Department of Public Health Sciences
College of Behavioral, Social and Health Sciences
Introduction to Public Health/CT² Seminar (HLTH 2020)
<u>Fall 2020</u>

Credits: 3 Credit Hours
Course Format: Blended Format
Meeting Times: HLTH 2020-002 T/Th 11:00 – 12:15 (Business 133)
                        HLTH 2020-003 T/Th 12:30 –   1:45 (Daniel 213)
Virtual Location: See Zoom Link in Canvas
Semester Dates: August 19, 2020 – December 11, 2020

Instructor: Prof. Ralph S. Welsh, M.S.
Office: 527 Edwards Hall
Phone (office):   864-656-7158
E-Mail: **Ralphw@clemson.edu** (Primary Communication)
Office Hours: T/Th (9:00-10:30) by appointment
                        Additional office hours can be arranged as needed

Communication Notes:

Please include your name, class number, and section number with all e-mail correspondence as I teach multiple classes during the semester. To adhere to the University's Privacy Policy, you should use your university email address (or the Canvas Inbox) to email me. Make sure to e-mail at my @clemson.edu address as **I don't check my @g.clemson.edu account**. You can expect a response to your email inquiries within 36 hours, excluding weekends.

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. :~}

Official Course Description:

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 population health theories and models, as well as general systems theory and Critical Thinking skills. Health Science and Language & International Health majors will be given enrollment priority.

This course is being offered as a Clemson Thinks² (CT²) seminar course. The CT² initiative at Clemson is part of the university's strategic plan 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 Textbook(s):

Schneider, M.J. <u>Introduction to Public Health</u> 5th edition (2017) Jones and Bartlett Publishing Co. ISBN: 978-1284089233
or
Schneider, M.J. Introduction to Public Health 6th edition (2021) Jones and Bartlett Publishing Co. ISBN: 978-1284197594

Note: You can purchase either version of the textbook. Both textbooks are very similar, and you won't be at a disadvantage if you purchase either version. I will be working out of the 5th edition. You do not have to purchase the access code for the textbook!

Course textbooks can be purchased through the [campus bookstore](#)

Required Technical Skills:
To be successful in this course, you must have a minimum working knowledge of your computer system, a web browser, a word processing program and Zoom meeting room. If you do not have this knowledge or the skills listed below, consider taking a short computer course prior to enrolling in an online course. Additional technological skills that will be developed during this course include the use of the following Adobe Creative Cloud programs: Adobe Spark & Adobe Premier Pro (or similar video production program).

For technical assistance students should contact ithelp@clemson.edu ,
visit [CCIT's website (Links to an external site.)](#) or check out [Clemson's Adobe Creative Cloud Webpage (links to an external site)](#).

Course Management System & Synchronous Meeting Systems:
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.).

Zoom© will be used for our weekly online synchronous meetings & potential individual online office hours (see link in Canvas). **We will be meeting on Tuesday's during our normal class time to review the week's material.**

Course Goals & Student Learning Outcomes:

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 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 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
11. Demonstrate effective oral, written and digital communication skills

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 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

Instructional Strategies:

Information for this course will be presented in the context of…
1. Readings from the textbook
2. In-class & recorded lectures outlined in PowerPoint (PP) slides
3. Course Exams on textbook/lecture material
4. Applied skill-based "mini-assignments" on public health science topics
5. Individual application and communication of critical thinking skills
6. A final student group video project that highlights your ability to produce an audiovisual message that effectively answers the question, "What is Public Health?" based on current events & 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.

List of Major Assignment Descriptions:

Module 1:

1. The 6 Core Sciences & Organizational Framework of Public Health
    a. Teaching Strategies: Students will be required to produce an Adobe SPARK page that highlights their ability to recognize and communicate how the "6 core sciences of public health" apply to a healthcare profession & how a national level policy impacts 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 apply critical thinking skills to identify and describe potential controversial issues related to the policy's effectiveness. Written and digital communication skills will be required.

2. The Future of Public Health – Ch. 31 Quiz!
    a. Teaching Strategies: Students will be required to display their ability to independently read textbook material, internalize applied concepts and be assessed with an open book online quiz. This assignment will provide students exposure to various supplied response and constructed response styles of test questions that will be used on course exams.

Module 2:

3. Identifying, Reading, and Critiquing Public Health Research Studies
    a. Teaching Strategies: Students will be required to display their ability to recognize various sources of scientific research information and critique an original peer-reviewed research 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. Critical thinking and applied science skills will be required.

4. Public Health Is… Personal Video Statement
    a. Teaching Strategies: Students will be required to display their understanding of the term public health by effectively communicating how the components and functioning of public health care delivery apply to a health care profession they are pursuing. Student will be required to apply written and digital communication strategies to produce a 1 minute .MP4 video file.

5. 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 in additional to effective digital communication strategies by critiquing previous students' final video projects on the application of public health science to a current public health threat.

Module 3:

6. Applying Determinants and Theories of Public Health Behaviors
    a. Teaching Strategies: Students will be required to display their ability to identify and describe psychosocial and environmental determinants of an individual health behavior, while also displaying an ability to apply theories of health behavior change/promotion. In addition, students will be required describe how these determinants and theories apply to the systematic approach to public health improvement.

7. 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 related to public health practice, identify opposing viewpoints and justify an ethical position on based on a common personal ethical decision-making framework.

8. Complete the Critical Thinking Assessment Tests (Pre & Post)
    a. Teaching Strategies: Students will be required to complete Clemson's pre and post nationally representative critical thinking exam and reflect on how their results relate to other college students. This exam will be used to assess students' application and development of critical thinking skills throughout the semester.

Final Course Group Video Project (Course Evaluation Artifact):

9. Teaching Strategies: Students will be required to work within a group to effectively apply group skills to create a public health science-based digital communication message that highlights their understanding of how the key components and functions of public health apply to a current population health threat. In addition, they will be required to make recommendations for improving the effectiveness of public health care delivery based on the systematic approach to public health improvement, the recognition of ethical controversies, the synthesis and extrapolation of information, the application of scientific research, and the application of critical thinking concepts and skills.

CT² Artifact Evaluation Note: Critical thinking skills will be assessed multiple times over the course of the semester (see list of major course assignments). The CT² student learning outcomes will be evaluated with the following assignments:
*   "Exploring complex challenges": FP, Mini-1, Mini-4, Mini-7
*   "Analyze multidimensional problems": FP, Mini-3, Mini-6, Mini-7
*   "Effectively communicate complex ideas and alternate solutions based on the synthesis/extrapolation of information": FP, Mini-6 and Mini-7

Topical Outline of Course Material

Fall 2020 Schedule and Topical Outline

Week	Dates	Topical Outline and Readings
1	8/19 – 8/23	Welcome & Overview of Course
2	8/24 – 8/30	Public Health: What it is and How it Works Readings: **Prologue & Start Chapter 1**
3	8/31 – 9/6	Public Health: What it is and How it Works Readings: **Chapter 1**
4	9/7 – 9/13	Public Health: What it is and How it Works Readings: **Chapter 1**
5	9/14 – 9/20	The Controversy of Public Health The Role of Government in Public Health (Readings: **Ch 2, Ch 3**)
6	9/21 – 9/27	Critical Thinking Article & Exam 1 Review **Exam # 1 (Thurs 9/24 @ 6pm)**
7	9/28 – 10/4	The Role of Epidemiology in Public Health (Readings: **Ch 4**)
8	10/5 – 10/11	The Role of Epidemiology in Public Health (Readings: **Ch 5**)
9	10/12 – 10/18	The Role of Epidemiology in Public Health (Readings: **Ch 6**)
10	10/19 – 10/25	The Role of Data and Statistics in Public Health (Readings: **Ch 7, Ch 8**)
11	10/26 – 11/1	Exam 2 Review **Exam # 2 (Thurs 10/29 @ 6pm)**
12	11/2 – 11/8	**Fall Break Monday & Tuesday** The Shift from Infectious to Chronic Diseases (Readings: **Ch 9**)
13	11/9 – 11/15	The Role of Behavioral Sciences in Public Health (Readings: **Ch 13, Ch 14**)
14	11/16 – 11/22	The Role of Behavioral Sciences in Public Health (Readings: **Ch 13, Ch 14**)
15	11/23 – 11/29	Ethics & Public Health **Thanksgiving Break: Wednesday to Friday**
16	11/30 – 12/6	**Exam #3 (Wed 12/2 @ 6pm)** Final Project Activities
Final Exam Week		**Final Projects Due!!** Section 003 = Mon 12/7 @ 3:00pm **Section 002 = Wed 12/9 @ 3:00pm**

Methods for Determining Course Grades / Evaluation Criteria:

The **Final Letter Grade** for this course will be based upon 3 examinations, 8 mini-assignments, one final group video project and class participation.

Exams will cover textbook and lecture material outlined in the PowerPoint slides and discussed during our weekly review sessions. Due to the COVID-19 pandemic, all exams this semester will be online open book and open note. **The exams are currently scheduled to take place at 6pm on the scheduled exam dates** (see Fall Schedule and Topical Outline). Students will be allowed the option of an alternate exam time if they have a schedule class conflict with this exam time. The time of the exam may be adjusted slightly during the first week of the course, after everyone has had a chance to provide input on schedule availability.

Mini-assignments will be completed outside of class time and will involve the application of course material and the development of key skill sets important to public health science and your end of the semester final project. These projects will involve the submittion of short written, audiovisual, and survey/chatroom based communications. **All mini-assignments will be due on Sundays at midnight following the scheduled module exam date.**

Class participation: if a student's final average is within 0.2% of the next highest letter grade (i.e. ≥89.8, etc) and they 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.

Exam #1	50 points
Exam #2	100 points
Exam #3	100 points
Mini-assignment Average	100 points
Final Project	100 points
Total Points	**450 Points**

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

Attendance & Notification of Absence 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. If you wish to have an absence excused, you should contact the professor well before the due date to discuss the possibility of an excused absence. Contacting a professor regarding any absence is considered good professional etiquette!

No makeup credit will be provided for unexcused absences from regularly scheduled exams or missed assignments. Any late assignments, due to unexcused issues, will receive a 1 letter grade reduction for every day they are late. If an individual is offered a make-up exam, due to an excused absence, it will be administered on the final exam date during the regularly scheduled exam period. Earlier dates for make-up exams will only be assigned at the discretion of the instructor if the student has displayed good professional etiquette. Examples of excused absences from exams or assignment deadlines include death in the immediate family or personal conditions requiring hospitalization or emergency treatment. Personal illnesses such as colds, general fatigue/sickness, or procrastination are not typically excused.

Waiting period if the instructor is late for class

"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."

Specific COVID-19 Related Attendance Policy Information:

For a student who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus, it will be up to the student to inform the instructor that they will be moving to online only instruction for at least the next two weeks. Students are directed to use the "Notification of Absence" module in Canvas to initiate this notification. Additional communication via email is encouraged; students should follow up with their instructor to develop a continued plan of study for each course. Students cannot be penalized in their grade for needing to move to online instruction.

Academic Continuity Plan (weather related/power outages, etc):

"Any exam that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation."

Academic Continuity Plan (non-weather related):

"Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes in, class will be conducted in a virtual (online) format. The University issues official disruption notifications through email and social media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class.
- Primary access link: http://www.clemson.edu/canvas
- Secondary access link, if needed: https://www.clemson.instructure.com
- You can also use the Canvas Student App

COVID-19 Related Expectations for Face Coverings:

"While on campus, face coverings are required in all buildings and classrooms. Face coverings are also required in outdoor spaces where physical distance cannot be guaranteed. Please be familiar with the additional information on the [Healthy Clemson](#) website, such as the use of wipes for in-person classes. If an instructor does not have a face covering or refuses to wear an approved face covering without valid accommodation, students should notify the department chair. If a student does not have a face covering or refuses to wear an approved face covering without valid accommodation, the instructor will ask the student to leave the academic space and may report the student's actions to the [Office of Community & Ethical Standards](#) as a violation of the Student Code of Conduct. If the student's actions disrupt the class to the extent that an immediate response is needed, the instructor may call the Clemson University Police Department at 656-2222." Office of Community & Ethical Standards [Expectations for Student Classroom Behavior](#)

Academic Integrity Statement:

"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." [Link to Clemson's Academic Integrity webpage](#)

Copyright

All materials found in this course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

Privacy Policy

This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact me immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

Accessibility Statement with links to resources:

"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 a 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 or by emailing

studentaccess@lists.clemson.edu. 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." Link to additional SDS services

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. Please consult the University's Title IX website for full details.

DPHS Diversity Statement:

"We strive to educate ourselves and others about the issues of a pluralistic society. We are committed to reaching beyond the views of individuals to value a community that appreciates and learns individuals' similarities and differences. Our department strives to create a safe environment that affirms the dignity and worth of everyone. We demonstrate this commitment by embracing differences, including those differences that are not visually apparent."

Clemson Safe Campus Statement:

"Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:
- Ensure you are signed up for emergency alerts
- Download the Rave Guardian app to your phone
- Learn what you can do to prepare yourself in the event of an active threat

Online Conduct:

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson online courses are expected to behave professionally by adhering to these standards of conduct:
- Never transmit or promote content known to be illegal
- Respect other people's privacy as well as your own
- Forgive other people's mistakes
- Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to

officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in our course, please contact your instructor with your concerns.

Student Support Services

- [Academic Success Center](#) - provides free services, including tutoring, academic coaching, and academic skills workshops
- [Writing Center](#) - offers free one-on-one writing tutoring
- [Cooper Library Ask A Librarian](#) - reference librarians are available in person and via text, phone, email, and chat to answer your research questions.
- [CCIT Technical Support](#) – provides assistance with hardware and software problems.
- [Academic Advising](#) – provides guidance related to your academic career.
- [Registrar's Office](#) – provides key information regarding your degree progress.
- [Student Accessibility Services](#) – provides assistance with accommodations associated with temporary or permanent disabilities.