



Santa Rosa City Schools Course Proposal

Public Health In Action

Proposal Submitted By: Jessica Fruiht

- 1) Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Healthcare has been identified by the California Department of Education as a high-priority industry sector. This is the Capstone CTE Course for the Public and Community Health Pathway.

This course was discussed at the CTE Dept. Chair meeting on 11/17/25.

- 2) Graduation Requirements: Specify which requirement is met. (High School only)

A–G Elective (pending UC approval) and CTE

- 3) UC a-g Requirements: Specify which requirement is met. (High School only)

College-Preparatory Elective (G) - pending UC approval

- 4) Explain the rationale for course addition or modification. How does this fit in with district/site goals. If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

The addition of the **Public Health In Action** strengthens the Public and Community Health Pathway by providing students with an applied, policy-focused culminating experience that builds directly on skills developed in the concentrator course. Students analyze how public policy, environmental regulations, and fiscal decisions impact individual, community, and global health, while developing advocacy and leadership skills aligned to real-world health careers.

5) Explain the measurable learning outcomes

By the end of the course, students will be able to:

1. **Identify and describe** a variety of entry-level careers in community and public health, including required skills, education, and workplace responsibilities.
2. **Demonstrate understanding** of basic ethical, legal, safety, and HIPAA regulations through scenarios, class activities, and assessments.
3. **Assess and record** normal body system functions and vital signs, and **differentiate** between communicable and non-communicable health threats.
4. **Apply transmission-based precautions** and explain how diseases spread across the lifespan using case studies and practical demonstrations.
5. **Use medical terminology accurately** in written and verbal communication.
6. **Analyze socio-economic factors and regulatory agencies** that influence community health and access to care.
7. **Develop and present research-based projects** that propose solutions for preventing or managing community health issues.
8. **Collaborate in service-based learning activities** to demonstrate understanding of community health needs and career roles within prevention, emergency response, and support services.

6) Course Description (To be used in the course catalog)

This capstone course serves as the culminating experience in the Public and Community Health Pathway. Students examine how public policy, legislation, and environmental regulations impact the health and well-being of individuals, communities, and global populations. Through analysis of historical and current health policies, students explore health equity, environmental health, fiscal considerations, and community advocacy. The course emphasizes leadership, civic engagement, and career readiness through work-based learning experiences, professional guest speakers, and career-connected projects. Students earn industry certifications and develop skills aligned with postsecondary education and careers in public health, health sciences, and related fields.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Unit 1: Foundations of Public Health Policy & Systems

Focus: Students explore the structure of the public health system at local, state, national, and global levels and examine how policies are created, implemented, and evaluated. Emphasis is placed on the roles of government agencies, community organizations, and healthcare systems in protecting and promoting population health.

Key Assignment: Public Health Policy Snapshot

Overview: In this project, students analyze a real-world public health policy to understand how public health systems function and how policy decisions influence community and population health outcomes. Students will connect course concepts to current health issues while developing research, critical thinking, and professional communication skills.

Part 1: Healthcare Facility Pamphlet

Students select a current local, state, or federal health policy and create a brief analysis explaining:

The pamphlet must include:

- **Policy Overview:**
 - A brief summary of the policy, including when it was created and which public health issue it addresses (e.g., infectious disease prevention, environmental health, access to care, nutrition, mental health).
- **Public Health System Connection:**
 - Identification of the government agencies, healthcare systems, or community organizations responsible for implementing or enforcing the policy.
- **Population Impacted:**
 - Description of the populations most affected by the policy, including consideration of age, socioeconomic status, geographic location, or vulnerable groups.
- **Intended Benefits:**
 - Explanation of how the policy aims to improve health outcomes, prevent disease, or promote wellness at the community or population level.
- **Potential Challenges or Limitations:**
 - Analysis of barriers to implementation, unintended consequences, funding issues, or gaps in access.
- **Health Equity Considerations:**
 - Evaluation of how the policy addresses—or fails to address—health equity, including whether it reduces or contributes to health disparities.
- **Visual & Professional Design:**
 - Use of headings, images, charts, or icons to make the pamphlet engaging, accurate, and accessible to the public.

Part Two: CPR & First Aid Certification Component

As part of the Health Policy and Public Health Foundations unit, students will complete **CPR and First Aid certification training** through an approved provider. This certification supports workforce readiness and aligns with public health goals related to emergency preparedness, injury prevention, and community safety.

Through this training, students will:

- Learn how public health policies and regulations support emergency response and lifesaving interventions
- Develop hands-on skills in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED) use, and basic first aid
- Understand the role of trained community members in reducing injury-related morbidity and mortality
- Connect emergency response skills to public health systems, prevention strategies, and community resilience

Successful completion results in an **industry-recognized CPR/First Aid certification**, strengthening students' readiness for health-related careers and reinforcing the role of policy in protecting population health.

Standards Alignment

CTE Anchor Standards:

- 2. Communications
- 5. Problem Solving & Critical Thinking
- 7. Responsibility & Flexibility
- 11. Demonstration & Application

CTE Health Science and Medical Terminology - Public and Community Health Pathway Standards:

- E1.1 – History/philosophy of public health
- E1.3 – Roles/responsibilities of public health systems
- E1.6 – Policy and law to improve health
- E2.1 – Public policies impacting health
- E2.3 – Strategies to improve community health

Unit 2: Mental Health

Focus: This unit explores mental and emotional well-being as essential components of overall health. Students examine common mental health disorders, stress

management techniques, stigma surrounding mental illness, and the role of community and healthcare systems in providing mental health support. Emphasis is placed on prevention, early intervention, respectful communication, and connecting individuals to appropriate resources.

Key Assignment: Mental Health Awareness Poster & Resource Guide

Overview: In this collaborative project, students work in small groups to research a mental health topic and create educational materials designed to raise awareness, reduce stigma, and promote help-seeking behaviors. Students will apply research skills, empathy, and professional communication practices while learning how public health education supports community mental wellness.

Part 1: Mental Health Topic Research

Working in groups, students will select or be assigned a mental health topic such as depression, anxiety disorders, substance-use disorders, eating disorders, trauma-related disorders, or stress-related conditions. Using credible sources, groups will research:

- A clear overview of the mental health condition
- Common signs and symptoms
- Possible risk factors and causes
- Effects on individuals, families, and communities
- Common myths or misconceptions related to the condition

Part 2: Mental Health Awareness Poster

Each group will design a visually engaging educational poster intended for a school or community audience. The poster should communicate information clearly and respectfully, using inclusive language and appropriate visuals.

The poster must include:

Mental Health Overview:

- A brief explanation of the condition and why awareness matters.

Signs and Symptoms:

- Key emotional, behavioral, and physical symptoms presented in student-friendly language.

Coping & Prevention Strategies:

- Healthy coping skills, stress-management techniques, and protective factors.

Treatment & Support Options:

- Examples of professional supports such as counseling, therapy, medication management, peer support, or community programs.

Stigma Reduction Message:

- A short statement or slogan that promotes empathy, understanding, and mental health acceptance.

Professional Design Elements:

- Organized layout, headings, visuals, and readable text suitable for public display.

Part 3: Mental Health Resource Reference Card

Each group will create a small reference card that can be easily carried or posted, designed to support individuals who may need immediate or ongoing help.

The card must include:

- National and local crisis hotlines (e.g., 988 Suicide & Crisis Lifeline)
- School or community mental health resources (as appropriate)
- Supportive, nonjudgmental statements encouraging help-seeking
- Clear guidance on when and how to reach out for help

Standards Alignment**CTE Anchor Standards:**

- 2. Communications
- 5. Problem Solving & Critical Thinking
- 8. Ethics & Legal Responsibilities
- 11. Demonstration & Application

CTE Health Science and Medical Terminology - Public and Community Health Pathway Standards:

- E1.2 – Environmental & behavioral factors influencing health
- E1.4 – Health information & communications education
- E2.2 – Social/behavioral theory influencing health status
- E2.3 – Strategies for improving community health (education & prevention)

Unit 3: Legal & Ethical Principles in Healthcare

Focus: This unit examines the importance of cultural competence and ethical practice in public and community health settings. Students explore how cultural beliefs influence health behaviors, illness perceptions, treatment choices, and responses to pain. The unit also introduces foundational healthcare ethics, laws, and professional standards, emphasizing patient rights, confidentiality, and ethical

decision-making. Students apply these concepts through real-world scenarios to develop culturally responsive and ethically sound healthcare practices.

Key Assignment: Cultural Infomercial & Ethics Case Study Response Plan

Overview: In this multi-part project, students analyze how culture and ethics intersect in healthcare delivery. Students apply knowledge gained from a guest speaker, course materials, and case studies to create professional artifacts that demonstrate cultural awareness, ethical reasoning, and effective communication within healthcare and public health contexts.

Part One: Cultural Infomercial

After a guest speaker presentation, students create an infomercial video including:

- Identification of a cultural/ethnic group in Sonoma County
- Two healthcare beliefs or concepts
- Explanation of illness beliefs
- One traditional healer
- Two treatment methods
- Cultural responses to pain

Part Two: Ethics Foundations Notes

Students create a one-page summary defining:

Ethics • HIPAA • Informed Consent • Confidentiality • Code of Conduct • Professional Standards

Also includes:

- Why ethics matter
- Examples of violations in healthcare

Part Three: Ethics Case Study Analysis

Students evaluate 3 ethical dilemmas and identify:

- Ethical issues
- Relevant laws/standards
- Potential consequences
- Correct legal/ethical solutions

Groups then create a **Response Plan** including:

- Explanation of the issue
- Correct steps to resolve it
- Preventative measures
- One visual artifact (poster, checklist, mini training, SOP)

- 2-4 minute class presentation

Standards Alignment

CTE Anchor Standards:

2. Communications
5. Problem Solving & Critical Thinking
8. Ethics & Legal Responsibilities
9. Leadership & Teamwork
11. Demonstration & Application

CTE Health Science and Medical Terminology - Public and Community Health Pathway Standards:

E1.6 – Public health policy & law to improve health

E1.10 – Defend health decisions & social responsibility

E1.1 – Written text about philosophy/services/roles for context (ethical grounding)

Unit 4: Medical Terminology Application

Focus: This unit focuses on building students' ability to accurately understand and apply medical terminology in real-world healthcare and public health contexts. Students learn how prefixes, suffixes, root words, and abbreviations are used to communicate medical information clearly and efficiently. Emphasis is placed on interpreting medical documents, reducing communication errors, and understanding how accurate terminology supports patient safety, documentation, and professional practice.

Key Assignment: Deciphering Medical Documents

Overview: In this applied skills assignment, students strengthen their medical terminology proficiency by decoding and translating simplified medical documents. Students will demonstrate their ability to interpret medical language, recognize commonly used abbreviations, and rewrite medical information using correct terminology. This assignment mirrors real-world tasks performed by healthcare and public health professionals and emphasizes accuracy, clarity, and professionalism.

Part One: Medical Abbreviation & Terminology Quizzes

Students will complete a series of quizzes assessing their understanding of:

- Common medical prefixes, suffixes, and root words
- Frequently used medical abbreviations
- Body systems and condition-related terminology
- Safety considerations related to abbreviation misuse

Quizzes are designed to reinforce vocabulary mastery and prepare students for document analysis.

Part Two: Medical Document Analysis & Terminology Translation

Students will be provided with **simplified medical documents**, such as patient intake forms, discharge instructions, clinical notes, or public health reports.

Working individually or in pairs, students will:

- Identify medical terms and abbreviations used in the document
- Interpret the meaning of the information presented
- Rewrite selected sections using **accurate and appropriate medical terminology**
- Ensure clarity and correctness suitable for professional healthcare communication

Students will also explain how proper medical terminology supports effective communication, reduces errors, and improves patient understanding and safety.

Standards Alignment

CTE Anchor Standards:

- 2. Communications (reading/using technical language)
- 10. Technical Knowledge & Skills
- 11. Demonstration & Application

CTE Health Science and Medical Terminology - Public and Community Health Pathway Standards:

- E1.4 – How public health uses health information & communications
- E2.2 – Document factors influencing health status (application of health data)

Unit 5: Intrapersonal Communication Skills & Career Exploration

Focus: This unit focuses on career awareness, self-reflection, and professional communication skills within public and community health pathways. Students examine how intrapersonal communication—such as self-awareness, goal setting, and decision-making—supports career readiness and effective public health practice. Through career exploration and applied problem-solving, students connect personal interests and strengths to meaningful careers that address real-world community health needs.

Key Assignment: Community & Public Health Career Exploration Project

Overview: In this multi-part project, students explore careers in public and community health while strengthening intrapersonal communication, critical thinking, and professional presentation skills. Students will connect personal interests and strengths to real-world public health careers and apply problem-solving skills to realistic community health situations.

Part One: Career Research Report

Students will research one public or community health career of interest (approved by the instructor). Using credible career and labor market sources, students will create a written research report that provides a comprehensive overview of the selected career.

The report must include:

- **Career Overview:**

Description of the career's role within the public and community health system.

- **Job Duties & Responsibilities:**

Explanation of daily tasks and professional responsibilities.

- **Populations Served:**

Identification of the individuals or communities most impacted by the career.

- **Education & Certifications:**

Required education, licensure, certifications, and recommended training pathways.

- **Work Environment:**

Typical work settings such as clinics, community organizations, government agencies, or field-based work.

- **Impact on Public Health:**

Analysis of how the career contributes to disease prevention, health promotion, or improved health outcomes.

- **Salary & Job Outlook:**

Current salary ranges and employment outlook, including projected growth or demand.

- **Personal Career Reflection (Intrapersonal Component):**

A brief reflection explaining why the career aligns with the student's interests, values, and strengths.

Part Two: Community Health Scenario Simulation

Students will create a realistic community health scenario related to their selected career. The scenario should present a public or community health challenge that the professional might realistically address.

Based on the scenario, students will develop one professional artifact, such as:

- Public Service Announcement (PSA)
- Informational flyer or brochure
- Checklist or resource guide
- Workshop or outreach outline
- Short educational or role-play script

The artifact should demonstrate effective communication, cultural awareness, and problem-solving strategies appropriate for the chosen population and health issue.

Part Three: Professional Presentation

Students will present their career research and community health scenario in a 3-5 minute professional presentation. Presentation format options include:

- Slide deck
- Recorded or live video
- Infographic with oral explanation
- Role-play or simulation

Presentations should clearly communicate key career information, explain the community health scenario, and demonstrate professional communication skills such as clarity, organization, confidence, and appropriate audience engagement.

Standards Alignment

CTE Anchor Standards:

2. Communications
3. Career Planning & Management
5. Problem Solving & Critical Thinking
10. Technical Knowledge & Skills
11. Demonstration & Application

CTE Health Science and Medical Terminology - Public and Community Health Pathway Standards:

- E1.1 – Understanding careers in public health
- E1.4 – Utilizing health information/communication for engagement
- E2.3 – Strategies to improve health status (professional practice lens)

Unit 6: Health Economics, Funding & Resource Allocation

Focus: Students explore how public health programs and services are funded, budgeted, and evaluated. The unit examines the economic impact of health policies, prevention strategies, and health inequities at local, national, and global

levels. Students analyze how limited resources influence health outcomes and policy decisions.

Key Assignment: Public Health Budget Challenge

Overview: In this performance-based task, students take on the role of public health planners responsible for allocating limited funds to address the health needs of a community. Using real or simulated data, students analyze community health priorities, evaluate program costs, and make evidence-based decisions that balance effectiveness, equity, and fiscal responsibility.

Community Profile Analysis

- Review demographic, socioeconomic, and health data for a fictional or local community
- Identify at least three major health concerns impacting the population

Program Research

- Research existing or proposed public health programs (e.g., disease prevention, mental health services, environmental health initiatives, nutrition programs)
- Determine approximate costs, target populations, and expected outcomes for each program

Budget Allocation Plan

- Allocate a fixed public health budget across selected programs
- Justify funding decisions using data, cost-benefit reasoning, and equity considerations

Impact & Equity Analysis

- Analyze how funding choices affect different populations, particularly underserved or high-risk groups
- Identify potential trade-offs and unintended consequences of budget decisions

Professional Presentation

- Present the final budget proposal to a mock “community board” or panel
- Respond to questions and defend decisions using professional language and public health terminology

Standards Alignment

CTE Anchor Standards:

2. Communications
4. Technology Use
5. Problem Solving & Critical Thinking
11. Demonstration & Application

CTE Health Science and Medical Terminology - Public and Community Health Pathway Standards:

E1.2 – Socioeconomic factors affecting health and access

E2.1 – Public policies impacting health equity and resource decisions

E2.3 – Strategy identification for improving community health outcomes

Unit 7: Epidemiology and Case Studies

Focus: Structure, function, disorders, and system interactions related to real-world public health concerns.

Key Assignment: Public Health Investigator

Students will act as **public health investigators** to analyze a disease outbreak or public health event using epidemiological methods. Working individually or in small groups, students will examine data, identify patterns, and propose prevention and intervention strategies.

- **Select a Case Study**

Examples may include:

- Infectious disease outbreak (e.g., influenza, measles, COVID-19, foodborne illness)
- Chronic disease trends (e.g., diabetes, heart disease)
- Environmental or occupational health exposure

- **Case Analysis Report**

Students will produce a written or digital report that includes:

- Background of the disease or health condition
- Affected population and location
- Incidence and prevalence data (when applicable)
- Identified risk factors and transmission pathways
- Public health response and outcomes

- **Prevention & Intervention Plan**

- Proposed short-term and long-term prevention strategies
- Role of public health agencies and community partners
- Ethical considerations (privacy, equity, access to care)

- **Data Visualization Component**

- Simple charts, graphs, or maps to represent case data
- Interpretation of trends and patterns

- **Reflection**

- What the case study reveals about the importance of epidemiology
- How data informs public health policy and community action

Standards Alignment

CTE Anchor Standards:

- 2. Communications
- 5. Problem Solving & Critical Thinking
- 10. Technical Knowledge & Skills
- 11. Demonstration & Application

CTE Health Science and Medical Terminology - Public and Community Health Pathway Standards:

- E1.8 – Impact of environment & communicable disease on populations
- E1.7 – Assessing options for intervention
- E2.2 – Identify/document influencing factors
- E2.3 – Community health improvement strategies

7) Is this course modeled after an approved A-G Course on the UC Portal?

- Yes: District and course: North Orange County ROP - Public and Community Health Careers
- No

8) Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	N/A	CTE Credentialed Teacher
Instructional Material Supplies per student (textbooks, software, etc.)	\$200	\$50
Services (training, equipment maintenance, contracts, etc.)	\$3000	\$2500
Capital Outlay (remodeling, technology, etc.)	N/A	N/A
Total Projected Costs	\$7600	\$4000

9) Instructional Materials- must include estimates for new materials even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Book	Thompson Del Mar Learning 8th	Diversified Health Occupations		Louise Simmers		35

	Edition					
Book	Cengage Learning 6th Edition	Scutchfield and Keck's Principles of Public Health Practice		F. Douglas Scutchfield		35

10) Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	Perkins, CTE Incentive Grant. Annual
Department Funds	
Other (be specific)	

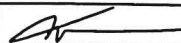
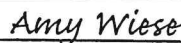
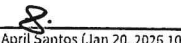
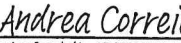


11) Appendix of Additional Documents

<u>* Required additional documents include meeting minutes where the course was discussed and approved</u>
☰ 2025-2026 CTE Dept. Chair Meeting



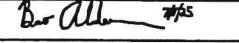

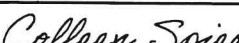
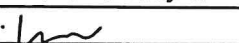
Signatures Page

Course name: Public Health in Action

12) District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
 Casey Cunningham (Jan 16, 2026 11:33:00 PST)	EAHS	Approved
 Amy Wiese (Jan 16, 2026 14:06:24 PST)	MCHS	Approved
 April Santos (Jan 20, 2026 10:09:33 PST)	MHS	Approved
 Andrea Correia (Jan 16, 2026 08:19:48 PST)	PHS	Approved
 Donna Garibaldi (Jan 20, 2026 19:43:18 PST)	RHS	Approved
 Kimberly L. Johnson-Clissold	SRHS	Approved

13) District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
 Zachary Davis (Jan 15, 2026 07:57:45 PST)	EAHS	Approved
 Stephanie Thomas (Jan 14, 2026 19:46:53 PST)	MCHS	Approved
 Bao Alderson (Jan 13, 2026 18:56:42 PST)	MHS	Approved
 Maureen McCabe (Jan 13, 2026 17:42:41 PST)	PHS	Approved
 Colleen Spiers (Jan 15, 2026 10:38:11 PST)	RHS	Approved
 Lisa Piehl (Jan 13, 2026 12:45:20 PST)	SRHS	Approved

Course Catalog Information (To be filled by the District Office):

Course Number	TBD
Course Short Title:	PublicHlth
Course Title:	Public Health in Action P
Number of Credits:	10
Grade Span:	10-12
Graduation Requirement:	Z
Prerequisites:	Completion of Public and Community Health P Course
Course Department:	CTE
State Course Code:	7952
A-G Subject:	G
CTE Pathway:	Health Science and Medical Terminology Sector - Public and Community Health Pathway
Other Information:	