PUBH A230: ASSESSING AND ANALYZING HEALTH INFORMATION

Item	Value
Curriculum Committee Approval Date	11/15/2023
Top Code	083700 - Health Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

Students develop the skills and knowledge required to locate and critically appraise different sources of health information, including online sources, video, print, and others. The review of measurements and methods to access public health data in surveillance systems and vital records will be explored, along with an overview of public health informatics. Enrollment Limitation: INHL A230; students who complete PUBH A230 may not enroll in or receive credit for INHL A230. Transfer Credit: CSU. C-ID: PH 115.**C-ID:** PH 115.

Course Level Student Learning Outcome(s)

1. Use evidence to draw conclusions about etiology, benefits, and harms as the basis for evidence-based recommendations.
2. Access health information systems, including vital statistics and available health survey data, to understand the burden of disease within a population or community.

Course Objectives

• 1. Use evidence to draw conclusions about etiology, benefits and harms as the basis for evidence-based recommendations.
• 2. Use evidence to systematically describe and address health problems.
• 3. Use evidence as the basis for evidence-based decision making.
• 4. Discuss economic, legal, and social issues about health information.
• 5. Identify sources of health information (e.g., mass media, health care organizations, health professionals, social circles, and research).
• 6. Identify types of health information (e.g., individuals, groups, and community).
• 7. Identify national standards, objectives, and assessment tools to improve health literacy; define barriers and attributes that facilitate health communication at the patient level.
• 8. Describe human, cultural, and societal issues related to health information technology; identify and analyze relationship between digital citizenship and health literacy.
• 9. Apply evidence-based thinking skills to identify and define health problems in order to determine the nature and extent of information needed.
• 10. Demonstrate the ability to access information effectively and efficiently using library resources in order to investigate a problem.
• 11. Demonstrate the ability to critically evaluate information and incorporate it into ones knowledge base or value system.
• 12. Identify website sponsorship, financial stakeholders, and state source type (.com, .gov, .edu), assess website currency, determine credentials of information sources and authors, identify the target audience, and determine if the message is appropriate for the type of audience (consumers vs. clinicians).
• 13. Describe functions, locate, and demonstrate use of major national and global vital statistics, and systems which are used to determine health status and classify disease.
• 14. Describe the functions, locate and demonstrate use of major domestic health, health care, and nutrition surveys, and population surveillance systems.
• 15. Describe the functions, locate, and demonstrate use of both public health and population informatics and state their similarities and differences, tools, and applications.

Lecture Content

Health information issues and standards Health information key concepts Sources of health information Mass media (i.e., print, online, media campaigns, social media) Health care professionals (i.e., physicians, health educators, nurses) Social circle (i.e., friends and family) Research (i.e., academic journal articles, government publications) Types of health information Individual (i.e., personal health readings: blood pressure, BMI) Group (i.e., college health data: statistics about alcohol consumption) Community (i.e., disease risk data: risk by geographic location, income) Health literacy National Action Plan to Improve Health Literacy HP2020 Health Communication and Health Information Technology Objectives Population health National Assessment of Adult Literacy Program for the International Assessment of Adult Competencies Barriers and facilitators Information skill development Information Literacy Determine the nature and extent of the health information needed Access health information effectively and efficiently (librarian as invited speaker) Evaluate health information and its sources critically and incorporates selected information into his or her knowledge base and value system Use health information effectively to accomplish a specific purpose Understand many of the economic, legal, and social issues surrounding the use of health information and accesses and uses information ethically and legally Information fluency and health Communicate health information and ideas effectively to multiple audiences using a variety of media and formats Locate, organize, analyze , evaluate, synthesize, and ethically use information from a variety of sources and media Critical thinking, problem-solving, and decision making to: Identify and define health problems and significant questions for investigation Collect and analyze data to identify solutions and/or make informed decisions Digital citizenship: Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior Media literacy and health Media literacy and application to health information Evaluate health information in the news Marketing/advertising and personal health Evaluating online health information Sponsorship Site sponsor information (About Us) Identification of financial stakeholders Visible contact information The inclusion of professional credentials of experts Author identification Professional credentials Description of background Source type

(.com, .gov, .edu) Currency Age of information Date of latest website revision Factual information Clear content presentation Content verifiable through identification of primary information sources Credentials of information sources clearly stated Identification of the target audience Consumers Professionals students Access health information systems Measurements: Demography Vital Statistics systems Birth and death registration Morbidity data Health Status International classification of disease classification (ICD) Hea lth status disparities Social determinants of health Methods: Data Collection Health surveys National Health Interview Survey (NHIS) pertaining to health status, access to care, health services utilization Behavioral Risk Factor Surveillance System (BRFSS) Youth Risk Behavior Factor Surveillance System (YRBSS) National Health Care Survey (NHCS) Nutrition surveys National Health and Nutrition Examination Survey (NHANES) Health Resources and Outcome measures Health Resources and Services Administration (HERSA) HEDIS measures Population surveillance Public health surveillance Compare populations and focus of risk factor data systems that support public health practice, trend analysis, and community health planning Use data to educate the public, legislators, and health professionals Public Health Informatics Electronic information sharing and data exchange Health information exchanges Global healthcare information technology Data aggregation to develop a multi-dimensional understanding of individual and community health status and vulnerabilities Privacy

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Instruction will be delivered via lecture, video, class discussion, class projects, and demonstration of the use of public databases and websites.

Reading Assignments

Students will be required to read from the textbook and instructor provided journal articles and case studies. (3-4 hours/week)

Writing Assignments

Students will write an evaluation of case studies and journal articles. Students will provide a review of websites for authority, authenticity, content, bias, and currency. Students will create reports based on data accessed from public databases and websites. (3-4 hours/week)

Out-of-class Assignments

In total, students will be completing approximately 6 - 7 hours or outside work per week. This includes reading and writing assignments outlined in this COR

Demonstration of Critical Thinking

Students will be evaluating health information for authority, authenticity, content, bias, and currency. Students will be using a variety of data sources to identify health disparities within populations.

Required Writing, Problem Solving, Skills Demonstration

Students will review existing interventions and evaluate their effectiveness. Students will navigate through a variety of websites used by healthcare and public health professionals.

Eligible Disciplines

Health: Masters degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, or nutrition OR bachelors degree in any of the above AND masters degree in public health, or any biological science OR the equivalent. Masters degree required. Health care ancillaries (medical assisting, hospice worker, home care aide...: Any bachelors degree and two years of professional experience, or any associate degree and six years of professional experience. Health services director/ health services coordinator/ college nurse: Minimum qualifications for these faculty members specified in title 5, section 53411. Masters degree required. Title 5, section 53411. Library science: Masters degree in library science, or library and information science, OR the equivalent. Masters degree required. Nursing: Masters degree in nursing OR bachelors degree in nursing AND masters degree in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher. Masters degree required. Nursing science/clinical practice: Any bachelors degree and two years of professional experience, or any associate degree and six years of professional experience. Nutritional science/dietetics: Masters degree in nutrition, dietetics, or dietetics and food administration OR bachelors degree in any of the above AND masters degree in chemistry, public health, or family and consumer studies/home economics OR the equivalent. (Note: A bachelors degree in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietician, is an alternative qualification for this discipline.) Masters degree required. Title 5, section 53410.1

Textbooks Resources

1. Required Kline, J.. The 60-minute Guide to Health Literacy, ed. West Des Moines, IA: Providentia Publishing, 2017 2. Required Osborne, H. . Health Literacy from A to Z: Practical Ways to Communicate Your Health Message, 3rd ed. Lake Placid, NY: Aviva Publishing, 2022

Periodicals Resources

1. Whitney, K.. Understanding health literacy in the Latino population, Perspectives on Social Work Volume 13(1) 2017

Other Resources

1. OER Center for Disease Control and Prevention. Health Literacy Basics. Retrieved from https://www.cdc.gov/healthliteracy/learn/index.html
2. OER Health Resources Services Administration. Health Literacy. Retrieved from https://www.hrsa.gov/about/organization/bureaus/ohe/health-literacy