

Public Health BS Health Science

Program Purpose

Physicians, dentists and other health care professionals are an integral part of public health. For instance, the best way to **prevent** the flu is to **protect** yourself with a flu shot. Each flu season physicians report the number of influenza cases to the state epidemiologist to help track whether the number of people getting sick is increasing or decreasing. Physicians may also work with health promotion specialists to develop a health communication strategy that encourages people to practice healthy behaviors such as washing your hands with soap and water, and covering your mouth when you cough.

The Health Science Emphasis is for students who may be interested in a future career in public health and/or medicine. Doctors or dentists with a background in public health understand both how to prevent and treat illness and disease. In addition, these individuals have the expertise to apply both a medical and a population-base point of view to health problems related to chronic and infectious diseases.

Curricular Structure

[2018-2019 Undergraduate Catalog](#)

Learning Outcomes

Cultural Competency

Explain the role of cultural competency and design of culturally-appropriate communication (e.g. motivational interviewing), care, and policies in addressing health disparities in diverse populations and settings.

Courses that Contribute: HLTH 425 HLTH 495 HLTH 496R
Linked to BYU Aims: *Communicate effectively, Human knowledge*

Vulnerable and Marginalized Populations

Summarize the major health issues, barriers, and challenges affecting health equity, health status, and health practices in vulnerable and marginalized populations.

Courses that Contribute: HLTH 425 HLTH 495 HLTH 496R
Linked to BYU Aims: *Communicate effectively, Human knowledge*

Upstream Approach to Health

Analyze an upstream team approach to health by critiquing points at which integration between public health and primary care can occur including opportunities for interdisciplinary collaboration across sectors to improve population health.

Courses that Contribute: HLTH 495 HLTH 496R
Linked to BYU Aims: *Think soundly, Competence*

Social Determinants of Health

Create a conceptual framework on how to align and integrate public health and primary care to address the social determinants of health inequities in the access, quality, and delivery of care.

Courses that Contribute: HLTH 314 HLTH 495 HLTH 496R
Linked to BYU Aims: *Think soundly, Competence*

Statistical Methods and Software

Use statistical methods and statistical software to manage and analyze health-related data arising from epidemiologic or clinical samples in order to make inferences regarding the health of populations in public health and/or primary care settings.

Courses that Contribute: HLTH 440 HLTH 447 HLTH 495 HLTH 496R HLTH+447
Linked to BYU Aims: *Think soundly, Quantitative reasoning*

Evidence of Learning

Cultural Competency

- HLTH 425 - Final Project
- HLTH 496R - Internship Final Report

Vulnerable and Marginalized Populations

- HLTH 425 - Final Project
- HLTH 423 - Final Paper
- HLTH 496R - Internship Final Report

Upstream Approach to Health

- HTLH 423 - Final Paper
- HLTH 496R - Internship Final Report

Social Determinants of Health

- HTLH 423 - Conceptual Framework
- HTLH 423 - Final Paper
- HTLH 496R - Internship Final Report

Statistical Methods and Software

- HLTH 440 - Final Exam
- HTLH 447 - Final Exam
- HLTH 496R - Internship Final Report

Learning and Teaching Assessment and Improvement

Direct measures provide necessary data for continuous quality improvement. Data from direct measures are collected and analyzed to determine areas of strength and weakness. Results provide important feedback for program improvement.

Assessment information is collected at the end of each winter semester and summer term. Conclusions of assessment findings are made and presented to department faculty for further discussion. Faculty ultimately agree on quality improvement actions to be taken in subsequent semesters.