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PREFACE

As its title suggests, An Introduction to Community & Public Health was written to introduce students to community and public health. Our textbook combines the power of today's electronic technology, via the Internet, with a traditional textbook presentation. We believe that your students will find An Introduction to Community & Public Health easy to read, understand, and use. If they read the chapters carefully, respond to the chapter scenarios, and make an honest effort to answer the review questions and to complete some of the activities, we are confident that your students will gain a comprehensive introduction to the realm of community and public health. An Introduction to Community & Public Health incorporates a variety of pedagogical elements that assist and encourage students to understand complex community health issues. Each chapter of the book includes:

- Chapter objectives
- Scenario
- Introduction
- Marginal definitions of key terms presented in boldface type
- Chapter summary
- Scenario analysis and response
- Review questions
- Activities
- References

Carefully selected figures, tables, boxes, and photos illustrate and clarify the concepts presented in the text. Select content in each chapter refers to the Healthy People 2020 goals and objectives.

COMMUNITY AND PUBLIC HEALTH NAVIGATE 2 ADVANTAGE ACCESS

Introduction to Community & Public Health, Ninth Edition includes learning tools for students and teaching tools for instructors to further explore the chapter's content.

WHAT IS NEW TO THIS EDITION?

Although the format of this edition is similar to previous editions, much has changed. First, the content and statistics throughout the book have been reviewed and updated with the latest information. New tables, figures, boxes, and photographs have been added. Second, where possible, we have made change requested by the reviewers of the previous edition.

Here are the chapter-specific changes made to this edition:

- The major change to Chapter 1 was a shortening of the history section of the chapter and placing more of the information in table format. In addition, new information was added regarding influences on the health of a community, including the built environment, public health preparedness, the Affordable Care Act, opioid pain reliever abuse, and the impact of conflict on the health of people around the world.

  In Chapter 2, new information has been included on the World Health Organization (WHO)'s new sustainable development goals, changes to the organization of the U.S. Department of Health and Human Services, the work of the Centers for Disease Control and Prevention (CDC), and an introduction to the Whole School, Whole Community, Whole Child (WSCC) model.

- Chapter 3 includes an updated list of notable epidemics in the United States, expanded information on avian influenza that includes H7N9, a simplified section on rates, and a simplified analytic study section that now only includes a basic overview of observational and experimental studies.

- Chapter 4 has been retitled “Communicable and Noncommunicable Diseases: Prevention and Control of Diseases and Health Conditions.” Chapter 4 now includes an example of information that may be needed to prevent the transmission of a disease (measles) using the new edition of the American Public Health Association (APHA)'s Control of Communicable Diseases Manual, information about how the communicable disease model (the epidemiology triangle) can be adapted for noncommunicable diseases, and new information on active and passive immunity.

- Chapter 5 includes expanded discussions on evidence-based practice, the socio-ecological perspective, and CDC's Framework for Program Evaluation. The chapter also includes two new boxes—one on the increased emphasis on needs assessment and the other on sources of evidence.

- The school health education chapter—Chapter 6—includes a new scenario, an introduction to the Framework for the 21st Century School Nursing Practice, a detailed discussion on the Whole School, Whole Community, Whole Child (WSCC) model, and core competencies for school-based health centers (SBHCs).

- Chapter 7, in addition to being updated throughout, includes new information about the impact of the Affordable Care Act on family planning, and preconception health care and counseling, which are relatively new foci for pregnancy health; information was also added on barriers to prenatal care and the importance of nutrition and vitamin supplementation during pregnancy. A brief review was included on the recent outbreak of measles at Disneyland in California, and a discussion was added about...
vaccine safety and nonvaccination due to religious and philosophical exceptions, which affect vulnerable populations.

- Chapter 8 has been updated with the most recently available data regarding the health of adolescents, young adults, and adults. New information has been added on the leading cause of death and the impact of the Family Smoking Prevention and Control Act on the authority of the U.S. Food and Drug Administration to regulate the manufacturing, distribution, sale, labeling, advertising, and promotion of tobacco products to protect public health.

- The title of Chapter 9, along with other terminology in the chapter, has been changed from “Elders” to “Older Adults” to better describe those who are aged 65 years and older. In addition, information on the demography of aging in the United States has been streamlined, more connections have been made between older adults and community health programming and services, and the information on impairments and chronic conditions has been expanded.

- Chapter 10 has been revised and updated to include new data in 16 tables and figures presented in the chapter. In addition, a new section has been included on the “Social Determinants of Health and Racial and Ethnic Disparities in Health” and the section on “Equity in Minority Health” has been expanded.

- The revision of Chapter 11 includes new information on the relationship of mental health to general health, outpatient commitment—a practice designed to reduce risk of self-harm and protect the public, new law enforcement policies regarding how to handle people with mental health crises, a summary of supported employment services as a component of psychiatric rehabilitation, and details on the integrative mental health approach to care.

- Chapter 12 features a new scenario and new sections have been added on electronic or e-cigarettes, abuse of opioid pain relievers, and the move by some states to legalize the use of marijuana for medical or recreational use.

- Chapter 13, which combines the structure and function of health care delivery in the United States, includes new data throughout. In addition, new information has been added on Federally Qualified Health Centers, the National Quality Strategy, accountable care organizations, patient-centered medical homes, pay-for-performance (P4P), and comparison of select health systems throughout the world. Information about the changes to the Affordable Care Act since its inception in 2010 includes the three challenges to the law that reached the U.S. Supreme Court.

Chapter 14 has been thoroughly revised and updated. New information has been included about mold as an indoor pollutant, runoff and lead as water pollutants, complex disasters, the Zika virus, and emergency preparedness and response. In addition, a new box on the Flint, Michigan drinking water crisis has been included.

- A new scenario has been created for Chapter 15. In addition, the discussion on “Community Approaches to the Prevention of Unintentional Injuries” has been expanded. The discussion of firearms on college campuses has been updated and a new definition of intimate partner violence is introduced.

- Chapter 16 has been updated with the most recently available nonfatal and fatal workplace injury statistics from the Bureau of Labor Statistics. The section on agricultural safety and health, particularly as it relates to families and children, has been updated and expanded. Regarding workplace-acquired respiratory disorders, the alarming increase in cases of progressive massive fibrosis, a lethal form of coal workers’ pneumoconiosis occurring in certain coal mining regions, is discussed. The worksite health promotion discussion has been expanded to include descriptions of worksite health and wellness promotion programs, work-life balance approaches, and the CDC’s Total Worker Health policies, programs, and practices.

HOW TO USE THIS BOOK

Chapter Objectives

The chapter objectives identify the knowledge and competencies that students need to master as they read and study the chapter material, answer the end-of-chapter review questions, and complete the activities. To use the objectives effectively, students should review them before and after reading the chapters. This will help students focus on the major knowledge points in each chapter and facilitate answering the questions and completing the activities at the end of each chapter.

Chapter Objectives

After studying this chapter, you should be able to:

1. Explain the concept of diversity as it described the American people.
2. Discuss the impact of a more diverse population in the United States as it relates to community and public health efforts.
4. List the racial and ethnic categories currently used by the U.S. government in statistical activities and program administration reporting.
5. State some limitations related to collecting racial and ethnic health data.
6. Discuss selected sociodemographic characteristics of minority groups in the United States.
7. List and describe the six priority areas of the Race and Health Initiative.
8. Explain the role socioeconomic status plays in health disparities among racial and ethnic minority groups.
9. Define cultural and linguistic competence and the importance of each related to minority community and public health.

Minority Health has been thoroughly revised and updated. New information has been included on black and minority health.
Introduction

Each chapter begins with a brief introduction that informs the reader of the topics to be presented and explains how these topics relate to others in the book.

Creating a health profile of Americans requires a clear understanding of the health-related problems and opportunities of all Americans. Elsewhere in the text we discussed the role of descriptive epidemiology in understanding the health of populations. In describing the personal characteristics of a population, age is the first and perhaps the most important population characteristic to consider when describing the occurrence of disease, injury, and/or death in a population. Because health and age are related, community and public health professionals look at rates for specific age groups when comparing the amount of disease between populations. When they analyze data by age, they use groups that are narrow enough to detect any age-related patterns, which may be present as a result of either the natural life cycle or behavioral patterns. Viewing age-group profiles in this manner enables community and public health workers to identify risk factors for specific age groups within the population and to develop interventions aimed at reducing these risk factors. Health promotion and disease prevention programs that are successful in reducing exposure to such risk factors within specific age groups can improve the health status of the entire population.

Marginal Definitions

Understanding the key terms helps drive stronger comprehension of the core knowledge and competencies contained within the chapter. These terms are presented in boldface type in the text and defined in the margin. Before reading each chapter, we suggest that students review the chapter's key terms in preparation for encountering them in the text. The boldfaced terms also appear in the glossary at the end of the book.

Fetal alcohol syndrome (FAS) a group of abnormalities that may include growth retardation, abnormal appearance of face and head, and deficits of central nervous system function, including mental retardation, in babies born to mothers who have consumed heavy amounts of alcohol during their pregnancies.
Activities

The activities at the end of each chapter provide an opportunity for students to apply new knowledge in a meaningful way. The activities, which are presented in a variety of formats, should appeal to the varying learning styles of students.

1. Obtain a copy of the most recent results of the Youth Risk Behavior Surveillance System (YRBISS) and the Behavioral Risk Factor Surveillance System (BRFSS) for your state. Review the data presented, and then prepare a one-page summary on the "Health Behavior Health of Adolescents, Young Adults, and Adults" of your state.

2. Obtain data presenting the 10 leading causes of death according to age and race for the age groups presented in this chapter. Review the data, and prepare a summary paper discussing conclusions that can be drawn about race, the leading causes of death, and age.

3. Interview a small group (about 10) of adults (aged 45–64) about their present health status. Ask them questions about their health behavior and health problems. Then, summarize the data you collect in writing and compare it to the information in this chapter on this age group. Discuss the data collected. How do they differ?

4. Ask other adolescents and adults if they remember being ill or adults, and with a two-page paper that presents ideas on how the health profile of that age group can be improved in your state.

Instructor Resources

- Test Bank
- Slides in PowerPoint format
- Instructor’s Manual

Navigate also provides a dashboard that reports actionable assessment data.

STUDENT AND INSTRUCTOR RESOURCES

Each new book comes complete with a dynamic technology solution. Navigate 2 Advantage Access provides an interactive eBook, student activities and assessments, knowledge checks, learning analytics reporting tools, and more.
ACKNOWLEDGMENTS

A project of this nature could not be completed without the assistance and understanding of many individuals.

Special Thank You

A special thank you to our families for their love, support, encouragement, and tolerance of all the time that writing takes away from family activities.

We would also like to thank Dale B. Hahn, PhD, Professor Emeritus, Department of Physiology and Health Science, Ball State University, for encouraging us to take on this project over 25 years ago, and our students who have helped us to improve the book over the years.

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Their expertise is both welcomed and appreciated.
We also acknowledge Ms. Jenni Flanagan, Wellness Coordinator at Working Well, Ball State University, for her advice and expertise on worksite wellness and work-life balance programming.

Reviewers

We would like to express our appreciation to those professionals who took the time and effort to review and provide feedback for this edition. They include:

- Allan Weiss, George Mason University
- Ari Fisher, Louisiana State University
- Erin Reynolds, University of Southern Indiana
- Hans Schmalzlried, Bowling Green State University
- Joni Roberts, University of Mississippi Medical Center
- Ken Watkins, University of South Carolina
- Kenneth Campbell, City Colleges of Chicago
- Kerry J. Redican, Virginia Tech
- Kevin Breen, Rutgers University
- Miryha Runnerstrom, University of California Irvine
- Nikki Keene Woods, Wichita State University
- Tara Underwood, Columbus State University
- Todd M. Sabato, University of North Dakota
- Yvonne Barry, John Tyler Community College

Jones & Bartlett Learning Team

We would like to thank all of the employees of Jones & Bartlett Learning. Their hard work, support, guidance, and confidence in us have been most helpful in creating this and all previous editions of this text. Specifically, we would like to thank: Cathy Esperti, Publisher; Carter McAlister, Editorial Assistant; Alex Schab, Associate Production Editor; Jamey O’Quinn, Rights & Media Specialist; Troy Liston, Media Development Editor; and Andrea DeFronzo, Director of Marketing.