Department of Public Health Sciences
College of Behavioral, Social and Health Sciences
Introduction to Public Health/CT² Seminar (HLTH 2020 Online)
<u>Fall 2022</u>

Credits:	3 Credit Hours
Course Format:	Fully Online Format
Meeting Times:	Optional Review Sessions (~30-45min)
	Wednesdays at 4:00pm or via appointment

Virtual Location:	See Zoom Link in Canvas
Semester Dates:	Aug 24, 2022 – Dec 18, 2022

Instructor:	Prof. Ralph S. Welsh, M.S.
Office:	518 Edwards Hall
E-Mail:	**Ralphw@clemson.edu** (Primary Communication)
Office Hours:	By appointment (I am available and flexible to meet)

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.

This course is offered online for non-Health Science and Language & International Health majors who are enrolled in or interested in pursuing the Undergraduate Public Health Certificate program (links to an external source). Please contact Prof. Welsh, program director, if you have any questions regarding the certificate program or the application process.

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 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 undergraduate 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:

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

Note: You can purchase either version of the textbook, which have similar material for the purpose of this course. I will be working out of the 6th 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 Google Sites, WIX or similar webpage 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 optional weekly online synchronous meetings & potential individual online office hours (see link in Canvas). **You will have the option of meeting on Mondays at 4:00pm to review the week's material.** Our first live discussion session will take place on the first Monday of the semester.

Course Goals & Student Learning Outcomes:

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

1. Describe the term "Public Health" including its history, purpose, principles and practices
2. Describe the relative size and key characteristics of the primary health issues facing major population groups in the US
3. Describe and define the terms health disparities and health equity and understand why they are important to public health
4. Identify social and behavioral risk factors for the primary health issues facing major population groups in the US
5. Describe the "systematic approach to health improvement" and other science-based strategies used to address health issues among major population groups in the US
6. Demonstrate an ability to identify, access and critically analyze various sources of science-based research findings
7. Describe common ethical issues related to public health and a personal framework in which ethical decisions can be made in a systematic, reflective and responsible way
8. Describe various public health care professions and how they function within the U.S. Public Health Care System
9. Demonstrate "critical thinking skills" related to factors influencing the current US Public Health Care Delivery System
10. 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 public health challenges and 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. Recorded lectures on 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 project that highlights your ability to produce a digital communication message that effectively answers the question "What is Public Health?" based on current events & public health science practice

A heavy emphasis will be placed on the understanding, applying, modeling and developing 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:

Mini-assignments:

1. Surveys of Digital Media Production Experiences (Pre & Post)
    Teaching Strategies: Students will be required to reflect on their experiences and abilities related to digital media production projects. These surveys will be used to assess students' development of digital communication skills throughout the semester.

2. Public Health Is… Personal Digital Media Statement
    Teaching Strategies: Students will be required to display their understanding of public health by effectively communicating how the components and functioning of public health care delivery apply to a health care profession they are pursuing. Students will be required to apply written and digital communication strategies to produce an engaging personal statement webpage.

3. Weekly Discussion Board Posts
    Teaching Strategies: Students will be required to make short weekly discussion board posts that highlight their ability to apply course material to situations outside the classroom and effectively interact with other students in the course. These assignments are designed to promote engagement in course material outside the classroom and to prepare students for potential applied exam questions. Scores will be based on the timely submission of quality of posts (due Fri/Sun by Midnight).

4. Critical Thinking Self-reflection Webpage
    Teaching Strategies: Students will be required to complete an end of the semester webpage that showcases their understanding and application of critical thinking skills throughout the semester. This project will be designed to showcase your skills to an audience outside the classroom.

Final Course Project (Course Evaluation Artifact):

Teaching Strategies: Students will be required to create a 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 minimizing health disparities/inequities related to the population health threat. Students will be required to apply the following public health related skills: the synthesis and extrapolation of information, the application of scientific research, digital communication, 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. The CT² student learning outcomes will be evaluated through the final project and Mini's #2 - #4.

Topical Outline of Course Material
Fall 2022 Schedule and Topical Outline

Week	Dates	Topical Outline and Readings
1	8/24 – 8/28	Welcome & Overview of Course
2	8/29 – 9/4	Public Health: What it is and How it Works Readings: **Prologue & Start Chapter 1**
3	9/5 – 9/11	Public Health: What it is and How it Works Readings: **Chapter 1**
4	9/12 – 9/18	Public Health: What it is and How it Works Readings: **Chapter 1**
5	9/19 – 9/25	The Controversy of Public Health The Role of Government in Public Health (Readings: **Ch 2, Ch 3**)
6	9/26 – 10/2	Critical Thinking Article & Exam 1 Review **Exam # 1 (Thurs 9/29)**
7	10/3 – 10/9	The Role of Epidemiology in Public Health (Readings: **Ch 4**)
8	10/10 – 10/16	The Role of Epidemiology in Public Health (Readings: **Ch 5**)
9	10/17 – 10/23	The Role of Epidemiology in Public Health (Readings: **Ch 6**)
10	10/24 – 10/30	The Role of Data and Statistics in Public Health (Readings: **Ch 7, Ch 8**)
11	10/31 – 11/6	Exam 2 Review **Exam # 2 (Thurs 11/3)**
12	11/7 – 11/13	**Fall Break Monday & Tuesday** The Shift from Infectious to Chronic Diseases (Readings: **Ch 9**)
13	11/14 – 11/20	The Role of Behavioral Sciences in Public Health (Readings: **Ch 13, Ch 14**)
14	11/21 – 11/27	Final Project Activities **Thanksgiving Break: Wednesday to Friday**
15	11/28 – 12/4	The Role of Behavioral Sciences in Public Health (Readings: **Ch 13, Ch 14**) **Final Projects Due!!**
16	11/5 – 12/11	Ethics & Public Health Course Wrap Up
Final Exam		**Exam #3** **Wed 12/14 @ 6pm**

Methods for Determining Course Grades / Evaluation Criteria:

The **Final Letter Grade** for this course will be based upon 3 examinations, 4 mini-assignments, a final digital communication project, and class participation.

Exams will cover textbook and lecture material outlined in the PowerPoint slides and discussed in our weekly discussion boards. All exams will be online open book and open note. **The exams are currently scheduled to take place at 6pm on the scheduled exam dates** (see Spring Schedule and Topical Outline). Students will be allowed the option of an alternate exam time if they have a schedule class conflict with the exam time. Students should contact the instructor 1 week prior to the first exam to set up an alternate exam time. Note: **Alternate exam times will only be provided to students who have academic related conflicts**. Students should attempt to arrange their schedules early in the semester so they are able to take the exam during these times slots.

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. **Mini-assignment due dates will be posted in Canvas under the detailed module schedule.**

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 complete the weekly poll questions by the end of each week for attendance credit. Students are expected to complete all course assignments. If you wish to get an excused extension on an assignment you should contact the professor well before the due date to discuss the possibility of an extension. If the excused absence is being requested due to COVID exposure, submit a notification of absence form in Canvas and contact the instructor as soon as possible prior to the due date (or asap). Contacting a professor regarding any absence or missed assignment is considered good professional etiquette!

No makeup credit will be provided for "unexcused" absences from regularly scheduled exams. 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. Examples of excused absences from exams or assignment deadlines include death in the immediate family, personal conditions requiring hospitalization/emergency treatment, testing positive for COVID, or required Quarantining due to COVID exposure. Personal illnesses such as colds, general fatigue/sickness, or procrastination are not typically excused.

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 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 believe diversity, inclusion and equity enrich the academic experience of our students, faculty, and staff, and prepare us to thrive in a global society. Thus, we are firmly committed to an environment that respects all members of our community. We will work to eliminate barriers that any members of our community experience.

We accept personal and professional responsibility to eliminate bias and oppression wherever they are found. We understand our obligation to speak up when we see bias, whether in our teaching, study, or everyday life. We hold ourselves accountable for our actions and inactions, and for maintaining meaningful efforts to enhance diversity, inclusion and equity

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.