is impacting Philadelphia residents is the opioid crisis. In 2018, the Philadelphia Department of Public Health reported 1,116 people died due to opioid related deaths with similar numbers of deaths in the year 2019 (PDPH, 2020). The opioid crisis has exacerbated homelessness in the city of Philadelphia, as it is considered a risk factor for homelessness. While data on homelessness is difficult to track, the city’s Office of Homeless Services estimated that 8,347 people accessed emergency shelters in 2019 (City of Philadelphia Office of Homeless Services, 2019). In August of 2018, it was estimated there were, on average, 1,355 unsheltered individuals in Philadelphia during that month. These are public health issues that need immediate attention and having a workforce properly prepared and trained is crucial.

All of these crises have increased the need for public health professionals. Most immediately, the current COVID-19 pandemic has increased the need for health workers in essential positions ranging from Community Health workers, who disseminate information about the pandemic, to contact tracers who collect data to help contain the virus. Both of these positions require and benefit from workers familiar with the concepts and methods used in public health (Community and Human Resources, 2020). As many local organizations, including the Community College of Philadelphia, are avidly seeking people to conduct contact tracing for those impacted by COVID-19, employing workers with an understanding of public health is vital to ensure accurate data which is essential for successful containment. The Pennsylvania Department of Health has also listed positions for Public Health assistants and Community Health consultants, as well as internship positions, all entry-level positions usually requiring an associate’s degree and training (Jobs, 2020). These positions will be a great fit for students with associate degrees in Public Health from Community College of Philadelphia, allowing them both to work and obtain the knowledge and experience necessary for a seamless transition into bachelor’s and master’s programs in public health.

Not only the COVID pandemic, but also all of the public health crises in Philadelphia have caused a need for public health practitioners to focus on the specific needs of city residents. One significant local employer, the University of Pennsylvania, recently created jobs directly linked to addressing public health needs in the city. Another local healthcare institution, the Children’s Hospital of Philadelphia, has created a state-of-the-art research institute that requires more public health practitioners who are trained in research and other public health related duties. In addition, the Philadelphia Department of Public Health provides care to Philadelphia residents, and many of their positions now require employees with credentials in public health. There are also other hospitals, urgent care centers, and clinics hiring public health practitioners responsible for assessing and monitoring public health information. Many of these positions are entry-level requiring some training along with an associate’s degree in public health. According to the Association of Schools of Public Health, the nationwide public health worker shortage is becoming a major health crisis. In 2020, it is estimated that there is a shortage of around 250,000 public health workers. Public health workers include health educators, epidemiologists, and health administrators. The Community College of Philadelphia AA program in Public Health will provide a much-needed option for students and may help address the shortage of trained and qualified Public Health workers in the Philadelphia area as well as around the world.

Currently, many public health programs begin at a Masters level and require students to take classes in nursing and other health fields as a pathway to public health, only to lose many credits in courses that do not prepare them for the methods used in public health. It is imperative that the College offer a pathway for students to develop the skills to improve, and advocate for, the health of their own communities. At this time, there are no other two-year institutions or colleges in the Philadelphia area with a public health program, forcing students to complete degrees in other health related fields before entering public health programs at four-year universities, such as Drexel, LaSalle, Temple, Gwynedd Mercy, and University of Pennsylvania, all of which have bachelors or masters level public health programs. By creating a public health program at the college, Community College of Philadelphia can satisfy the need for associate’s level public health programs and serve as a leader and pathway for students to obtain a four-year degree in public health.

1. **Program Structure and Coherence**

The Public Health Program is multi-disciplinary and designed for transfer, with an emphasis on communication (oral and written) and sociology in the context of health and healthcare. The program begins with mostly general education courses in the first semester, along with PH 101 which introduces students to the study of disease prevention, health promotion, and identification of health disparities in marginalized populations due to social constructs. In addition to developing their writing and math skills in ENGL 101 and FNMT 118 or MATH 150, students take Sociology 101 in order to develop a theoretical understanding of group dynamics. They will also explore various positions in health care in AH 101.

In the second semester, students will continue their work in reading and writing skills and sociology, adding research skills in ENGL 102 and PH 102, where they will learn to complete critical thinking tasks and expand on the reading and writing skills that will help students understand how to process public health information while learning the scientific methods used in public health. In SOC 105, students will learn how to analyze health data related to diseases and learn about the health care delivery system in the United States. They will also learn human physiology in BIOL 109 and computing skills in CIS 103.

In the third semester, students will continue their studies in sociology while expanding on their communication skills. They will have the choice of taking SOC 231 or SOC 233, where they will examine the contemporary and historical origins of major social problems and conduct research on disparities faced by various racial and ethnic groups, such as women and other marginalized populations. In ENGL 115, students will focus on public speaking, a skill that is critical in public health. In PH 226, students will learn how to conduct quantitative, qualitative, and mixed methods research within the field of public health.

In the final semester, students will apply their research skills to contemporary public health issues (in PH 222, AH 224, and, ultimately, PH 226) and their communication skills in the context of public health (in AH 116 and ENGL 118). In AH 222, students will analyze various health care policies and discuss their impact. In AH 224, students will assess political, social, and economic issues as they relate to the United States health system with an in-depth analysis of disparities in the health care system, involving quality, coordination, and cost. In AH 116 and ENG 118, students will learn theories of communication and effective methods of communication used to interact with patients, coworkers, and other health care practitioners. In the capstone course of the program, PH 226, students will conduct more rigorous research and develop a basic understanding of epidemiology.

1. **Assessment Plan**

Upon successful completion of the program, students will be able to:

| **Program Learning Outcome** | **How Assessed** | **Semester and Year Assessed** |
| --- | --- | --- |
| Examine the philosophy of public health in order to implement its core functions of assessment, communication, program planning, and policy development. | Exams  Quizzes  Presentations  Stakeholder analysis  Service learning activity | Fall 2021 |
| Recognize surveillance and other research methods used to identify diseases and health problems in affected populations, i.e., communities, regions, countries and or the world. | Exams  Quizzes  Research project (quantitative, and qualitative)  Presentations designed to assess current events in public health | Spring 2022 |
| Distinguish among the disciplines that comprise public health: epidemiology, biostatistics, policy development/health management, social and behavioral science, and environmental health. | Exams  Quizzes | Fall 2021 |
| Analyze the structural and systemic factors (such as racism, classism, and sexism) that cause health care inequalities in affected communities in the United States. | Exams  Quizzes  Research paper (quantitative, qualitative, and or mixed methods)  Advocacy project  Service learning activity | Fall 2022 |
| Advocate for resources and communicate with various stakeholders in public health about public health initiatives within communities, nationally, and globally. | Quizzes  Exams  Advocacy project  Service learning activity | Fall 2022 |

1. **Effect on Other Programs and Courses**

The public health program will enhance the already existing Allied Health offerings at the College. This program will help students identify their interest in public health early. There is anecdotal evidence to suggest that some students in the health care studies program subsequently transfer to study public health. Additionally, many people currently working in public health pursue undergraduate degrees in other health fields and do not study public health until the masters level, though public health BS programs are on the rise in recent years. This program will enable students to specialize in public health earlier in their education. Allied Health is a large department with many areas of specialty. There is never a shortage of interested students and every year, the select programs have to turn away students. Due to limited space in most health programs, there will be a negligible impact on existing allied health programs.

1. **Proposed New Courses and Course Revisions**

**PH 101: Introduction to Public Health**

**Course Description:** This course introduces students to the discipline of public health and its philosophies, approaches, and activities. The course reviews the core functions, essential services, and five disciplines of public health. Students learn about the science of disease prevention, health promotion, and the historical development of social constructs, which lead to health disparities in many communities. The course will teach students to identify and analyze disparities in large populations, specifically, Black, Hispanic, female, and other marginalized populations to assess and improve health outcomes.

**Upon successful completion of the course, students will be able to**

1. Distinguish among the major disciplines of public health.
2. Identify the essential public health services.
3. Examine and assess the impact of major historical events and developments in public health.
4. Analyze systemic factors (e.g. racism, the history of settler colonialism, sexism, classism) that impact health and health care access.

**PH 102: Community Health Education and Promotion**

**Course Description:** This course is designed to provide students with the basic processes and skills for understanding human behavior and the application of these processes to improve the health of communities. It is the next course after PH 101, as it provides an in-depth look at one of the disciplines of public health. Students will learn and practice public health methods such as health communication, health promotion, and other program planning methods used to educate and design efforts to prevent disease, injury and improve health and wellbeing. Health programming will focus on communities, instead of individual health. Students will read and analyze public health literature, exploring scholarly and scientific approaches to community health promotion and education.

Upon successful completion of the course, students will be able to:

1. Describe community-based health program planning and implementation including education and communication efforts.
2. Explain how programs are designed and implemented through existing social groupings like neighborhoods, churches, worksites, and schools.
3. Apply health behavior theories to the understanding and design of community-based programs.
4. Adopt cultural humility while assessing community needs and designing programs and educational materials.

**PH 226: Foundations in Public Health Research**

**Course Description:** This course provides students with the foundation in public health research, allowing students to engage with various research methods: quantitative, qualitative, and mixed methods. Students will be introduced to epidemiology and how research is conducted to determine health problems and issues in affected communities. This course will educate students on the influences of social constructs (building on concepts from pre-requisite Sociology classes and environments, assessing their direct link to health problems and diseases through evidence-based research used to understand and/or improve the health of populations. The direct link between various environments and their effects on specific social groups, race, ethnicity, and gender will be analyzed.

Upon successful completion of the course, students will be able to

1. Identify the differences between quantitative, qualitative and mixed methods research.
2. Explain how research is utilized in each discipline of public health.
3. Apply the basic terms in epidemiology and research methods.
4. Research disease tracking and surveillance.
5. Analyze historical examples of disease outbreaks.

**Course Revision: PH 222 (was AH 222)**

**Course Description:** In this course, students will learn what constitutes health policy and how it is developed and implemented by state, local, and federal governments. The course will focus on the major policy issues of access, quality and cost of health care. Students will analyze various health care policies and the impacts on identified stakeholders to learn how to influence policy and be an advocate as a health care professional. This course also reviews the basic components of the health care system and policy such as public and private insurance, hospitals, reform, innovation, and primary care. Disparities in health and health care access will also be addressed through study of structural factors that influence health and the health care system.

Upon successful completion of the course, students will be able to

1. Identify and describe the government institutions and processes that produce health care policy.
2. Identify important trends in health care policy and politics.
3. Apply knowledge of key issues in health care financing, insurance, delivery, organization, policy, administration, access and quality in the United States to administrative decision-making and policy development and advocacy.
4. Analyze and describe the policy development process.
5. Analyze structural and systemic factors (e.g., racism) that impact health care access, delivery and effectiveness and advocate for improvements.
6. **Fiscal Implications**

We do not foresee any major fiscal implications in the development of the program.

1. **Catalog Copy**

# Public Health

**Description:** Public health focuses on vulnerable populations and uses a proactive, preventive, and group approach to address the health needs of communities (regions, countries, or even the world) that are experiencing health disparities. Public health methods coordinate the work of individuals, organizations, as well as private, government, and public entities. These public health methods are unique from those of other health professions that focus on individuals.

Responding to public health crises is always a concern for large urban centers such as Philadelphia. These public health crises, such as the COVID-19 pandemic and the opioid crisis, affect other areas related to public health, such as the homicide rate and homelessness, and increase the need for public health professionals to focus on the specific needs of city residents.

The AA in Public Health is multi-disciplinary program designed for transfer, with an emphasis on communication (oral and written) and sociology in the context of health and health care. Students will develop a theoretical understanding of group dynamics, learn population-based approaches to health, and analyze the historical and structural factors that create health and health care disparities and impact health. The AA in Public Health also prepares students to advocate for issues they care about within their own communities.

**Student Learning Outcomes:**

Upon successful completion of this program, students will be able to:

* Examine the philosophy of public health in order to implement its core functions of assessment, communication, program planning, and policy development.
* Recognize surveillance and other research methods used to identify diseases and health problems in affected populations, i.e., communities, regions, countries and or the world.
* Distinguish among the disciplines that comprise public health: epidemiology, biostatistics, policy development/health management, social and behavioral science, and environmental health.
* Analyze the structural and systemic factors (such as racism, classism, and sexism) that cause health care inequalities in affected communities in the United States.
* Advocate for resources and communicate with various stakeholders in public health about public health initiatives within communities, nationally, and globally.

### Program Entry Requirements: Students are typically required to take the College's placement tests at their time of entry. Students identified as needing developmental course work must satisfactorily complete the appropriate English and mathematics courses as a part of the degree program.

### Program of Study and Graduation Requirements: To qualify for the A.A. Degree in Public Health, students must complete a minimum of 62 credit hours as prescribed and attain a 2.0 cumulative grade point average and complete all course and credit requirements with no grade below a “C” in any course.

**Course Sequence**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number and Name** | **Prerequisites and Corequisites** | **Credits** | **Gen Ed Requirements** |
| FIRST SEMESTER | | | |
| PH 101 - Introduction to Public Health |  | 3 |  |
| ENGL 101 - College Composition I |  | 3 | Writing/Research/Info Lit 1 |
| FNMT 118 - Intermediate Algebra or MATH 150 - Introductory Data Analysis\* | FNMT 017 or FNMT 019 completed or FNMT 118 (or higher) placement | 3 | Quantitative Reasoning |
| AH 101 - Introduction to the Health Care Professions |  | 3 |  |
| SOC 101 - Introduction to Sociology |  | 3 | Cultural Analysis and Interpretation |
| SECOND SEMESTER | | | |
| ENGL 102 - The Research Paper | ENGL 101 | 3 | Writing/Research/Info Lit 2 |
| CIS 103 - Computer Applications & Concepts |  | 3 | Technological Competency |
| BIOL 109 - Anatomy and Physiology I |  | 4 | Scientific Reasoning |
| PH 102 - Community Health Education and Promotion | PH 101 | 3 |  |
| SOC 105 - Health and Society |  | 3 |  |
|  | | | |
| THIRD SEMESTER | | | |
| MATH 251 - Statistics for Science | FNMT 118 with a grade of “C” or better or MATH 150 with a grade of “C” or better | 3 |  |
| BIOL 110 - Anatomy and Physiology II | BIOL 109 | 4 |  |
| SOC 231 - Social Problems or  SOC 233 - Race, Ethnicity and Social Inequalities | SOC 101 or ANTH 112 | 3 |  |
| ENGL 115 - Public Speaking | ENGL 101, which may be taken concurrently | 3 | Oral Communication/ Creative Expression |
| AH 204 - Medical Law and Ethics | ENGL 101 | 3 |  |
|  | | | |
| FOURTH SEMESTER | | | |
| PH 222 - Health Care Policy and Administration | AH 204 with a grade of C or better | 3 |  |
| AH 224 - Current Issues and Trends in Health Care | MATH 150 or MATH 251 with a grade of “C” or better | 3 |  |
| AH 116 - Therapeutic Communication |  | 3 |  |
| ENGL 118 - Intercultural Communication | ENGL 101, which may be taken concurrently | 3 |  |
| PH 226 - Foundations in Public Health Research | PH 101, PH 102, SOC 231 or 233 | 3 |  |

**Minimum Credits Needed to Graduate: 62**

\*Students should consult an advisor or program faculty before choosing their Quantitative Reasoning course.

**GENERAL EDUCATION REQUIREMENTS:** All general education requirements necessary for graduation are met through the courses in the program as indicated above. Students who wish to take courses that differ from the general education courses indicated above must complete a course substitution request form. To access the form, login to the [MyCCP portal](https://login.ccp.edu/cas/login?service=https%3A%2F%2Fmyccp.ccp.edu%2Fc%2Fportal%2Flogin), and in the **Student** tab, under **Electronic Forms**, click on the **Records and Registration Forms** link, then choose **Request for Course Substitution of Graduation Requirement** link. A [more detailed explanation](http://ccp.edu/college-catalog/degree-requirements) of the College’s general education requirements is also available.

**For More Information, Contact:** The Division of Math, Science, and Health Careers, Room W1-1, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8430 or the College Information Center (215) 751-8010.

1. **Courses and Completion Sequence**

The following courses and sequence of courses is designed for the optimal success and completion of the Public Health degree/certificate. Any alterations should be discussed with your academic advisor.

Semester 1

| **Course Number and Name** | **Credits** | **Advisory Notes** | **Course Type** |
| --- | --- | --- | --- |
| PH 101 - Introduction to Public Health | 3 credits | Prereq for PH 102 and PH 226 | Major Course |
| ENGL 101 - College Composition I | 3 credits | Prereq for ENGL 102, must earn a C or better, ENGL 115, ENGL 118, and AH 204 | Writing/Research/Info Lit 1 |
| FNMT 118 - Intermediate Algebra or  MATH 150 - Introductory Data Analysis | 3 credits | Prereq for FNMT 118 and MATH 150: FNMT 017 or FNMT 019 completed or FNMT 118 (or higher) placement  Prereq for MATH 251, must earn a C or better, and AH 224  Students should consult an advisor or program faculty before choosing their Quantitative Reasoning course. | Quantitative Reasoning |
| AH 101 - Introduction to the Health Care Professions | 3 credits |  | First-Year Experience Course |
| SOC 101 - Introduction to Sociology | 3 credits | Prereq for SOC 231 | Cultural Analysis and Interpretation |

Semester 2

| **Course Number and Name** | **Credits** | **Advisory Notes** | **Course Type** |
| --- | --- | --- | --- |
| ENGL 102 - The Research Paper | 3 credits |  | Writing/Research/Info Lit 2 |
| CIS 103 - Computer Applications & Concepts | 3 credits |  | Technological Competency |
| BIOL 109 - Anatomy and Physiology I | 4 credits | Prereq for BIOL 110 | Scientific Reasoning |
| PH 102 - Community Health | 3 credits | Prereq for PH 226 | Major Course |
| SOC 105 - Health and Society | 3 credits |  | Major Course |

Semester 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number and Name** | **Credits** | **Advisory Notes** | **Course Type** |
| MATH 251 - Statistics for Science | 3 | Prereq for AH 224 |  |
| BIOL 110 - Anatomy and Physiology II | 4 |  |  |
| SOC 231 - Social Problems or  SOC 233 - Race, Ethnicity and Social Inequalities | 3 | Prereq for PH 226 | Advanced Sociology Course |
| ENGL 115 - Public Speaking | 3 | ENGL 101 may be taken concurrently with ENGL 115 | Oral Communication/ Creative Expression |
| AH 204 - Medical Law and Ethics | 3 | Prereq for PH 222, with a grade of C or better | Major Course |

Semester 4

| **Course Number and Name** | **Credits** | **Advisory Notes** | **Course Type** |
| --- | --- | --- | --- |
| PH 222 - Health Care Policy and Administration | 3 |  | Major Course |
| AH 224 - Current Issues and Trends in Health Care | 3 |  | Major Course |
| AH 116 - Therapeutic Communication | 3 |  | Communication Course |
| ENGL 118 - Intercultural Communication | 3 | ENGL 101 may be taken concurrently with ENGL 118 | Communication Course |
| PH 226 - Foundations PH Research | 3 | PH 101, PH 102, SOC 231 or 233 | Major Course |

**GENERAL EDUCATION REQUIREMENTS:** All general education requirements necessary for graduation are met through the courses in the program as indicated above. Students who wish to take courses that differ from the general education courses indicated above must complete a course substitution request form. To access the form, login to the [MyCCP portal](https://login.ccp.edu/cas/login?service=https%3A%2F%2Fmyccp.ccp.edu%2Fc%2Fportal%2Flogin), and in the **Student** tab, under **Electronic Forms**, click on the **Records and Registration Forms** link, then choose **Request for Course Substitution of Graduation Requirement** link. A [more detailed explanation](http://ccp.edu/college-catalog/degree-requirements) of the College’s general education requirements is also available.

1. **Curriculum Map**

**Key:** **I**—Introduced **R**—Reinforced and opportunity to practice

**M**—Mastery at exit level **A**—Assessment evidence collected

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Required Courses** | **Program Learning Outcomes** | | | | |
| Demonstrate an understanding of the philosophy of public health in order to implement its core functions of assessment, communication, program planning, and policy development. | Understand surveillance and other research methods used to identify diseases and health problems in affected populations. i.e., communities, regions, countries and or the world. | Distinguish among the disciplines that comprise public health: epidemiology, biostatistics, policy development/health management, social and behavioral science, and environmental health | Analyze the structural and systemic factors (such as racism, classism, and sexism) that cause health care inequalities as it pertains to race, class, and gender disparities in the United States, etc. and its impact on affected communities. | Advocate for resources and communicate with various stakeholders in public health about public health initiatives within communities, nationally, and globally. |
| PH 101 | I, A | I, A | I, A | I, A | I, A |
| PH 102 | R, A | I | R, A | R, A | R, A |
| AH 116 | R, A |  |  | R, A | R |
| AH 204 |  |  | R, A | R, A | R |
| PH 222 | R |  | R, M | R | R |
| AH 224 | R |  |  | R |  |
| PH 226 | R, M | R, M | R, M | R, M | R, M |

1. **Appendix / Data**

Public Health Workforce Shortage

* <https://mphdegree.usc.edu/blog/a-closer-look-at-the-public-health-workforce-crisis/>
* <https://slge.org/resources/the-impending-shortage-in-the-state-and-local-public-health-workforce>
* <https://www.census.gov/content/census/en/library/publications/2018/demo/p60-263.html>
* <https://www.healthpolicyfellows.org/pdfs/ConfrontingthePublicHealthWorkforceCrisisbyASPH.pdf>
* <https://www.phila.gov/programs/coronavirus-disease-2019-covid-19/>
* <https://www.who.int/mediacentre/news/releases/2013/health-workforce-shortage/en/>

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