



**Department of Public Health Sciences  
College of Health, Education, and Human Development  
HLTH 2020 - Introduction to Public Health/CT<sup>2</sup> Seminar  
Fall 2014**

**Instructor:** [Ralph S. Welsh, M.S.](#)  
**Office:** 527 Edwards Hall  
**Telephone:** 864-320-0538 (*cell-emergency/prearranged discussion*)  
656-7158 (office)  
**E-Mail:** [RalphW@Clemson.edu](mailto:RalphW@Clemson.edu)

**Note: Always include name, class & section number with correspondence!**

**Credits:** 3 Credit Hours  
**Meeting Times:** Sect 001: T, Th (8:00 – 9:15) Edwards Hall Room 302  
Sect 002: T, Th (9:30 – 10:45) Edwards Hall Room 304  
Sect 003: T, Th (12:30 – 1:45) Edwards Hall Room 302

**Office Hours:** T & Th 11:00-12:30  
*Additional Office Hours can be arranged by appointment (M, W or F)*

**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. General Systems Theory is introduced and sophomores will be provided enrollment priority for this CT<sup>2</sup> course.

This course is being offered as a Clemson Thinks<sup>2</sup> (CT<sup>2</sup>) seminar course. The CT<sup>2</sup> 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 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<sup>2</sup> 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 4<sup>th</sup> edition (2014) Jones and Bartlett Publishing Co. Available at Bookstore in Clemson's Hendrix Center or online via various vendors.

**Course Management System:**

The Black Board<sup>®</sup> 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<sup>2</sup> 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/term paper project that highlights your understanding of current applied real world public health science practice.

This course will be delivered using “Flipped Classroom/Hybrid” teaching methodologies through which short recordings of traditional lectures will be provided to students for viewing outside of classroom time to free up class time for more in-depth higher level student discussions of course material, assignments and critical thinking skill development. 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<sup>2</sup> 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, 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 electronic discussion board postings). (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<sup>2</sup> 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: CAT 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.

## **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:**

<b>Exam 1</b>	<b>50 pts</b>
<b>Exam 2</b>	<b>100 pts</b>
<b>Exam 3</b>	<b>100 pts</b>
<b>Mini-assignments</b>	<b>100 pts</b>
<b>Research/Video Project</b>	<b>100 pts</b>

**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.  $\geq 89.8$ ,  $\geq 79.8$ , 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 =	$\geq 90.0\%$
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**
  - Word documents and BB postings should be neatly typed and formatted to optimize communication/reading of assignment submissions. (i.e. 12+pt font and a common font style. e.g. Arial, TNR)
  - Include your name, course & section number, date, and assignment title with ***all assignments submitted!!!***
  - Use quality (not quantity) writing and proper grammar to clearly communicate your understanding / obtainment of assignment objectives!!
- 3. Include your name and course 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 projects will be deducted 1 letter grade 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 Blackboard using the links provided within the Mini-assignments folder located within the Module 1-4 folders.

**Word Mini-assignments:** Assignments should be written in a word document and then “Cut and Paste” the correctly formatted assignment in the mini-assignment submission window. (see mini-assignment directions in BlackBoard) Avoid just attaching your assignment which slows down the grading process.

**Discussion Board Mini-assignments:** Questions will be posted under the Discussion Board link. Students should submit their responses by the set dates.

**Final Project:** Your final video project which will be created using MovieMaker (PC) or iMovies (MAC) should be submitted in an .m4v format using the file exchange option in BB. I will be providing training session on how to create quality movies that adhere to sampling and referencing standards that will be applicable to future career settings.

\*\*\*\*\*

## **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. They 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](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. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation. Please refer to the Student Disability Services – Student Guide on the Clemson University website for additional information:

<http://www.clemson.edu/campus-life/campus-services/sds/students/index.html>

### **Distance Learning Course Policy (online course only!):**

This is an Internet course that will be taught via Blackboard. The course does not include any classroom time on campus. Readings, discussions, chats, audio bridge sessions, and field activities will take the place of traditional lecture class times.

### **Attendance Policy:**

Students are expected to participate in all class synchronous and asynchronous activities. Punctual attendance at all class sessions is a student's obligation, and each student is responsible for all the work, including tests and written work.

### **Technology Skills or Equipment Required:**

Computer and Internet access, PowerPoint, Word Processing program, Clemson e-mail, audio headset for participation in online real time discussion sessions (online courses only). You may need to download and install a media player, plug-in, or instant messaging application. We will be using Adobe Connect for our synchronous discussion sessions (online course only). In addition, you will need the latest version of Silverlight.

### **Technology Support: Clemson Computing and Information Technology**

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

### **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.

***Please feel free to contact the instructor with any questions you may have while taking this online course!!!! While this is an online course I am here via phone/e-mail/etc. to assist you as you work through the course material and your understanding of public health.***

~ Prof. Ralph S. Welsh

## Netiquette Policy:

*Netiquette*, in short stands for *Internet etiquette*. Always practice netiquette when communicating electronically. Guidelines for netiquette include the following:

- Be respectful of other participants. This includes their time, their bandwidth, and their opinions.
  - Don't post excessive messages that will take a long time to read and interpret.
  - While not recommended, some participants may be on a dial-up connection. Large Graphics and video can take hours to download on a slow connection.
  - Everybody has an opinion. Keep your critiques constructive. Try not to offend anyone. If you do offend someone or become offended, do not post antagonistic messages. This is considered flaming. Instead contain the heat; just do not respond at all.
- Remember the Human. Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing inflections in your voice. This may cause misinterpretation of your message. For example,
  - Using all caps and exclamation marks may be interpreted as SHOUTING!!!
  - Add humor and personality to your messages by using emoticons. A few popular ones are shown below.

: - )	Happy	: - (	Sad	: - e	Disappointed
: - o	Surprised	: - D	Laughing	: - @	Screaming
: - l	Indifferent	; - )	Winking	: - <	Mad

- Remember the written word. When you communicate via technology, you should remember that any message you send can be saved or forwarded by its recipient. Chances are they are stored on a computer where you have no control. So remember the old adage that mom used to say, "If you can't say something nice, don't say anything at all." Be professional and add quality information and external resources to your discussions.

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

**Module 1:**

- 1) The Public Health Scientists of Clemson's DPHS
  - 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) The Organizational Framework of Public Health Care
  - 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) The Future of Public Health – Ch. 30 Take home Quiz!
  - 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) Identifying, Reading, and Critiquing Public Health Research Studies
  - 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) Public Health Is... Personal Video Statement
  - 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 1-2 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 1-3 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\*.*

### **Module 4:**

- 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) Final Video Project Justification Report & Group Member Evaluations
  - a. **Teaching Strategies:** *Students, as a group, will be required to display their ability to apply critical thinking skills to their final group project while also contributing successfully to the small group process of conceptualizing an audiovisual message and justifying how their video meets assignment requirements. This assignment will require all group member to contribute ideas to a single project report while also critiquing the effectiveness of other group member's contributions (blind evaluations)\*.*
- 10) Complete the Critical Thinking Assessment Tests (Pre & Post)

### **Final Course Group Video Project (Course Evaluation Artifact):**

1. 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<sup>2</sup> 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 – Welsh**  
**Fall 2014**

		<b>Topic/Readings</b>	<b>Assignments</b>
Week 1	8/21, 8/26, 8/28	Overview of Course & Public Health Sciences (Readings: <b>Prologue, Ch 1</b> )	
Week 2	9/2, 9/4	Public Health: What it is and How it Works (Readings: <b>Ch 1 &amp; CT</b> )	
Week 3	9/9, 9/11	Public Health: What it is and How it Works The Controversy of Public Health in the U.S. (Readings: <b>Ch 2</b> )	
Week 4	9/16, 9/18	The Role of Government in Public Health Public Health In the 21 <sup>st</sup> Century Finish Material, Review (Readings: <b>Ch 3</b> )	
Week 5	9/23, <b>9/25</b>	<b>Exam # 1 (Thurs 9/25)</b>	
Week 6	9/30, 10/2	The Role of Epidemiology in Public Health (Readings: <b>Ch 4, Ch 5, Ch 6</b> )	
Week 7	10/7, 10/9	The Role of Epidemiology in Public Health The Role of Data and Statistics in Public Health (Readings: <b>Ch 7, Ch 8</b> )	
Week 8	10/14, 10/16	The Role of Data and Statistics in Public Health The Role of Biomedical Sciences in Public Health Finish Material, Review (Readings: Ch 9, <i>Ch 10</i> , Ch 11, <i>Ch 12</i> )	
Week 9	10/21, <b>10/23</b>	<b>Exam # 2 (Thurs 10/23)</b>	
Week 10	10/28, 10/30	The Shift from Infectious to Chronic Diseases The Role of Behavioral Sciences in Public Health (Readings: <b>Ch 9, Ch 13, Ch 14</b> )	
Week 11	11/4, 11/6	The Role of Behavioral Sciences in Public Health (Readings: <b>Ch 13, Ch 14</b> )	
Week 12	11/11, 11/13	The Role of Behavioral Sciences in Public Health (Readings: <b>Ch 13, Ch 14</b> ) (Readings: Ch 19, Ch 20)	
Week 13	11/18, <b>11/20</b>	<b>Exam #3 (Thurs 11/20)</b>	
Week 14	11/25	Thanksgiving Break (Thurs 11/27)	
Week 15	12/2, 12/4	<b>Course Wrap-up</b>	
<b>Exam Week</b>		<b>Group Presentations / Final Projects Due</b>	

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 Lecturer, Clemson Department of Public Health Sciences