

Table of Contents

PUBLIC HEALTH TRAINING PROGRAM - PHTP	2
PHTP's Vision and Mission:	2
PHTP's Guiding Principles	4
Step 1: Certificate of Achievement in Basic Public Health (CABPH).....	6
Step 2: Advanced Certificate of Achievement of Public Health (ACAPH)	7
Step 3: Associate of Science Degree in Public Health (ASDPH)	9
Step 4: Third Year Certificate of Achievement/ Specialist in Public Health (SPH)	10
ASSESSMENT	14
Course Descriptions	17

PUBLIC HEALTH TRAINING PROGRAM - PHTP

The Public Health Training Program, hereinafter PHTP, is a **multi-entry, multi-exit** educational opportunity for high school graduates who wish to enter studies in the health domain, as well as for Health Workers who wish to enhance the effectiveness of their work and improve their working conditions.

PHTP offers 2 Certificate qualifications:

- a. Certificate of Achievement in Basic Public Health (CABPH)
- b. Advanced Certificate of Achievement in Public Health (ACAPH)

And 1 Associate of Science Degree qualification:

- c. Associate of Science Degree in Public Health (ASDPH)

And 1 Third-year Certificate of Achievement qualification, with 2 options:

- d. Third-year Certificate of Achievement as: **SPECIALIST IN PUBLIC HEALTH [CASPH]**

Or:

- e. Third-year Certificate of Achievement as: **PUBLIC HEALTH SPECIALIST IN (CAPHS - AE/HR; EH; FN; HP; HSM)** one of the 5 Public Health Disciplines of: Applied Epidemiology and Health Research (**AE/HR**); Environmental Health (**EH**); Food and Nutrition (**FN**); Health Promotion (**HP**); and Health Services Management (**HSM**).

PHTP's Vision and Mission:

The Vision: To offer to Micronesians, and other Pacificans alike, opportunities for education and training in Public Health that are appropriate, desirable, dynamic, flexible and practice-oriented.

The Mission: To present PHTP's quality education and practice-centred training at times, sites and modes most suitable to learning-determined students.

PHTP's operative definition of Public Health: the science and art of preventing disease and injury, prolonging quality life and promoting the health of populations through the organized effort of societies.

PHTP is an academic response to the public health situation in Micronesia's Freely Associated States (FAS), including the Federated States of Micronesia (FSM). There has been a demand for:

- ✚ Public health workers to be trained in Micronesian institutions with an accredited qualification, preferably at the post secondary level;
- ✚ The development of human resources for health to be institutionalized locally in a career track process with incremental and additive life-long learning as the fundamental academic philosophy and structure;
- ✚ Academically combining public health practice and continuing education into a seamless articulation with other accredited academic programs and qualifications from credible public health training institutions in the Pacific and Pacific Rim countries; and
- ✚ The overall aim of public health training and practice to be aimed at: a) decrease vulnerability; and b) increase the resilience of communities to the adverse external and internal forces of socioeconomic transformations, migration, demographic changes, globalization, natural disasters and other related societal developments.

The PHTP academic program has taken into account the current academic and educational realities of the region and in addition, takes an approach incorporating the need to:

- ✚ Urgently train or re-train the current public health workers and be cognizant of the concurrent need for replacement and succession of an aging and mobile workforce;
- ✚ Provide bridging teaching and learning opportunities for professional public health practitioners;
- ✚ Identify gaps and address these in the health professional training, through the improvement of the educational pipeline;
- ✚ Additively build professionalism, self-esteem and enthusiasm of public health workers;
- ✚ Encourage the rational performance review and the development of the public health infrastructure through professional licensure, establishment of criteria for promotion, and improved remuneration and incentives that are linked to professional efficiency, efficacy, effectiveness and equity;

- ✚ Provide all public health workers with a healing capability for primary health care to be perceived as more than “health police”, e.g. trained in basic life support, first aid, and traditional medicine treatments; and
- ✚ Enable the community to access affordable and acceptable available public health services.

The PHTP **academic program** takes realistically into account that high school graduates would need significant induction into the Health domain, and, when referring to health workforce, it builds on a bridging approach, starting from practice and moving, with conceptual development, towards comprehensive competence in Micronesian Public Health. This approach enables public health practitioners and students alike to develop intellectual agility to be innovative; and deal with the ever changing physical, social and political environments of public health practice. Such adaptability is essential for Pacific public health workers who are expected to have multiple responsibilities at all levels of health practice and in diverse locations, ethnic and socio-political environments within all the Micronesian jurisdictions.

PHTP’s Guiding Principles

- There shall be a vibrant approach to research in all PHTP teaching;
- Micronesian communities and their inherent demographic and cultural characteristics will orient teaching, learning and practice in public health;
- PHTP will foster links with regional and overseas Institutions, in order to facilitate the academic and professional progression of PHTP graduates towards postgraduate studies and research;
- An evidence-based approach will guide, as much as possible, teaching, learning and practical work.

PHTP is arranged in a spiral staircase or stepladder approach, with multiple entry and exit points to enable students to enter according to competency, experience and level of academic capability. Each exit point will be a qualification with competencies to practice at different levels of public health work. As students progress up the staircase of knowledge, attitude and practice, they will move from the generic to more specialised public health specialty areas of practice, from generic to specialized competencies.

The PHTP-adopted strategy of *“teaching anyone anywhere at anytime”* caters for the scattered geography and multiple ethnicities of Micronesia.

In practice, it is envisaged that the Program will deliver courses and qualifications, combining these modalities:

- “Face-to-face” conventional teaching/ learning, with these options:
 - o Standard teaching/learning at COM-FSM National Campus (and, over time, State Campuses) with classes convening during daytime;
 - o Flexible teaching/learning, at COM-FSM facilities or elsewhere, with classes convening “after hours”, thus allowing continued work attendance by prospective students; the duration of a course, in this modality, may range between a minimum of 3 weeks, when classes convene from Monday through Saturday, to a longer time span, depending on class frequencies per week.
- The use of “smartboards” (Elluminate software), where available, will allow simultaneous delivery of hybrid “distance/ face-to-face” courses at multiple sites.
- The possibility of teaching/ learning at distance (no or minimal “face-to-face” teacher – students interaction) is being studied, and may become available in a not too distant future.

The basic disciplines for generic and specialized competencies in this public health academic program include:

- a) **Applied Epidemiology/Health Research-** centred on strategies for disease prevention and control in populations, biostatistics, study of determinants and causation of diseases, and research methodology.
- b) **Environmental Health-** based on air, water, soil chemical and biological contamination prevention and control including occupational health, housing and technology standards, waste management, environment impact assessment, food quality control, and pollution.
- c) **Food and Nutrition-** focused on public health nutrition, food services safety, nutrition policy, food production, security and recipe development.
- d) **Health Promotion-** based on health information, communications and education, behavioural sciences, community development and participation, and healthy policies.

- e) **Health Services Management-** based on the principles of management, assessment and planning of health systems, evaluation, and health economics.

This program fits into the academic qualification framework of COM-FSM, and uses existing COM-FSM courses and new courses in public health. It also takes into cross-crediting consideration (on a case-by-case basis) academic studies and work that students may have carried out elsewhere. Those who complete the 3rd Year Certificate of Public Health are expected to be able to gain admission into Bachelor of Public Health (BPH) and of Master of Public Health (MPH) at Institutions awarding those around the Pacific Rim.

There are **four steps** in this career ladder public health academic programme at COM-FSM, each requiring general education and public health studies. At the end of each step an exit qualification is awarded.

The entry criteria, course and credit requirements for each step are:

Step 1: Certificate of Achievement in Basic Public Health (CABPH)

This basic program provides a start for new entrants into the health training domain, as well as providing adequate academic bases to many of those who entered public health practice without formal training. It could also attract professionals/ practitioners of other domains to re-orient themselves towards a career in health.

This step provides also a bridging program into the Advanced Certificate of Achievement in Public Health (ACAPH) and thus the Associate of Science Degree in Public Health (ASDPH).

Entry criteria: High school graduation or GED

All candidates to sit **C.O.M.E.T.** (College of Micronesia Entry Test)

Total credits required = 35

Program Learning Outcomes:

1. Recognize and describe basic health science facts and principles;
2. Discuss the essential public health functions;
3. Describe adult, children and family health issues;
4. Demonstrate an understanding and practice of some generic public health competencies;
5. Demonstrate proper public health skills for public health practice in the community as a state or local junior public health officer;
6. Demonstrate community and cultural sensitivity in the health care environment;

7. Describe the determinants and problems of adults, children and families;
8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques;
9. Demonstrate the ability to make a community diagnosis based on the determinants of health in a community;
10. Identify good public health practice; and
11. Have had work experience at a public health area/ section.

General Education courses and credits (16):

- ESL 079 Study skills (3)
- ESL 089 Reading V (3)
- ESL 099 Writing V (3)
- MS 099 Intermediate Algebra (4)
- SC 094 Family Health (3)

PHTP/ Major courses and credits (19):

- PH 041 Community Education (3)
- PH 049 Behavioural Health (2)
- PH 051 Introduction to Information Systems for Health Managers (3)
- PH 052 Essential Public Health Functions and Primary Health Care (3)
- PH 053 Practicum Placement in a Public Health Service (3)
- PH 069 Dental Health (2)
- PH 079 First Aid (3)

Step 2: Advanced Certificate of Achievement of Public Health (ACAPH)

For students holding a CABPH this step is the natural academic progression. However, this step offers also to the current workforce an academic entry-point towards attaining an Associate of Science Degree in Public health (ASDPH)]. Moreover, other professionals, wanting a career change, may use this as their entrance into the health **domain**.

This step provides the entry to the Associate of Science Degree in Public Health (ASDPH), and the ensuing Third Year Certificate of Achievement as Specialist in Public Health (CASPH; CAPHS).

Entry Criteria: Certificate of Achievement in Basic Public Health (CABPH)

Or: A qualification equivalent ⁽¹⁾ to CABPH

And: appropriate public health work experience of at least 4 years

⁽¹⁾As determined by a Review Panel chaired by the Head of Math and Science Division with members of the Public Health faculty

All candidates to sit **C.O.M.E.T.** (College of Micronesia Entry Test)

Total credits required = 31

Program Learning Outcomes:

1. Recognize, describe and discuss the basic public health science facts and principles;
2. List and discuss the essential public health functions and their interrelationships at community and district level;
3. Describe and discuss adult, children and family health issues;
4. Discuss and demonstrate an understanding and practice of some generic public health competencies;
5. Demonstrate proper public health skills for public health practice in the community as a district public health officer;
6. Discuss and demonstrate community and cultural sensitivity in the health care environment;
7. Describe and discuss the health determinants and problems of adults, children and families;
8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques;
9. Demonstrate the ability and discuss how to make a community diagnosis based on the determinants of health in a community;
10. Identify and demonstrate good public health practice; and
11. Have had work experience at a public health facility at community and district levels.

General Education courses and credits (13):

- EN 110 Advanced Reading (3)
- EN 120a Expository Writing I (3)
- PH 109 Maths for Public Health (3)
- CA 100 Introduction to Computing (3)
- ESS 100 Exercise Sport Science, any 100-level course (1)

PHTP/ Major courses and credits (18):

- PH 111 Introduction to Basic Epidemiology and Biostatistics (3)
- PH 112 Introduction to Epi-Info and Computing for Public Health (3)
- PH 121 Environmental Prevention and Control of Disease (3)
- PH 131 Food and Nutrition in the Life Cycle (3)
- PH 141 Principles of Health Promotion (3)
- PH 151 Introduction to Pacific health Care Systems and Traditional Medicine (3)

Step 3: Associate of Science Degree in Public Health (ASDPH)

Students completing this step are awarded the Public Health degree they have enrolled in, at their beginning. Furthermore, this step provides the minimal standard for licensure as a professional public health practitioner.

Entry criteria: Advanced Certificate of Achievement in Public Health (ACAPH);

OR: Diploma ⁽²⁾ in Public Health or in a Public Health Specialty;

OR: A qualification in Public Health equivalent (see footnote ⁽¹⁾

under ACAPH) to those above.

And: appropriate public health work experience of at least 6 years

All non-ACAPH-holding candidates to sit **C.O.M.E.T.** and attain placement for the Pre-requisite courses of this qualification **and** gain admission to a COM-FSM Degree Program.

Total credits required = 34

Program Learning Outcomes:

1. Recognize, describe and discuss and research about the basic public health science facts and principles;
2. List, discuss and demonstrate the essential public health functions and their interrelationships at community and district level;
3. Describe, discuss and research adult, children and family health issues;
4. Discuss and demonstrate an understanding and practice of some generic public health competencies;
5. Demonstrate proper public health skills for public health practice in the community as a national public health officer;
6. Discuss and demonstrate community and cultural sensitivity in the health care environment;

⁽²⁾ The term “diploma” is used primarily to allow admission to PHTP of students who would hold a qualification earned after studies deemed adequate by a diploma-awarding Institution. A possible “benchmark” reference could be the Diploma awarded by the Fiji School of Medicine’s Department of Public Health (formally School of Public Health and Primary Care). Such qualifications could possibly be equated to what in the US system is referred to as a degree, such as the Associate of Arts or Science (AA or AS). Certificates of Achievement are awarded at the exit points of the program, prior to attaining a full AS degree. The 3rd year qualification is also designated as a Certificate of Achievement in the specialty discipline. Other “equivalent” qualifications submitted for either cross-crediting or admission would be assessed by a review panel headed by the chair of the College’s Math and Science Division, and having Public Health faculty as members. Thus, no “diploma” qualification in English would be entertained.

7. Describe, discuss and research the health determinants and problems of adults, children and families;
8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques and other healing and patient care abilities;
9. Demonstrate the ability and discuss how to make a community diagnosis of the determinants of health in a community;
10. Identify and demonstrate good public health practice; and
11. Have had work experience at a public health specialty at community and national levels.

General Education courses and credits (16):

EN 120b Expository Writing II (3)
 SC 117 Tropical Pacific Islands Environment (4)
 ESS/SC 200 Fundamentals of Wellness and Physical Fitness (3)
 Humanities: any 3-credits course (Art-Culture-Music-History-Philosophy-Language) (3)
 SS 150 History of Micronesia [3]

PHTP/ Major courses and credits (18):

PH 211 Health Research Methodology (3)
 PH 212 Surveillance, Identification and Management of an Outbreak (3)
 PH 221 Occupational Health and Safety (3)
 PH 231 Food, Nutrition and Lifestyle Diseases (3)
 PH 241 Case Studies and Special Issues in Health Promotion (3)
 PH 251 Management of Health Information Systems and Epidemiology (3)

STEP 4: Third Year Certificate of Achievement/ Specialist in Public Health (SPH)

The qualifications offered at this step are aimed at the continuing education of licensed public health practitioners who aspire to postgraduate studies and health research. It will also allow current public health workers to specialise in their disciplines of interest. A proper mixture of courses at this level will assist senior national and state health administrators in their different public health projects and grants.

One of these two qualifications may be awarded:

- 1) **3rd Year Certificate of Achievement as:** Specialist in Public Health (CASPH)
- OR
- 2) **3rd Year Certificate of Achievement as:** Public Health Specialist in: Applied Epidemiology and Health Research (AE-HR); or Environmental

Health (EH); or Food and Nutrition (FN); or Health Promotion (HP); or Health Services Management (HSM). (CAPHS – AE/HR; - EH; - FN; - HP; - HSM)

Entry criteria: Associate of Science Degree in Public Health (ASDPH), or a similar Associate of Arts or Science Degree;

OR: Diploma in Public Health, or equivalent (see footnote ⁽¹⁾ under ACAPH)

and: significant public health work experience of at least 8 years

OR: satisfactory completion of a health-related research study

and: significant public health work experience of at least 8 years

and: favourable interview with program faculty

All non-ASDPH-holding candidates to sit **C.O.M.E.T.** and attain current admitting scores.

Total credits required = 30

Program Learning Outcomes:

1. Recognize, describe and discuss and research about the basic principles and practices of the specialty;
2. List, discuss and demonstrate the essential public health functions or the specialty and its interrelationships with the other specialties and health disciplines at community and national levels;
3. Describe, discuss and research adult, children and family health issues at community level;
4. Discuss and demonstrate an understanding and practice of the specialty public health competencies;
5. Demonstrate proper public health skills for its practice in the community as a national specialty practitioner;
6. Discuss and demonstrate community and cultural sensitivity in the health care environment;
7. Describe, discuss and research the health determinants and problems of adults, children and families;
8. Demonstrate proper cardio-pulmonary resuscitation (CPR) and first aid techniques and other healing and patient care abilities;
9. Demonstrate the ability and discuss how to conduct a community diagnosis and need assessment of the health determinants of the specialty in a community;
10. Identify and demonstrate good practice in the specialty; and
11. Have had management, planning experience and leadership role at a public health specialty at community and national levels.

PHTP/ Major courses and credits for Specialist in Public Health (CASPH) (30):

A minimum of 6 (six) courses awarding 3 credits each selected by the student, in consultation with faculty, from among the 300-level courses listed in the next pages, for cumulative 18 credits;

and

A minimum of 2 (two) courses, awarding 6 credits each, one titled as "Placement in an ... Practicing Facility" and the other titled "Research Project in ...", selected by the student, in consultation with faculty, from among the 300-level courses listed in the next pages, for cumulative 12 credits.

PHTP/ Major courses and credits for Public Health Specialist in ... (CAPHS) (30):

All the courses listed for each chosen Discipline;

and

2 "elective" courses from any other Discipline.

APPLIED EPIDEMIOLOGY AND HEALTH RESEARCH (AE/HR)

- PH 311 Introduction to Clinical Epidemiology (3)
- PH 312 Research Methods for Health Services Management (3)
- PH 313 Evidence-based Public Health (3)
- PH 314 Public Health Surveillance and Management of Health Information Systems (3)
- PH 315 Placement in an AE/HR Practicing Facility (6)
- PH 316 Research Project in Applied Epidemiology and Health Research (6)
- PH ... Elective course chosen from another Discipline (3)
- PH ... Elective course chosen from another Discipline (3)

ENVIRONMENTAL HEALTH (EH)

- PH 321 Food Handling, Microbiology and Hygiene (3)
- PH 322 Practicum 2: Terrestrial and Human Ecology (3)
- PH 323 Practicum 3: Environmental and Health Impact Assessment (3)
- PH 324 Environmental Health Project Management (3)
- PH 325 Placement in an EH Practicing Facility (6)
- PH 326 Research Project in Environmental Health (6)
- PH ... Elective course chosen from another Discipline (3)
- PH ... Elective course chosen from another Discipline (3)

FOOD AND NUTRITION (FN)

- PH 331 Management of Food Services Systems (3)
- PH 332 Foundations of Food Preparation (3)
- PH 333 Food Security, Development and Health (3)
- PH 334 Community Nutrition (3)
- PH 335 Placement in an FN Practicing Facility (6)
- PH 336 Applied Nutrition Research Project (6)
- PH ... Elective course chosen from another Discipline (3)
- PH ... Elective course chosen from another Discipline (3)

HEALTH PROMOTION (HP)

- PH 341 Social Marketing and Advocacy in Public Health (3)
- PH 342 Evidence-based Health Promotion (3)
- PH 343 Settings Approach and Healthy Public Policy in Health Promotion (3)
- PH 344 Health and Environment Promotion (3)
- PH 345 Placement in an HP Practicing Facility (6)
- PH 346 Research Project in Health Promotion (6)
- PH ... Elective course chosen from another Discipline (3)
- PH ... Elective course chosen from another Discipline (3)

HEALTH SERVICES MANAGEMENT (HSM)

- PH 351 Health Care Management and Systems in the Pacific and Micronesia (3)
- PH 352 Introduction to Health Economics and Health Care Resourcing (3)
- PH 353 Evidence-based Management of the Essential Public Health Functions and Human Resources for Health (3)
- PH 354 Introduction to International Public Health (3)
- PH 355 Placement in an HSM Practicing Facility (6)
- PH 356 Research Project in Health Services Management (6)
- PH ... Elective course chosen from another Discipline (3)
- PH ... Elective course chosen from another Discipline (3)

ASSESSMENT

Formative Assessment

Formative Assessment is useful to students and instructors, both. Students may receive their work back, in Formative Assessment, with comments, suggestions and, sometimes, a “formative mark”: this helps students to monitor how well they do progress in the course and to identify areas or topics that require greater effort or attention.

Formative Assessment provides instructors with an understanding of what students know (and don't know) in order to adapt teaching and learning to meet students' needs, while the course is still in progress.

Formative Assessment can consist of group discussions, presentations, written essays, portfolios, question and answer sessions, trial examination papers and tests. Whatever form they may take, Formative Assessment is done intermittently throughout the course. These activities are not graded and therefore do not contribute to the overall course assessment. However, students are encouraged to take part in these activities for the purpose of self-evaluation, especially to gauge their own level of understanding and their progress. It is also an exercise to identify and iron out any “grey areas” with the course instructor. (*What is a “grey area”? Is it a subject, topic or specific joint about which a student is act completely clear or satisfied, and wished to receive some clarification or additional information?*).

Summative Assessment

The goal of Summative Assessment is to measure achievement or failure of students' knowledge and skills with respect to the intended learning outcomes of the course.

Summative Assessments is divided into Continuous Assessment and end-point Examination.

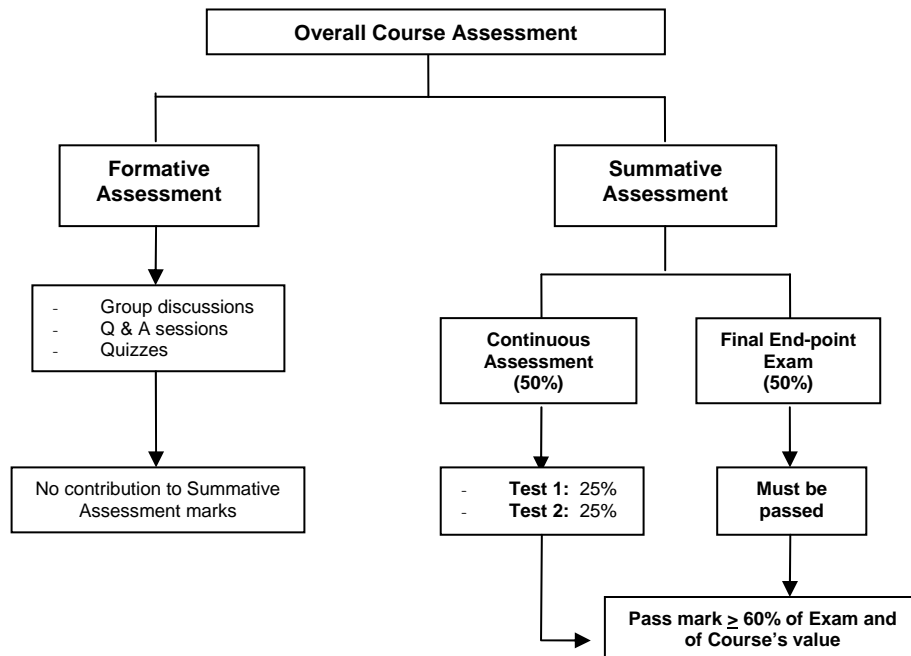
- *Continuous Assessment*: in the forms of tests, quizzes, assignments, projects, etc. that are done during the course
- *End-point Examination*: a final, formal written exam paper administered at the end of the course. The exam paper will focus on the all broader themes/ topics of the course, and test

the degree of integrated understanding that the student has gained in all the topics of the course.

For each course, Continuous Assessment and final Examination contribute, normally, by 50% each to the Summative Assessment, which is computed as 100% the value of each course.

IMPORTANT NOTE: for all PHTP courses, the **course passing mark is 60% of the total Summative Assessment value**, expressed as 100%; however, the **final Examination must also be passed**.

A sample outline of the overall assessment for PHTP courses



Plagiarism is defined, for the PHTP courses, as submitting or presenting work in a course as if it were the student's own work, done solely for that particular course, when in fact it is not. Plagiarism may exist in the following forms:

- The work submitted was done in part or whole by an individual other than the one submitting or present the work.

- The whole work or parts of it are copied from another source without due reference.
- A student submits, in one course, work which has already been submitted in another course, without prior arrangement with both course instructors.

Grading system

Grade	Percentage	Outcome
A	90-100%	Superior
B	80-89%	Above Average
C	70-79%	Average
D	60-69%	Passing
F	Below 60%	Failure

☺ ☺ ☺ ☺ ☺ ☺

Course Descriptions

🚩 STEP 1 – Certificate of Achievement in Basic Public Health (CABPH)

PH 041 Community Education (3)

Pre-requisite: None

This course enables students to develop an ideological base for non formal education practice in health care setting and in the community. It discusses the motivation of learning in adults and various principles of teaching arising from community analysis. Students will be introduced to a wide range of teaching methods suitable for use in non formal education which would help them develop appropriate interpersonal skills. This course is also designed to help health workers develop training programs to support the communities.

PH 051 Introduction to Information Systems for Health Managers (3)

Pre-requisite: None

This course underscores the methodological importance of accurate, relevant, timely and complete data for effective and evidence-based decision-making by Health Managers. A wide range of data sets, from the traditional morbidity/ mortality data through those on services utilization and resource monitoring, are presented and analyzed. Elements of data display are introduced. Epidemiology provides the basis for surveillance, planning and generation of health information systems which are an important component of health care. The course will discuss the epidemiological concepts of health and measures of health, and introduces screening, epidemics evaluation and study designs.

PH 052 Essential Public Health Functions and Primary Health Care (3)

Pre-requisite: None


This course gives an overview of the eleven Essential Public Health Functions (EPHF) that capture the role of national health authorities (NHA) in public health. The course prepares students to participate in the preliminary assessment of NHA's performance on EPHF. Students doing this course will also learn the concept, principles and components of Primary Health Care (PHC). This would enhance their perception on the fundamental role of PHC in improving the health of people in Pacific communities and in reducing health inequalities between different groups.

PH 053 Practicum Placement in a Public Health Service (3)

Pre-requisite: None

This Placement, as well as other prescribed Placements, entails supervised attendance and participation, as allowed or directed, in the activities of the specific Public Health facility. The completion of a "Learning Portfolio –

Logbook", a written summary report by each student and the appraisal of students' performance by the assigned Supervisor/ s will complement the assessment.

 STEP 2 – Advanced Certificate of Achievement in Public Health (ACAPH)
--

PH 111 Introduction to Basic Epidemiology and Biostatistics (3)

Pre-requisite: None

This course introduces the epidemiological principles and their application in the occurrence of health-related events in the population. An introductory overview of biostatistics concepts and skills that are necessary for epidemiological practice will also be addressed. Epidemiology works through studies that try to identify, describe and measure the *distribution* of health and disease, and their *determinants*, in a specific *population*.

PH 112 Introduction to Epi-Info and Computing for Public Health (3)

Pre-requisite: None

This course familiarizes students with the use of computers and information technology which are essential tools to enhance their academic research and writing skills. The students will also learn how to use the Epi-Info program, a statistical software for research data management, which is frequently used in public health practice.

PH 121 Environmental Prevention and Control of Disease (3)

Pre-requisite: None

This course equips students with knowledge and skills in the preparation of information on communicable diseases for the use in the communities, with the support of public health workers. The course will enable students to identify diseases, particularly infectious diseases; identify and apply environmental methods for disease prevention; and control transmission to humans and/or animal reservoirs.

PH 131 Food and Nutrition in the Life Cycle (3)

Pre-requisite: None

This course provides theoretical principles of basic nutrition and fundamental elements of nutritional needs of different age groups in the lifecycle. The course enables students to relate the nutritional principles to the human growth and development process; and to explore the health consequences of nutrition practices chosen by each person. Students will understand the physiological changes related to nutrition and the important role nutrition plays in maintaining health. This course also introduces the concept of

nutritional anthropometry and growth monitoring, which may well help students to detect signs of inadequate intake of key nutrients.

PH 141 Principles of Health Promotion (3)

Pre-requisite: None

This course introduces students to Health Promotion, one of the disciplines of Public Health practice. Health Promotion is a relatively new field in most of the Pacific island countries. As thus, the course will cover the basic principles and approaches of health promotion with particular emphasis on health promotion programs and activities taking place in Micronesia and the Pacific. Students are expected to gain an appreciation toward the fundamental role health promotion plays in maintaining and improving the health of people in communities.

PH 151 Introduction to Pacific Health Care Systems and Traditional Medicine (3)

Pre-requisite: None

This course presents various health care systems in the Pacific and the special contexts under which these systems operate. It provides an overview of health service organization, traditional medicine, western medicine, utilization of health services and other contemporary issues related to health. The course offers an insight into management theories, management of the environment and organizational cultures. The fundamentals of traditional medicine are introduced and reviewed with particular focus on Micronesian traditions, wherever applicable.

STEP 3 – Associate of Science Degree in Public Health (ASDPH)

PH 211 Health Research Methodology (3)

Pre-requisite: PH 111, or Instructor's permission

This course introduces students to research as an essential tool to create new knowledge and to develop proper utilization of existing knowledge in health and health care services. The course covers the basic concepts and principles in the classic quantitative approach, which looks at disease causation and patterns in the communities. It also addresses the qualitative approach, which looks at social aspects and individual behavior as factors determining people's health and disease status. Instructions on how to construct a mixed methods research design will also be presented. Other important issues related to health research, including literature review, ethical considerations, and writing strategies will be discussed.

PH 212 Surveillance, Identification and Management of an Outbreak (3)

Pre-requisite: PH 111, or Instructor's permission

This course begins with a review of public health surveillance systems (PHSSs), their components and functions. Emphasis is placed on the fundamental role of a PHSS in detecting possible disease outbreaks. Students will learn the basic concepts and principles of outbreak identification and management. Basic principles on evaluation and possible solutions for improvement of public health surveillance systems, particularly those of the Pacific, are also discussed.

PH 221 Occupational Health and Safety (3)

Pre-requisite: PH 121, or Instructor's permission

This course introduces concepts and a practical guide to recognizing, preventing, and treating work-related and environmentally-induced injuries and diseases. Occupational diseases and the toxicological implications of workplace exposure and basic response principles are reviewed. Students will become acquainted with Health and Safety Legislation and other occupational and safety standards and guidelines. By the end of the course, students are expected to have undertaken an auditing of the hazards in one workplace and instituted a health promotion campaign in that workplace.

PH 231 Food, Nutrition and Lifestyle Diseases (3)

Pre-requisite: PH 131, or Instructor's permission

This course discusses problems of inadequate and/or imbalanced nutrient intake and corresponding diseases and disorders. Related lifestyle diseases that are relevant in Micronesia will be covered. Potential risk factors for and physiological impact of nutrient deficiencies and diseases will also be discussed. The course also looks at the role of development in relation to nutritionally related diseases in the Micronesian and Pacific communities. Students will be introduced to simple therapeutic diets commonly used as part of the treatment and general dietary advice.

PH 241 Case Studies and Special Issues in Health Promotion (3)

Pre-requisite: PH 141, or Instructor's permission


This course has two major intentions. Firstly to expose students to a range of Health Promotion planning and evaluation instruments, techniques and methods. Secondly, and in conjunction with the first intention, to examine a range of Health Promotion programs and cases, particularly cases that do not fit in easily with a broad approach to Health Promotion studies.

PH 251 Management of Health Information Systems and Epidemiology (3)

Pre-requisite: PH 111, or Instructor's permission

This course is designed to promote the management of information systems and the use of epidemiological methods in planning and evaluation. Students will learn to incorporate epidemiology in developing evidence-based health care services and policies. This course will be useful to all health

workers at any level of the health service especially those working in health statistics sections.

 STEP 4 – 3rd Year Certificate of Achievement in Public Health

 **Specialty A: Applied Epidemiology and Health Research (AE-HR)**

PH 311 Introduction to Clinical Epidemiology (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course addresses the function of Epidemiology in clinical medicine. It looks at issues of normality and abnormality, frequency of events over time (probability), risk, cause, and uncertainties associated with diagnosis, prognosis, management and outcomes. The course also provides guidelines for appraisal of medical literature related to causation, diagnostic tests, prognosis and case-management/ treatment.

PH 312 Research Methods for Health Services Management (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course focuses on the concepts and principles of scientific quantitative methods, from the setting up and the implementation of research projects, through the definition of research questions, the selection of research objectives and designs, to the analysis of data and the presentation of results. This course is designed for students and scientists who are getting started in research and need the basic steps in research design, that is, the way a research idea is translated into a feasible research proposal and the steps that must be taken thereafter to implement the proposed study.

PH 313 Evidence-based Public Health (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

The course emphasizes the imperative that evidence be invariably sought and taken into full account in all aspects of public health work, and specifically in health service management, health promotion, environmental health, food and nutrition and applied epidemiology/ health research. Practical applications of the general evidence-based approach form also integral part of the course.

PH 314 Public Health Surveillance and Management of Health Information Systems (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course is designed to underscore the importance of the management of information systems and the use of epidemiological methods in planning and evaluation. Emphases are placed on the operation of surveillance systems, their fundamental function and contribution to reliable health information systems. Issues on existing mechanisms of public health surveillance systems in Pacific Island countries, their effectiveness and areas for improvement are discussed. This course is particularly useful to students and health workers working and/ or interested in health statistics.

PH 315 Placement in an AE/HR Practicing Facility (6)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This Placement, as well as other prescribed Placements, entails supervised attendance and participation, as allowed or directed, in the activities of the specific Public Health facility. The completion of a "Learning Portfolio – Logbook", a written summary report by each student and the appraisal of students' performance by the assigned Supervisor(s) will complement the assessment.

PH 316 Research Project in Applied Epidemiology (6)

Pre-requisite: PH 312

This course introduces students to the processes and practical issues involved in the performance of research, and provides them with adequate and practical research experience to enable them to conduct further projects after completing their studies. The course culminates in the presentation of a completed, self-directed research project.

🌀 Specialty B: Environmental Health (EH)

PH 321 Food Handling, Microbiology and Hygiene (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

Food has a well-documented association with health and the eventual transmission of disease. Food hygiene may be regarded as the protection of food from contamination. The course contents include elements of microbiology in relation to food; food production, processing, distribution and marketing; consumer protection and imported foods; investigation of food complaints and food poisoning outbreaks; food and water-borne diseases. The course equips students and health workers with knowledge and skills relating to safe food practices.

PH 322 Practicum 2: Terrestrial and Human Ecology (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

The course introduces students to the principles of experimental design, data collection, analysis and interpretation in relation to the study of terrestrial ecosystems and human ecology. An increased awareness and a balanced perspective on environmental issues is emphasized. Students are introduced to literature concerning the form and function of terrestrial ecosystems and quality of life in communities. Groups select an ecosystem, which shows evidence of disturbance in a natural environment, and use simple field measurements to assess the impact of development upon plant, animal and human populations.

PH 323 Practicum 3: Environmental and Health Impact Assessment (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

The course encourages students to employ all elements of the environmental health methodology in order to assess the impact of developments on the environment (aquatic, terrestrial and atmospheric). Students are directed towards the planning, implementation and interpretation of field monitoring exercises on selected environments. The course comprises group activities and is directed towards the recognition and assessment of the potential impacts of proposed developments on the quality of life.

PH 324 Environmental Health Project Management (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course addresses various community development strategies and different development models together with a number of case histories. Students are taught the principles of participatory project cycle management and references are made to important development issues, such as: community participation, local knowledge, gender and role of development partners. Students are required to work with selected communities and develop simple environmental health projects that will address most of the course's content.

PH 325 Placement in an EH Practicing Facility (6)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This Placement, as well as other prescribed Placements, entails supervised attendance and participation, as allowed or directed, in the activities of the specific Public Health facility. The completion of a "Learning Portfolio – Logbook", a written summary report by each student and the appraisal of students' performance by the assigned Supervisor(s) will complement the assessment.

PH 326 Research Project in Environmental Health (6)

Pre-requisite: PH 312

This course introduces students to the processes and practical issues involved in the performance of research, and provides them with adequate and practical research experience to enable them to conduct further projects after completing their studies. The course culminates in the presentation of a completed, self-directed research project.

Specialty C: Food and Nutrition (FN)

PH 331 Management of Food Services Systems (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course provides an overview of how institutional food services operate. It covers food service systems in the Pacific region with particular emphasis on the Micronesia situation. Students are taught to plan simple, nutritious and cost effective menus based on an approved ration scale. As kitchen and equipment are major inputs into food service systems, the course also requires students to plan and draw a simple layout of an institutional kitchen and dining room, identify different equipment and other appropriate implements, taking into consideration costs, suitability of equipment, workflow efficiency and safety.

PH 332 Foundations of Food Preparation (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course focuses on the acquisition of basic skills in food preparation, physical properties of food and the scientific principles related to food. It also examines the economics and management aspects of food preparation through developing cost effective and culturally appropriate recipes. The course addresses the preparation of foods, highlights cooking principles and relates these principles to methods of preparation. It also discusses factors affecting food preparation, such as the composition and storage of foods as well as the effects of cooking on palatability and nutritive value.

PH 333 Food Security, Development and Health (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course examines the relationships between food, health and development. It focuses on a healthy population as the basis of meaningful national development. Topics include food security for communities, government policies and their impact on food security, health and development, and food and nutrition policies and programs to improve the quality of life, also taking into account the advantages of multi-and intersectoral collaboration, and the role of NGOs.

PH 334 Community Nutrition (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

The course provides students with a sound knowledge of common issues in community nutrition as it relates to the situation in the Pacific, and the skills to identify problems and address them. The practical component of the course provides hands-on experience in the analysis of existing data sets to identify trends in nutritional health in a particular community and to examine the surveillance system that is in place, the planning and implementation of an intervention activity to promote and sustain health and prevent diseases amongst nutritionally vulnerable groups, and the evaluation of the likely impact of the intervention, its practicality and sustainability.

PH 335 Placement in an FN Practicing Facility (6)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This Placement, as well as other prescribed Placements, entails supervised attendance and participation, as allowed or directed, in the activities of the specific Public Health facility. The completion of a "Learning Portfolio – Logbook", a written summary report by each student and the appraisal of students' performance by the assigned Supervisor(s) will complement the assessment.

PH 336 Applied Nutrition Research Project (6)

Pre-requisite: PH 312

This course introduces students to the processes and practical issues involved in the performance of research, and provides them with adequate and practical research experience to enable them to conduct further projects after completing their studies. The course culminates in the presentation of a completed, self-directed research project.

🌀 Specialty D: Health Promotion (HP)**PH 341 Social Marketing and Advocacy in Public Health (3)**

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

Social marketing and the use of community wide campaigns are important components of any health promotion program. The two strategies are used interchangeably expanding on health education and communications methods with the aim of informing and/changing social norms. Social marketing uses commercial marketing techniques where the consumer (target audience) is the focus of market research, behavioural analysis, product development (including Information – Education - Communication

[IEC] materials), advertising and promotion. In this course students are required to write one major project paper.

PH 342 Evidence – based Health Promotion (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course motivates students and all health workers, engaged in health promotion, to seek documentary evidence in order to support their health promotion efforts. The value of anecdotal evidence, frequently relevant in health promotion work, is placed in its appropriate context. Practical guided reviews of health promotion-related documents, as well as collegially reviewed exercises, complement the course.

PH 343 Settings Approach and Healthy Public Policy in Health Promotion (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

Since the Ottawa Charter in 1986, Health Promotion has been revolutionized. Starting from the historical and definitional basis of what constitutes a Health Promotion Setting, specific examples drawn from South Pacific settings such as villages, schools, workplaces, market places and health care facilities are studied within the overall context of the “Healthy Islands”. The course concludes by studying formal health policy formulation and analysis, and the role of health policy in reducing poor health and address individual, family, community health needs.

PH 344 Health and Environment Promotion (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course explores how the principles, practices, strategies and interventions of Health Promotion, a substantive discipline in Public Health, can be applied to environmental health issues. Environmental health can be seen as central to Public Health. Environmental Health Promotion has been an important component of many international documents (Alma Ata; the Ottawa Charter; the Adelaide Recommendation; and, in the Pacific the Yanuca Declaration, which formed the basis of the Healthy Islands concept). With these in mind, the course will cover the basic principles of health promotion with particular focus on environmental health issues and practical intervention methodologies. The course includes experiential learning through field visits.

PH 345 Placement in an HP Practicing Facility (6)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This Placement, as well as other prescribed Placements, entails supervised attendance and participation, as allowed or directed, in the activities of the

specific Public Health facility. The completion of a “Learning Portfolio – Logbook”, a written summary report by each student and the appraisal of students’ performance by the assigned Supervisor(s) will complement the assessment.

PH 346 Research Project in Health Promotion (6)

Pre-requisite: PH 312

This course introduces students to the processes and practical issues involved in the performance of research, and provides them with adequate and practical research experience to enable them to conduct further projects after completing their studies. The course culminates in the presentation of a completed, self-directed research project.

🌀 Specialty E: Health Services Management (HSM)

PH 351 Health Care Management and Systems in the Pacific and Micronesia (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course introduces and discusses theory, models and examples drawn from Pacific nations. Class work will also focus on the opportunities and needs to bridge the gap between increasing demands for health care and scarcity of resources. Theories that influence policy development, the influence of political systems and power in policy process, and management achievement and obstacles to efficient and effective utilization of health systems are likewise addressed.

PH 352 Introduction to Health Economics and Health Care Resourcing (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course begins with a broad introduction to Economics, concepts of resources and scarcity along with the theory of demand, of supply, and market economy. Students focus on how to blend the basic economic concepts into the management of health services. The resulting, basic concepts of health economics, including health care financing; the use of cost information; measuring health benefits; economic appraisal and evaluation of health interventions, are then addressed. Different methods of health care resourcing and the options available to Pacific Health Administrations, including national revenues, health insurance, user charges, private sector cooperation, etc., are also discussed. Concepts and management of National Health Accounts conclude this course.

PH 353 Evidence-based Management of the Essential Public Health Functions and Human Resources for Health (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This course provides students with an overview of the principles of evidence-based policy and health care. Students learn how to use practice guidelines, based on evidence, to change management practices. The course refers to the “Essential Public Health Functions (EPHF)” as options to the sustainable delivery of public health interventions. Operational research supported, in the Western Pacific, by WHO-WPRO, forms a reference in this course, as it has common objectives, suitable also to Micronesia, such as ” EPHF identification, description and governance; EPHF sustainable delivery, within the PHC framework; and forecasting potential impact of eventual changes in the health sector on the EPHFs.

PH 354 Introduction to International Public Health (3)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

International Public Health (IPH) is approached from its historic foundations, and is then followed through the several organizational structures that were proposed, established and, eventually, amended as mandates, needs and prevailing conditions changed. Attention is focused on international collection and exchange of public health – relevant information; on the processes of action at international level, and their economic and financial implications; and on the impact of scientific and technological developments on IPH.

PH 355 Placement in an HSM Practicing Facility (6)

Pre-requisite: eligible to enter the 3rd Year Certificate of Achievement in Public Health

This Placement, as well as other prescribed Placements, entails supervised attendance and participation, as allowed or directed, in the activities of the specific Public Health facility. The completion of a “Learning Portfolio – Logbook”, a written summary report by each student and the appraisal of students’ performance by the assigned Supervisor(s) will complement the assessment.

PH 356 Research Project in Health Services Management (6)

Pre-requisite: PH 312

This course introduces students to the processes and practical issues involved in the performance of research, and provides them with adequate and practical research experience to enable them to conduct further projects after completing their studies. The course culminates in the presentation of a completed, self-directed research project.