

## COURSE OUTLINE

### SOCIAL HEALTH

Course Title

CPH 272

Dept. & Course No.

#### **I. COURSE DESCRIPTION:**

This course introduces basic concepts relevant to three aspects pertaining to social health: teen-age pregnancies; care for the elderly; and children requiring special care. The Course addresses the characteristics and management or interventions relevant to the three situations.

#### **II. SEMESTER CREDITS: 3**

**III. CONTACT HOURS PERWEEK:**    Lecture: 3    Lab: 0    Total: 3

#### **IV. PREREQUISITE: CPH 153**

#### **V. STUDENT LEARNING OUTCOMES:    VI. COURSE CONTENTS:**

Upon completion of this course the student will be able, with 65% level of accuracy, to:

1. Define social health and identify the concepts and frameworks that constitute a healthy society.
  2. Describe social health in Palau, the problems affecting Palau, the most "at risk" groups, the services available and possible solutions to social health problems in Palau.
  3. Explain the medical risks, the societal perspectives, and the educational consequences of teenage pregnancies.
- A. Social health and concepts and frameworks of a healthy society.
    1. Define social health
    2. Indicators of a healthy society
    3. Social norms and culture and their influence to health
    4. Social and cultural norms in Palau that influence social health in Palau
  - B. Social health in Palau
    1. Major social health problems currently affecting Palau
    2. The most "at risk" groups with current social health problems
    3. Social health services in Palau
    4. Possible solutions to social health problems in Palau
  - C. Medical risks, societal perspectives, and educational consequences of teenage pregnancies.
    1. Medical risks and possible consequences
    2. Society's perspective of teenage pregnancies in Palau
    3. Importance of competing formal education (high school, college, etc)

4. Identify and describe the services available, the feasibility of “within-the-family” solutions, and the need of caregivers respite facilities in the management of elderly care.
5. Explain the relevance of early “pre-natal” care, and the role of family planning in the prevention of certain congenital disabilities.

D. Elderly Care

1. Public Health Programs at the Ministry of Health
2. Advantages of finding a “within-the-family” arrangement for elderly care
3. “Respite care” feasibility and need in Palau

E. Early “pre-natal” care and family planning opportunities.

1. Early “pre-natal” care and associated tests, where warranted.
2. Child spacing and other family planning options in the prevention of congenital disabilities.

**VII. EQUIPMENT AND MATERIALS:**

1. Projector
2. Routine classroom materials
3. 1 USB storage device (at least 1 GB)—student-furnished

**VIII. TEXT:**

Required Text: Instructors made handout

**IX. METHODS OF INSTRUCTION:**

1. Problem – Based Learning [PBL]
2. Group work with tutor guidance
3. Self-learning from identified resources
4. Group reporting and consolidation of outcomes
5. Questions and Answers (Discussion)

**X. METHOD OF EVALUATION:**

1. Description	Points
a. Class participation & presentations	50%
b. Unit Tests/Quizzes	<u>50%</u>
Total	100%
2. Transmutation of percent to letter grade	
a. 90-100	A
b. 80-89	B
c. 70-79	C
d. 65-69	D
e. 0-64	F

**Palau Community College  
CPH 272 Social Health  
Course Learning Outcomes**

During the course experience, the *course learning outcomes* (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

- Rating Scale:
4. Exceeds Expectations
  3. Meets Expectations
  2. Developing
  1. Below Expectations

**CLO #1: Students will be able to define Social Health and identify and explain the concepts and frameworks that constitute a healthy society.**

<b>4</b>	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Define Social Health.</li> <li>• Identify and explain indicators of a healthy society.</li> <li>• Identify and explain social norms and culture and their influence to health.</li> <li>• Explain social and cultural norms in Palau that influence social health in Palau.</li> </ul>
<b>3</b>	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
<b>2</b>	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
<b>1</b>	Unable to perform the tasks mentioned above.

**CLO #2: Students will be able to describe social health in Palau.**

<b>4</b>	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Identify and explain major social health problems currently affecting Palau.</li> <li>• Identify and describe the most "at risk" groups from current social health problems.</li> <li>• Identify possible solutions to social health problems in Palau.</li> <li>• Elaborate on the feasibility of those possible solutions.</li> </ul>
<b>3</b>	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
<b>2</b>	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
<b>1</b>	Unable to perform the tasks mentioned above.

**CLO #3: Students will be able to discuss teenage pregnancies in Palau with respect to the medical risks and societal perspectives of teenage pregnancy.**

<b>4</b>	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Identify and explain medical risks and possible consequences of teenage pregnancy in Palau.</li> <li>• Explain society's perspective on teenage pregnancy in Palau.</li> <li>• Explain society's role in the health (both mental and physical) of a pregnant teenager.</li> <li>• Explain the importance of completing formal education and its role in combating teenage</li> </ul>
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	pregnancy.
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

**CLO #4: Students will be able to identify and explain the services available for elderly care in Palau.**

4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Describe Public Health programs available through the Ministry of Health.</li> <li>• Elaborate on other services and programs outside the Ministry of Health.</li> <li>• Describe and explain the advantages of “within-the-family” elderly care.</li> <li>• Define “respite care” and explain the feasibility and need in Palau.</li> </ul>
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.

**CLO #5: Students will be able to explain the relevance and significance of “pre-natal care” and family planning.**

4	Perform all of the following tasks accurately and completely: <ul style="list-style-type: none"> <li>• Explain the importance and advantages of receiving “pre-natal care” during pregnancy.</li> <li>• Identify and explain barriers to “pre-natal care” in Palau during pregnancy.</li> <li>• Define and explain family planning and child spacing.</li> <li>• Identify and explain societal perceptions on family planning and child spacing.</li> </ul>
3	Perform the tasks mentioned above with mixed quality, but most are adequate and complete.
2	Perform the tasks mentioned above with mixed quality, but most are inadequate or incomplete.
1	Unable to perform the tasks mentioned above.