

***Careers in Community and Global Health Studies (CGH: 101)***  
***Fall Semester 2024***  
***Maginnes Hall 101 – W 7:15-9:55pm EST***

**Instructor:** Ryan Goeckner, PhD, MA, [rtgoeckner@lehigh.edu](mailto:rtgoeckner@lehigh.edu)

**Office Hours:** By appointment

**Course Description:**

In this interdisciplinary seminar, students will be exposed to individuals working in community and global health in academic positions, government and non-governmental organizations, community-based organizations, medical establishments, industry, and more. Through the eyes of these professionals, students will learn of career opportunities in these growing fields of study and will begin to chart their own career paths.

**Course Objectives:**

At the completion of this course, students will be able to...

1. Describe the holistic nature of health and its relationship to identifying careers in global and community health.
2. Conduct ethnographic interviews with health professionals.
3. Identify appropriate educational experiences, both in the classroom and the real world, to best prepare for different career opportunities.
4. Evaluate the compatibility of individual competencies, goals, and values, with potential careers in global and community health.
5. Develop a personalized plan for academic and career progress in global and community health.

**Required Text:**

Seltzer, Beth. (2016) *101+ Careers in Public Health*, second edition. Springer Publishing: London, UK.

**Available in eBook format from Lehigh University Libraries:**

<https://asa.lib.lehigh.edu/Record/10730048>

Additional required readings will be posted on the course's *CourseSite* page.

**Assignments:**

- *Reflection Assignments:* Students will complete 4 reflections over the course of the semester based on two speakers whose experience/career field may be relevant to their career interests (worth 5% each), one speaker who serves as an example of a career they are not interested in (worth 5%), and one informational interview that each student conducts on their own with an interviewee of their choice (worth 15%). These reflections

will be audio or video recording via Zoom or a similar platform and uploaded to a dropbox available on Course Site. (30%)

- *Career Portfolio*: Students develop their own plan for school and career choices, including possible courses, internships, graduate study, etc accompanied by a cover letter, resumé/CV, self-inventory, and career competencies spreadsheet. This will be done in stages over the course of the semester with feedback along the way. (30%)
- *Final presentation*: Each student should present his/her career plan in a formal way. (20%)
- *Attendance & Participation*: Students should be expected to not only attend, but also actively participate in questions and discussion with the speakers. Attendance will be recorded through in-class activities or exit slips completed at the end of class. (25%)

### Late Assignments

Deadlines for assignments are there to help you pace yourself through the course, rather than waiting and becoming overwhelmed by your work. I do not, as a general rule deduct points for late submissions. I also only accept assignments via Course Site drop-boxes, not as email attachments.

However, being a member of a classroom community requires that we establish a reasonable amount of respect for each other and the work we all do to make this class successful. I recognize and respect the fact that you all have lives outside of this class and that frequently “life just happens” and you may not be able to submit an assignment at the expected deadline. Because of this, I also expect students to recognize that I too have a life outside of the classroom (despite how much I enjoy teaching!). Don't overload me with grading late assignments and I'll continue to have flexible expectations. I will accept make-up and resubmitted assignments until the Monday of finals week. This is a hard deadline.

I reserve the right to reject any work submitted past its due date if I suspect this policy is being taken advantage of.

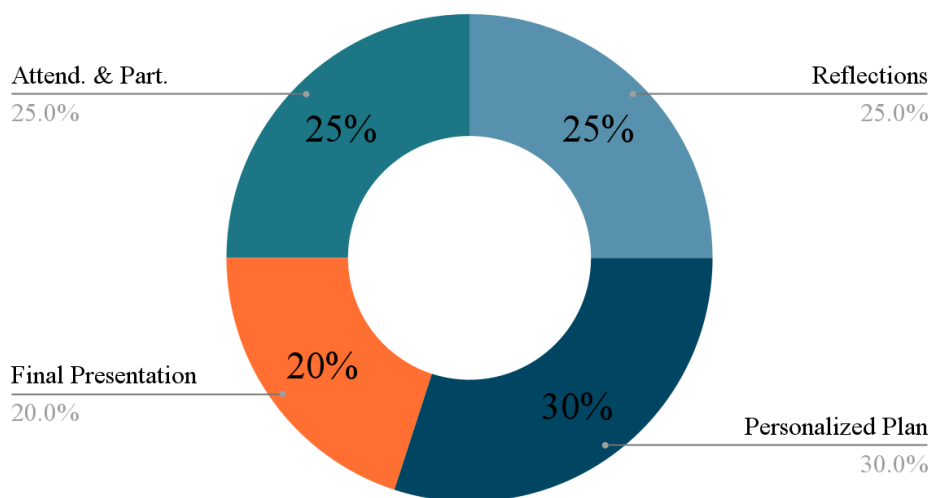
All submissions will be turned in electronically on the course's Course Site page. Submissions made via email will **not** be graded.

## Grading:

### Grading Scale

94-100 = A  
90-93 = A-  
87-89 = B+  
84-86 = B  
80-83 = B-  
77-79 = C+  
74-76 = C  
70-73 = C-  
67-69 = D+  
64-66 = D  
60-63 = D-  
<60 = F

### Grading Breakdown



## Policies:

### Technology Etiquette Policy

The content of this course requires students to reflect on their own individual interests and career goals, as well as preparation for entering the job market. It does not require the rote memorization of extraneous facts. Because of its practical and experiential nature, this class asks students to engage critically with their own career aspirations and the experiences of our speakers, as well as those of their peers. Our class time is an opportunity to have these relevant conversations, not an invitation to complete [insert course students misguidedly deem more important here] homework.

To facilitate engaging discussions throughout the semester, all forms of digital technology use are banned from the classroom.<sup>1</sup> This includes the use of laptops, tablets, and cell phones. The use of such technologies for notetaking or other purposes in the classroom promotes distraction, disruption, divided attention, and less efficient understanding of course content. Pen-and-paper notetaking, however, has been found by multiple studies to be more effective for student learning and success<sup>2</sup> while also promoting a stronger sense of classroom community. To facilitate student notetaking, lecture slides will be made available to students before class time. Students are encouraged to print these if they wish to take notes directly on the slides.

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<sup>1</sup> If you have accessibility accommodations that require the use of tools that fall under this policy, please see your instructor outside of class.

<sup>2</sup> Mueller, Pam A., and Daniel M. Oppenheimer. "The pen is mightier than the keyboard: Advantages of longhand over laptop note taking." *Psychological science* 25, no. 6 (2014): 1159-1168; Fried, Carrie B. "In-class laptop use and its effects on student learning." *Computers & education* 50, no. 3 (2008): 906-914.

The sole exceptions to this policy is the use of cell phones and/or laptops for selected classroom activities and administrative tools such as Slido slides and end-of-class exit slips. Once the class has moved on from these activities, cell phones and laptops must be closed and put away. If you are found to be in violation of this policy, you will forfeit participation points (15% of student's final grade) for that class period. Repeat offenses will result in offending students being asked to leave the classroom.

### Statement on Academic Integrity

All students should become familiar with the rules governing academic misconduct. As we develop a community of ideas in this course it is important that we all adequately acknowledge the sources of the ideas and knowledges we will engage with in this class. These include not only the authors of texts used in this class but also your instructors and classmates. If you ever have any questions regarding plagiarism or where to draw the line between your own thoughts and those of others, please ask either of the instructors for this course and refer to the Lehigh Library's [resources](#) on the subject.

### *Student Senate Statement on Academic Integrity*

We, the Lehigh University Student Senate, as the standing representative body of all undergraduates, reaffirm the duty and obligation of students to meet and uphold the highest principles and values of personal, moral and ethical conduct. As partners in our educational community, both students and faculty share the responsibility for promoting and helping to ensure an environment of academic integrity. As such, each student is expected to complete all academic course work in accordance to the standards set forth by the faculty and in compliance with the University's Code of Conduct.

### Accommodations for Students with Disabilities

Lehigh University is committed to maintaining an equitable and inclusive community and welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact Disability Support Services (DSS), provide documentation, and participate in an interactive review process. If the documentation supports a request for reasonable accommodations, DSS will provide students with a Letter of Accommodations. Students who are approved for accommodations at Lehigh should share this letter and discuss their accommodations and learning needs with instructors as early in the semester as possible. For more information or to request services, please contact Disability Support Services in person in Williams Hall, Suite 301, via phone at 610-758-4152, via email at [indss@lehigh.edu](mailto:indss@lehigh.edu), or online at <https://studentaffairs.lehigh.edu/disabilities>.

My office is located at 524 Brodhead Ave, Rm 210A on the second floor, which is only accessible by going up/down stairs. This building does not have an elevator. If this is

problematic for you, please let me know, and I will gladly arrange to meet you in an alternate location.

Bias, Discrimination, Harassment, Retaliation, and Sexual Misconduct (Including Sexual Harassment, Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation)

Lehigh University upholds The Principles of Our Equitable Community and is committed to providing an educational, working, co-curricular, social, and living environment for all students, (and staff, faculty, trustees, contract workers, and visitors) that is free from harassment and discrimination on the basis of age, color, disability, gender identity or expression, genetic information, marital or familial status, national or ethnic origin, race, religion, sex, sexual orientation, or veteran status.

Harassment and discrimination, including sexual harassment and misconduct, not only disrupts this commitment and violates our principles, but may also violate [University policy](#) and applicable laws.

Lehigh University and its faculty are committed to providing an environment that is free from bias, discrimination, harassment, retaliation, and sexual misconduct (including sexual harassment, sexual assault, stalking, dating violence, domestic violence, and sexual exploitation). If you have experienced, witnessed, or become aware of any of these behaviors, you are strongly encouraged to report the incident to the Lehigh University Police Department (LUPD) at 610-758-4200 or to the Equal Opportunity Compliance Coordinator/Title IX Coordinator (EOCC) at 610-758-3535 or at [eocc@lehigh.edu](mailto:eocc@lehigh.edu).

If you would prefer to submit your report electronically, two online reporting forms are available and may be submitted to report the incident:

[Gender Violence Incident Notification Form](#)

[Discrimination, Harassment, Retaliation, or Bias Incident Reporting Form](#)

*Please note that, while the University options to respond may be limited, the online reporting forms may be submitted anonymously. Every effort will be made to address concerns reported anonymously.*

You can access support and resources even if you do not want to take any further action following the submission of a report.

Notice Regarding Mandatory Reporting Obligations of Faculty

All faculty, staff, and administrators of Lehigh University are required by the [Policy on Harassment and Non-Discrimination](#) to report to the Equal Opportunity Compliance Coordinator/Title IX Coordinator and/or police any incident of bias, discrimination, harassment, retaliation, and sexual misconduct (including sexual harassment, sexual assault, stalking, dating


violence, domestic violence, and sexual exploitation) that they become aware of, directly or indirectly, that involves students. Mandatory reporting helps to ensure that students are connected to the full range of resources and options afforded to them. If you would like to speak with someone confidentially (someone who does not have a reporting obligation to the University), you are invited to contact any or all of the following internal and external resources:

- [University Counseling & Psychological Services](#), Johnson Hall, 610-758-3880
- [University Chaplain's Office](#), Dialogue Center, 610-758-3877
- [Crime Victims Council of the Lehigh Valley](#), 610-437-6611 (24-hour hotline)
- [Turning Point of the Lehigh Valley](#), 610-437-3369 (24-hour hotline)

*More information can be found at <https://eocc.lehigh.edu/> or by contacting the Equal Opportunity Compliance Coordinator & Title IX Coordinator, Karen A. Salvemini, at [eocc@lehigh.edu](mailto:eocc@lehigh.edu) or at 610-758-3535.*

## Course Schedule:

<b>Date</b>	<b>Topic</b>	<b>Read</b>	<b>Watch/Listen</b>	<b>Complete</b>
Wk 1:  8/28	Course Introduction	Seltzer, Chs. 1 and 26  <i>Page count: 14 pgs</i>	<a href="#">What the Health?: The Future of Public Health</a>  <i>Duration: 30 mins</i>	
Wk 2:  9/4	Informational and Ethnographic Interviewing	Seltzer, Ch.15 Spradley 1979  <i>Page count: 60 pgs</i>		In-class: Developing an interview guide activity  For next time: Login to Handshake and answer introductory questions
Wk 3:  9/11	Speaker: Dr. Samantha Shaak  Self-Inventory	Briller and Goldmacher 2009 Bolles Ch. 8 ( <b>skim</b> ) Seltzer Ch 20 Explore Careers Guide - CCPD  <i>Page count: 14 pgs</i>	<a href="#">Career Exploration - CCPD</a>  <i>Duration: 6 mins</i>	In-class: Final presentation sign-up; competencies worksheet  For next time: Self-inventory exercise, create Handshake profile
Wk 4:  9/18	Speaker: Dr. Joshuaa Allison-Burbank  Graduate School: Finding and Applying to Programs	Seltzer Chs. 2 and 19 Chakrabarty, Chs. 1, 2 Chakrabarty, Ch. 3 (optional)  <i>Page count: 37 pgs</i>	<a href="#">Making the Decision: Choosing a Grad Program</a>  <i>Duration: 1 hour</i>	For next time: Elevator pitch
Wk 5:  9/25	Speaker: Caitlin Haas  Surviving Graduate School	Seltzer, Chs. 3 and 17  <i>Page count: 16 pgs</i>	<a href="#">Understanding Imposter Syndrome -CCPD</a>  <i>Duration: 23 mins</i>	In-class: Zine activity
Wk 6:  10/2	Speaker: Marc Rittle  Personal Branding - Cover letters and Resumés (Lisa - CCPD)	Seltzer, Ch. 25 Resumé Guide – CCPD Cover Letter Guide - CCPD  <i>Page count: 61 pgs</i>	<a href="#">Resumé Overview – CCPD</a> <a href="#">Tailor Your Resumé - CCPD</a>  <i>Duration: 21 mins</i>	In-class: Resumé evaluation  For next time: First draft resumé/CV and Cover Letter
Wk. 7:  10/9	Speaker: Steven Rhue  Personal Branding – Social Media	LinkedIn Quick Guide  <i>Page count: 18 pgs</i>	<a href="#">Story of Us Podcast – Steven Rhue</a> <a href="#">Five Tips for Using Handshake - CPPD</a>  <i>Duration: 20 mins</i>	For next time: Create/update LinkedIn profile
Wk. 8:  10/16	Speaker: Nadine Clopton  Networking and Finding Mentors	Seltzer, Ch.10 Networking and Its Importance - CCPD  <i>Page count: 25 pgs</i>	<a href="#">Shortwave: The Climate Crisis is a Public Health Crisis (optional)</a>	

Wk. 9: 10/23	Speaker: Dr. Brian Abel  Portfolio Workshop	Seltzer, Ch. 21  <i>Page count: 18 pgs</i>		
Wk. 10 10/30	Speaker: Olivia McDermott  Interviewing	Seltzer Ch. 27  <i>Page count:</i>		
Wk. 11 11/6	Speaker: Maddie Schott, Sara Levy, Dasy Resendiz, Laura Porto  Internships, Practica, and Research Experiences	Seltzer Ch. 26	<a href="#">“Finding a Practicum and Tips for Succeeding with Jade Davis”</a> Effective Internship and Job Search - CCPD  <i>Duration: 18 mins</i>	
Wk. 12 11/13	Speaker: Jason Hale  Working in Communities	Pastor et al. 2018  <i>Page count: 5</i>		
Wk. 13 11/20	Speaker: Justin Begaye  Portfolio Workshop	Seltzer, Ch. 16		For next time: All reflections, full portfolio due on 12/4
Wk. 14  Break				
Wk. 15 12/4	Student Presentations and Final Discussion			