Department of Public Health Sciences
College of Behavioral, Social and Health Sciences
HLTH 2020 - Introduction to Public Health/CT^2 Seminar
Fall 2017

Instructor: Ralph S. Welsh, M.S.
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Note: Include name, class & section number with all correspondence!

Credits: 3 Credit Hours

Meeting Times:
HLTH 2020-**001** T/Th 8:00 – 9:15 Edwards Hall Rm 301
HLTH 2020-**002** MWF 11:00–12:15 Edwards Hall Rm 301
HLTH 2020-**003** MWF 12:30–1:45 Edwards Hall Rm 301

Office Hours: **By appointment:** T/Th (9:30-11:00)
Additional Office Hours can be arranged as needed

Course Description (3 Credit Hours):

This course provides an examination of the forces that have influenced current public health care delivery systems, health practices and trends. Students will be introduced to General Systems Theory and Critical Thinking skills.

This course is being offered as a Clemson Thinks^2 (CT^2) seminar course. The CT^2 initiative at Clemson is part of the university's strategic plan ("2020 Roadmap") to become a top-20 University in part by promoting engaged learning environments that promote critical thinking skills among students throughout their 4-year Clemson Experience. This course has been designed to provide freshman & sophomore level students with opportunities to enhance critical thinking skills that will prepare them to engage in higher-level informed thinking in the classroom, the community and their future careers. The primary goals of this CT^2 seminar include developing students who can…

1. Develop university-level competencies that characterize critical thinking
2. Describe and reflect on specific activities that characterize critical thinking
3. Apply critical thinking skills to problem solving situations outside the traditional academic classroom

Course Materials/Textbooks:

Schneider, M.J. Introduction to Public Health **5th edition** (2017) Jones and Bartlett Publishing Co. Available at Bookstore in Clemson's Hendrix Center or online via various vendors.

Note: You **do not** have to purchase the access code for this textbook!

Course Management System:

The Canvas© system will be used to make class announcements and provide students access to additional course materials (e.g. PowerPoint slides, recorded lectures, assignments, review/study guides, grade book, research/presentation resources, etc.).

Course Objectives:

Upon successful completion of the course, students will be able to:

1. Describe and define the term "public health"
2. Describe the components and operation of the U.S. Public Health Care system
3. Demonstrate an understanding of theoretical approaches used to study public health care delivery systems
4. Describe current trends and issues in public health and their importance to society
5. Describe various public health care professions and how they function within the U.S. Public Health Care System
6. Demonstrate an applied understanding of the "systematic approach to health improvement" used by the U.S. Public Health Care system
7. Demonstrate an ability to identify, access, and critically analyze various sources of science based research findings
8. Demonstrate "critical thinking skills" related to factors influencing the current US Public Health Care Delivery System
9. Demonstrate an understanding of common ethical issues related to public health*
10. Describe a personal framework in which ethical decisions can be made in a systematic, reflective, and responsible way*

See comments in "Evaluation Criteria" criteria on the General Education Competency of "Ethical Judgment"

CT^2 Course Student Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Explore and describe complex challenges associated with "public health"
2. Analyze multi-dimensional problems associated with public health care delivery
3. Effectively communicate complex multi-dimensional challenges associated with public health care delivery while also making recommendations for improved efficiency, based on the synthesis and extrapolation of various sources of scientific information

Academic Integrity Policy:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a ***responsibility*** to respond appropriately and expeditiously to charges of violations of academic integrity. Please refer to the Academic Integrity Policy on the Clemson University website for additional information: http://www.clemson.edu/academics/academic-integrity/index.html

Note: Refer to the "Use of Copyrighted Materials" and "Fair Use Guidelines" policy on the Clemson University website for additional information: http://www.lib.clemson.edu/copyright/.

Instructional Strategies:

Information for this course will be presented in the context of 1) readings from the textbook, 2) PowerPoint (PP) slides outlining course/textbook material, 3) recorded lectures on PP/course material, 4) applied "mini-assignments" on public health science topics, 5) individual application of critical thinking skills, and 6) a final student video project that highlights your understanding of current applied real world public health science practice.

In addition to discussing course material, a heavy emphasis will be placed on the understanding, application, modeling and development of critical thinking skills related to Clemson's CT^2 initiative. The basic terminology and concepts associated with critical thinking will be provided early in the semester and practiced throughout all phases of the course.

Evaluation Criteria:

The final grade for this course will be based upon 3 examinations, 6-10 mini-assignments, one final group video/term paper project, attendance*, and class participation**. Exams will cover material outlined on the PowerPoint slides, material included in the text, and material presented during class discussions. Mini-assignments will be completed outside of class time and will involve presenting individual public health perspectives (~1-3 page/paragraph, double spaced, personal perspective/critical thinking write-ups and related projects). (Note: Successful completion of the "Ethics and Public Health" mini-assignment may fulfill the "General Education Distribution Competency" requiring demonstration of "Ethical Judgment" – see objectives 9&10).

CT^2 critical thinking skills will be assessed multiple times over the course of the semester via

- Completion of a pre/post nationally accepted critical thinking test
- Demonstration of critical thinking skills within various "Mini-assignments"
- Demonstration of critical thinking skills within the final group video project
- Demonstration of critical thinking skills within the written final group video project justification report
- Demonstration of critical thinking skills within your Public Health and Ethics mini-assignment.

E-mail Correspondence:

The instructor will respond to all inquiries, questions and other electronic correspondence within 48 hours. All e-mail messages from the instructor(s) will be sent to the students Clemson e-mail address.

Attendance Policy:

Students are expected to attend every class meeting, arrive on time, and actively participate in class discussions. Regular and punctual attendance at all class sessions is the personal responsibility of each student. Class attendance will be determined by the presence of signatures on an attendance sheet that will be passed around at the beginning of class – individuals who arrive late and fail to sign the attendance sheet will be considered absent for the day. Absences will only be excused for genuine medical emergencies or legitimate causes as **determined by the professor**. Examples include death in the immediate family and personal conditions requiring hospitalization or emergency treatment. Personal illnesses such as colds, general fatigue, or general sickness are not typically excused.

To have an absence classified as "excused", the student must adhere to the following procedures:

1. Contact the professor **prior to the class**!
   (…or as soon as possible after class if prior contact is not possible)
2. Provide a written request explaining the nature of the absence (e.g. e-mail)
3. Provide "official documentation" specific to the reason for the absence (e.g. doctor's note) within 1 week of the absence. Extensions for official documentation may be provided if verbally agreed upon with the professor within the 1 week time frame. Copies of pharmacy receipts or prescriptions do not count as official documentation.

After receiving the above information, the professor will inform the student if the absence will be classified as excused!

***An accumulation of 3 unexcused absences will result in a reduction of one letter grade* (10% on an individual's overall class average).** If a student should have to miss class due to official participation in University activities they should adhere to the above stated guidelines, notify the professor at least 1 week prior to the event and make arrangements for missed material. **No makeup credit will be provided for unexcused absences from regularly scheduled exams, missed quizzes/assignments, or in-class projects.** If an individual is offered a make-up exam, due to an excused absence, it will be administered on the final exam date after the regularly scheduled exam (other dates for make-up exams will only be assigned at the discretion of the instructor). It is highly recommended that you contact (e-mail, phone, etc.) the professor prior to any missed classes if you wish to receive an excused absence from class. *Contacting a professor regarding any absences is also good etiquette. And, always practicing good professionalism will increase ones likelihood of early make-up dates/extensions.*

As a common courtesy to everyone in class**, cellular telephones and any other communication or messaging devices are to be turned off during class time or left at home**. **This includes online chatting and other non-class related laptop activities. Abuse of this last policy will result in an unexcused absence and a zero being assigned for one mini-assignment grade. (Note: Text messaging, online chatting, and doing homework on laptops during class are considered an abuse of this policy.)** If you have any questions regarding these policies or if you have any special circumstances (e.g. personal disabilities, official university requirements, etc.) that may influence your successful participation in this course, see the professor after class during the first week of the course.

"If the professor is late to class, students are expected to wait at least 15 minutes from the time class was to have started, after which they may be excused from class unless the professor has given advance warning and instructions to wait."

Course grades will be based on the following point system:

Exam 1		**50 pts**
Exam 2		**100 pts**
Exam 3		**100 pts**
Mini-assignments		**100 pts**
Research/Video Project		**100 pts**
Total Course Points	**=**	***450 pts***

*** Attendance** will affect your final grade by way of one letter grade being subtracted from your course total if you have 3 or more "unexcused absences"

**** Class participation** will affect your final grade if your final average is within 0.2% of the next highest letter grade (i.e. ≥89.8, ≥79.8, etc). In this situation, if the student has adequately participated in classroom discussions over the course of the semester (per the instructor's discretion), the next highest letter grade for the course will be assigned.

Grading Scale

A =	≥ 90.0%
B =	80.0 – 89.9%
C =	70.0 – 79.9%
D =	60.0 – 69.9%
F =	< 60.0%

Professional Etiquette Guidelines:

1. **All assignments are due by the listed deadline.**
   (Late assignments will receive a full letter grade reduction for each day late).

2. **Assignments should be typed up in a neat professional manner**
   a. Word documents and written communication should be neatly typed and formatted to optimize reading and communication of messages. (i.e. 12+pt font and a common font style. e.g. Arial, TNR)
   b. Include your name, course & section number, date, and assignment title with ***all assignments submitted***!!!
   c. Use quality (not quantity) writing and proper grammar to clearly communicate your understanding / obtainment of assignment objectives!! Poorly written assignments will receive a 10% deduction.

3. **Include your name, course and section number in all e-mail correspondence** (*I teach multiple sections of different courses so knowing which class you are in will assist me in responding to your questions in a timely manner*)

4. **Practice good professional behavior in all communications** (especially during those stretches of the semester when stress, sleep, and other academic/personal challenges may be an issue). :~}

Late Assignments:

Late assignments will have 1 letter grade deducted for each day that they are late. A missed exam will require an appropriate excuse for the instructor to consider allowing a make-up exam. Examples of excused absences include a death in the immediate family or personal conditions requiring hospitalization or emergency treatment. Personal illnesses such as colds, general fatigue, or general sickness are not typically excused. If you are unsure if your situation will be excused, contact the professor in a professional manner prior to or as soon as possible after the missed assignment.

Submitting Assignments:

All Assignments should be submitted into Canvas using the links provided within the Mini-assignments folders.

Word Mini-assignments: Written assignments should be created in a word document and then submitted as an attachment.
(see mini-assignment directions in Canvas)

Final Project: Your final video project which will be created using Adobe Premier Pro should be finalized into an .mp4 format. Files will be submitted in Canvas under the assignment submission link. I will be providing training resources on how to create quality movies that adhere to sampling and referencing standards that will be applicable to future career settings.

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Copyright Statement:

Materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or shared with other students, faculty or individuals not enrolled in the course. This includes copies of PP slides, class notes, and samples of class assignments. Materials are provided in compliance with the provisions of the Teach Act. Refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information: http://libguides.clemson.edu/content.php?pid=84458&sid=627695

Link to Online Student Orientation (for new students)

http://www.clemson.edu/ccit/learning_tech/computer_training/student_orientation/index.html

Student Disabilities Services Policy:

If you have a documented disability that requires accommodation, you must notify me in writing during the first week of classes.

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: http://www.clemson.edu/campus-life/campus-services/sds/.

The Clemson University Title IX (Sexual Harassment) statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).

Technology Skills or Equipment Required:

Computer and Internet access, PowerPoint, Word Processing program, Clemson e-mail & Adobe Premier Pro (accessible on CU computers or free to download). You may need to download and install a media player, plug-in, or instant messaging application. I will be using Adobe Connect for our synchronous discussion sessions (online course only) and to record lectures/review sessions that will be make available in Canvas. In addition, you will need the latest version of Silverlight.

Technology Support: Clemson Computing and Information Technology

http://www.clemson.edu/ccit/

List of Mini-Assignments
(Course Evaluation Artifacts)
&
Teaching Strategies

Module 1:

1) <u>The Public Health Scientists of Clemson's DPHS</u>
    a. ***Teaching Strategies:*** *Students will be required to provide a 1-3 page report with short written statements that highlight their ability to recognize and describe how the 6 core scientific areas of public health science are being applied by the public health scientists/faculty of the DPHS*
2) <u>The Organizational Framework of Public Health Care</u>
    a. ***Teaching Strategies:*** *Students will be required to provide a 1-3 page written report that highlights their ability to identify current national level policies related to public health care delivery while also describing how the policy is meant to impact public and private organizations' ability to impact the health of individuals in communities (the 3 levels of the organizational framework of public health). In addition, students will be required to identify and describe potential controversial issues related to the policy's effectiveness at bringing about health improvements while also highlighting basic components of critical thinking*.*
3) <u>The Future of Public Health – Ch. 31 Take home Quiz!</u>
    a. ***Teaching Strategies:*** *Students will be required to display their ability to independently read textbook material and internalize applied concepts as assessed with a take home quiz. This assignment also provides students with an opportunity to be exposed to various styles/formats of test questions that will be used on course exams.*

Module 2:

4) <u>Identifying, Reading, and Critiquing Public Health Research Studies</u>
    a. ***Teaching Strategies:*** *Students will be required to display their ability to identify various sources of scientific research information and critique an original peer reviewed research study for the study's purpose, methods, primary findings, application of findings and potential biases associated with the application of study findings to real world public health practice*.*
5) <u>Public Health Is… Personal Video Statement</u>
    a. ***Teaching Strategies:*** *Students will be required to display their ability to communicate their understanding of how the components and functioning of public health care delivery may apply to their future professions as potential health care providers (using audiovisual methods within a 1 minute .MP4 video file)*.*

Module 3:

6) Critiquing Public Health Care Promotion Video Messages
    a. ***Teaching Strategies:*** *Students will be required to display their ability to identify the components and functioning of public health by completing a brief 1 page written report that critiques previous student video projects on the application of public health science.*
7) Applying Determinants and Theories of Public Health Behaviors
    a. ***Teaching Strategies:*** *Students will be required to display their ability to identify applicable psychosocial and environmental determinants of an individual health behavior while also displaying an ability to apply theories of health behavior change/promotion. This 1-3 page written report will require students to describe how these determinants and theories apply to the systematic approach to public health improvement*.*

8) Ethics and Ethical Decision Making in Public Health Care
    a. ***Teaching Strategies:*** *Students will be required to display their ability to identify and describe ethical issues in multiple areas of public health practice, identify opposing viewpoints on ethical dilemmas and justify an ethical position on the dilemma based on some ethical standard. This 2-4 page written report will require students to show their ethical decision making skills*.*

9) Complete the Critical Thinking Assessment Tests (Pre & Post)

Final Course Group Video Project (Course Evaluation Artifact):

Teaching Strategies: Students will be required to work within a group process to highlight their understanding of how the key components and functions of public health apply to a current real world population health threat. In addition, they will be required to make recommendations for improving the effectiveness of public health care delivery based on identified areas of controversy, scientific research, and application of critical thinking concepts and skills*.

Artifact Evaluation Note: Teaching strategies identified with an * will be evaluated in line with key critical thinking student learner outcomes being targeted in this CT^2 seminar course:

- "Exploring complex challenges": FP, Mini-2, Mini-8
- "Analyze multidimensional problems": FP, Mini-5, Mini-7, Mini-9, Mini-8
- "Effectively communicate complex ideas and alternate solutions based on the synthesis and extrapolation of information": FP, Mini-4, Mini-5, Mini-8

HLTH 2020/CT2 – Prof. Welsh

Fall 2017

		Topic/Readings	Assignments
Week 1	8/24, 8/29, 8/31	Overview of Course & Public Health Sciences (Readings: **Prologue**)	
Week 2	9/5, 9/7	Public Health: What it is and How it Works (Readings: **Ch 1 & CT**)	
Week 3	9/12, 9/14	Public Health: What it is and How it Works The Controversy of Public Health in the U.S. (Readings: **Ch 2**)	
Week 4	9/19, 9/21	The Role of Government in Public Health Public Health In the 21st Century Finish Material, Review (Readings: **Ch 3**)	
Week 5	9/26, **9/28**	**Exam # 1 (Thurs 9/28)**	
Week 6	10/3, 10/5	The Role of Epidemiology in Public Health (Readings: **Ch 4, Ch 5, Ch 6**)	
Week 7	10/10, 10/12	The Role of Epidemiology in Public Health (Readings: **Ch 4, Ch 5, Ch 6**)	
Week 8	*Fall Break* ~~10/17~~, 10/19	***** Fall Break ***** The Role of Data and Statistics in Public Health (Readings: **Ch 7, Ch 8**)	
Week 9	10/24, **10/26**	Finish Material, Review **Exam # 2 (Thurs 10/26)**	
Week 10	10/31, 11/2	The Shift from Infectious to Chronic Diseases (Readings: **Ch 9**)	
Week 11	11/7, 11/9	The Role of Behavioral Sciences in Public Health (Readings: **Ch 13, Ch 14**)	
Week 12	11/14, 11/16	The Role of Behavioral Sciences in Public Health (Readings: **Ch 13, Ch 14**) (Readings: Ch 19, Ch 20)	
Week 13	11/21 *T- Break*	Thanksgiving Break (Thurs 11/26)	
Week 14	11/28, **11/30**	**Exam #3 (Thurs 11/30)**	
Week 15	12/5, 12/7	**Course Wrap-up** **Final Project Activities** **Final Mini's Due!**	
Exam Week		**Group Presentations / Final Projects Due** **Time & Date - TBD**	

Please feel free to contact me if you have any questions regarding problems you may have accessing or understanding the course material. I look forward to working with you as we discover the field of "Public Health", the Public Health Sciences, and Health Care Delivery to the Public!

– Prof. Ralph S. Welsh Senior Lecturer, Clemson Department of Public Health Sciences