



Department of Public Health Sciences
College of Behavioral, Social and Health Sciences
Introduction to Public Health/CT² Seminar (HLTH 2020)
Fall 2021

Credits: 3 Credit Hours
Course Format: Traditional Format
Meeting Times: HLTH 2020-001 Tu/Th 11:00 – 12:15 (Daniel 311)
HLTH 2020-002 Tu/Th 12:30 – 1:45 (Daniel 311)

Virtual Location: See Zoom Link in Canvas
Semester Dates: Aug 18, 2021 – Dec 12, 2021

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: Tues/Thurs (8:30-10:45) 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 CT² 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. Introduction to Public Health 6th edition (2021) Jones and Bartlett Publishing Co. ISBN: 978-1284197594

or

Schneider, M.J. Introduction to Public Health 5th edition (2017) Jones and Bartlett Publishing Co. ISBN: 978-1284089233

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 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 Adobe Creative Cloud programs: Adobe Spark & Adobe Premier Pro (or similar webpage and video production programs e.g. Google Sites).

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 potential classes if we are not able to meet face-to-face & potential virtual online office hours (see link in Canvas).

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

CT² 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. In-class lectures outlined in PowerPoint (PP) slides
3. Some recorded lectures (e.g. exam review sessions, etc.)
4. Course Exams on textbook/lecture material
5. Applied skill-based "mini-assignments" on public health science topics
6. Individual application and communication of critical thinking skills
7. A final 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

A heavy emphasis will be placed on the understanding, applying, modeling and developing critical thinking skills related to Clemson's CT² 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. Complete the Critical Thinking Assessment Tests (Pre)
 - a. Teaching Strategies: Students will be required to complete Clemson's 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.
2. Public Health Related Professions, Disparities & Inequities
 - a. Teaching Strategies: Students will be required to produce an Adobe SPARK page, Google Sites page or similar creative webpage that highlights their ability to describe a health disparities/inequities commonly seen in a health care profession while also highlighting how key public health concepts can minimize the disparity/inequity. Written and digital communication skills will be required.
3. Public Health Policy & The Organizational Framework of Public Health
 - a. Teaching Strategies: Students will be required to produce an Adobe SPARK page, Google Sites page or similar creative webpage that highlights their ability to identify a law/policy that is was created to positively impact a national HP-2020/2030 health objective and common health disparity/inequity. In addition, the page should highlight how potential controversies & critical thinking skills can impact functioning across the 3 levels of the organizational framework of public health. Written and digital communication skills will be required.

Module 2:

4. 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 will be required.
5. 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. Students will be required to apply written and digital communication strategies to produce a 30-60 second .MP4 video file.

Module 3:

6. 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.

7. Weekly Discussion Board Posts
 - a. Teaching Strategies: Students will be required to make weekly discussion board posts that highlight their ability to discuss the application of weekly course material. Scores will be based on the quality of post and submissions being posted by the assigned deadlines (Sun by Midnight). An average score will be determined for each of the weekly posts.

8. Complete the Critical Thinking Assessment Tests (Post)
 - b. Teaching Strategies: Students will be required to complete Clemson's 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):

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 the public health system so that it can minimize a health disparity/inequity related to the population health threat. This project will require students to showcase 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 (see list of major course assignments). The CT² student learning outcomes will be evaluated with the following assignments:

- “Exploring complex challenges”: FP, Mini 1-8
- “Analyze multidimensional problems”: FP, Mini 1-8
- “Effectively communicate complex ideas and alternate solutions based on the synthesis/extrapolation of information”: FP, Mini 1-8

Topical Outline of Course Material

Fall 2021 Schedule and Topical Outline

Week	Dates	Topical Outline and Readings
1	8/18 – 8/22	Welcome & Overview of Course
2	8/23 – 8/29	Public Health: What it is and How it Works Readings: Prologue & Start Chapter 1
3	8/30 – 9/5	Public Health: What it is and How it Works Readings: Chapter 1
4	9/6 – 9/12	Public Health: What it is and How it Works Readings: Chapter 1
5	9/13 – 9/19	The Controversy of Public Health The Role of Government in Public Health (Readings: Ch 2, Ch 3)
6	9/20 – 9/26	Critical Thinking Article & Exam 1 Review Exam # 1 (Thurs 9/23)
7	9/27 – 10/3	The Role of Epidemiology in Public Health (Readings: Ch 4)
8	10/4 – 10/10	The Role of Epidemiology in Public Health (Readings: Ch 5)
9	10/11 – 10/17	Fall Break Monday & Tuesday The Role of Epidemiology in Public Health (Readings: Ch 6)
10	10/18 – 10/24	The Role of Data and Statistics in Public Health (Readings: Ch 7, Ch 8)
11	10/25 – 10/31	Exam 2 Review Exam # 2 (Thurs 10/28)
12	11/1 – 11/7	The Shift from Infectious to Chronic Diseases (Readings: Ch 9)
13	11/8 – 11/14	The Role of Behavioral Sciences in Public Health (Readings: Ch 13, Ch 14)
14	11/15 – 11/21	The Role of Behavioral Sciences in Public Health (Readings: Ch 13, Ch 14)
15	11/22 – 11/28	Ethics & Public Health Thanksgiving Break: Wednesday to Friday
16	11/29 – 12/5	Final Project Activities Final Projects Due!!
Final Exam Week		Exam #3 Section 001 = Mon 12/6 @ 3:00pm Section 002 = Wed 12/8 @ 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 project and class participation.

Exams will cover textbook and lecture material outlined in the PowerPoint slides and discussed during class and our weekly discussion board posts. All exams this semester will be completed in the classroom on your personal computer so make sure you bring a functioning computer to class on our exam dates (see Schedule).

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 submission 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:

This course is scheduled to be taught in a traditional teaching format which means we will meet in person Tue & Thurs during our regularly scheduled class times. **Everyone will be expected to attend classes in person for attendance credit** all semester, unless you have contacted me to get an excused absence for medical, family emergency or quarantine reasons. I may have a Zoom connection open during our class sessions so students with excused absences can attend virtually. The link to the Zoom room will be available in Canvas. If you have any questions or concerns please contact me via e-mail.

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 a student receives more than 3 unexcused absences their final grade will be reduced by 1 letter grade. 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 not be attending class (e.g. moving to online only) for their required absence. Students should use the "[Notification of Absence](#)" module in Canvas to initiate this notification and they should immediately self-isolate and submit the COVID-19 Positive Test Reporting Form ([see University COVID-19 webpage](#)). 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 quarantine or isolate. A link to my live Zoom session will be located in Canvas and students will only be allowed to attend class via Zoom if they are required to quarantine/self-isolate, they have another preapproved excused absence (from Prof. Welsh), or potential pandemic circumstances require us to go virtual for a short period of time.

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): <http://www.clemson.edu/canvas>
- [Secondary access link, if needed](https://www.clemson.instructure.com): <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 for at least the first 3 weeks of the semester (face coverings will encouraged all semester). 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. 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.

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 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.

DPHS Diversity Statement Goals

1. Achieve a more diverse and culturally representative undergraduate and graduate student body, faculty, and staff.
2. Identify and support the needs of diverse students, faculty, and staff.
3. Recognize the contributions of those who work toward inclusive excellence in teaching, scholarship, and service.
4. Expand diversity awareness, knowledge, and competency for students, faculty, and staff in all our disciplines.
5. Foster a culture and climate of inclusivity, equity, and access for students, faculty, and staff in all our disciplines.
6. Create and sustain policies and infrastructure that effectively facilitate diversity, inclusion, and accountability.

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 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.