

Angela G. Clendenin, PhD, MA

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EDUCATION

- Texas A&M University** College Station, TX
PhD in Agricultural Leadership, Education, and Communications 2017
Research Focus: Risk Communications, Emergency/Crisis Communication, Public Information, Cultural/Social Influences on Communication, Decision Analysis, Cultural Differences in Decision-Making, Q Method and Operant Subjectivity Studies, International Public Health Preparedness, and Biosecurity
- Seton Hall University** South Orange, NJ
Master of Arts in Strategic Communication & Leadership 2005
Capstone Project: A Comprehensive Communication Plan for St. Joseph Health System
- Texas A&M University** College Station, TX
Bachelor of Arts in Journalism 1991
Area of Concentration: Public Relations
Minor: Spanish

TEACHING INTERESTS

- Developed undergraduate student-led writing workshops to create interactive learning opportunities for the students to enhance their knowledge of fundamental writing grammar and mechanics (these were designed based on the latest research in the pedagogy of teaching college-level writing)
- Implemented team-based learning, gamification, and role-playing disaster simulation into the public health emergency preparedness undergraduate course
- Integrated active learning into the Disaster Epidemiology graduate course by facilitating the students' development and deployment of a full Community Assessment for Public Health Emergency Response (CASPER)
- Researched and customized methods for teaching quantitative and epidemiological methods into the Integrated MPH Core
- Provided leadership to the redevelopment of course materials to include lecture materials and rubrics for the undergraduate writing intensive courses
- Developed the first public health study abroad focused on international emergency public health preparedness and led the first group in Summer 2018
- Established the first MPH practicum with the international federal agency Technisches Hilfswerk (THW) in Germany by providing their first American student intern

ACADEMIC APPOINTMENTS

- Texas A&M University**
Instructional Assistant Professor | Epidemiology & Biostatistics 2017-Present
- Two 1 SCH required undergraduate writing intensive courses
 - One 3 SCH required undergraduate public health emergency preparedness course
 - One 3 SCH graduate concentration elective in disaster epidemiology
 - One 3 SCH required undergraduate course in Epidemiology (Summer 2017 only)

- Plenary lecturer and studio lead for the MPH Integrated Core (began Fall 2018)
- Practicum Coordinator for the Department of Epidemiology & Biostatistics (began Spring 2021)
- One 3 SCH stacked course taught as study abroad in Germany (began Summer 2018)

Instructor | Public Health Studies 2015-2017

- Responsible for curriculum design and delivery for two writing intensive courses
- Responsible for curriculum design and delivery for public health emergency preparedness course

Co-Instructor | School of Public Health 2016-Present

- Co-developed and co-instructed an undergraduate elective on societal perspectives of public health (Spring 2017 and Spring 2018)
- Co-instructor for PHPM 644 – Texas Training Initiative for Emergency Response

Invited Guest Lecturer | College of Veterinary Medicine & Biomedical Sciences 2017-Present

- Biomedical Sciences special topics course “Twenty-first Century Biological Threats”

Instructional Team Member | College of Veterinary Medicine & Biomedical Sciences 2012-2018

- Community Connections 4th Year DVM Rotation

Guest Lecturer | College of Veterinary Medicine & Biomedical Sciences 2008-2016

- Emergency Management 3rd Year DVM Elective
- Issues in Science & Technology Journalism
- Biomedical Reporting Course and Risk Communications Course

Invited Guest Lecturer | School of Public Health 2012

- Public Health Emergency Preparedness Policy Issues

TEACHING

PHLT 415 – Emergency Management in Public Health

Spring 2016 - Present

- 3 SCH required undergraduate course
- Traditional course delivery
- Have instructed up to three sections per semester (to include beaming content to the McAllen campus)
- Required all students to complete four Federal Emergency Management Agency courses on Incident Command Systems and National Incident Management System (ICS 100, ICS 200, ICS 700, and ICS 800)
- Originally delivered in Spring 2016 and Spring 2017 as a large class with 100+ students
- Developed and delivered course materials beginning with the second semester of the Public Health Studies program
- To improve interactivity, implemented group case study presentations
- With beginning to teach this every semester in Fall 2017, sections were capped at 50 students to improve engagement
- Facilitated a walk-through of an outbreak investigation as a tabletop exercise, created Chemical-Biological-Radiological-Nuclear (CBRN) Bingo game, and introduced the Atlantic Storm Interactive Outbreak Simulation

- Based on student feedback, added more applied activities. Changed the walk-through of an outbreak investigation to a two-day game play of What’s Lurking in Lunch (courtesy of Arizona State University’s Ask a Biologist program). Moved Atlantic Storm from two days to three days and created opportunities for student groups to make decisions and interact with each other. Created “The Great Debate” and “The Great Debate 2.0” where students debated controversial topics such as the Dual Use Dilemma and the Smallpox Retentionist/Destructionist Debate. Had students perform a “gallery walk” around the classroom to study important public health preparedness laws and regulations.
- Implemented Team-Based Learning concepts based on a Center for Teaching Excellence presentation to provide individual and group readiness assessments each week. This ensures students have read the material and are able to understand it. Assessments are provided through PollEverywhere.

Exemplar Student Comments and Reflection on Course Evaluation
Spring 2017

- “The use of more exercises such as the tabletop exercise. For me, that was how I really cemented what I had learned, so if we were to do several short activities like that or even just one other big one in the beginning, I feel the course would be more intriguing and students would gain more. That being said, I actually have interest in going into Emergency Preparedness after this course, so I think that this course was super effective.”
- “The tabletop exercise was also really cool and a good way to bring together all the things we learned in class. I would recommend having more case studies in class, where students could discuss what kind of emergency intervention they would need. I think having a scenario and talking through the different ways to approach the problem would help reinforce everything.”

Reflection and Adjustments

- Developed individual and group readiness assessments on Mondays to foster discussion and to ensure students have read the material for the week, lectures on Wednesday were adjusted to address gaps or to stress important concepts based on readiness assessment results, learning laboratories with different hands-on approaches were implemented on Fridays to engage students in thinking, sharing, discussing, and practicing.
- Added one learning laboratory focused on outbreak investigation and used a game to illustrate the complexities of attribution investigations.
- Implemented *Atlantic Storm Interactive*, a web-based interactive tabletop scenario, to enhance the ability for students to engage in discussions on health security and global collaboration.
- Created opportunities for students to take sides on different topics important to public health emergency preparedness, and to debate with others. This enhanced the knowledge of both sides of issues such as dual use research.

PHEB 615 – Disaster Epidemiology

Fall 2018 – Present

- 3 SCH graduate concentration elective
- Traditional course delivery
- Re-developed the course from online to face-to-face. Planned to be offered in the Spring beginning Spring 2021 and will be a blended course to make it available to online epidemiology students
- Created assignments for students to understand important concepts in disaster epidemiology such as vulnerable populations, risk communication and public information, and data collection in the field

- Created hands-on experience for students to practice field data collection by facilitating the students' development and deployment of a full community assessment according to Centers for Disease Control and Prevention guidelines for Community Assessment for Public Health Emergency Response (CASPER) to include assessment question, survey development, volunteer training, selection of households, and data entry and analysis
- Students also learn to write a final report on their CASPER analysis and have an assignment where they reflect on their experience with their CASPER and compare it to others they find in peer-reviewed literature.
- Required all students to complete four Federal Emergency Management Agency courses on Incident Command Systems and National Incident Management System (ICS 100, ICS 200, ICS 700, and ICS 800)

MPH Integrated Core

Fall 2018 – Present

- Faculty lead for the quantitative methods modules both plenary and studio
- Studio lead in Fall 2019
- Traditional course delivery
- Assisted initial data used for Investigation of Acute Events module. Based on two semesters of student feedback, this module and its data set will be re-vamped in Spring 2020 for delivery in Fall 2020
- Created interactive methods for teaching linear regression, the influence of outliers, sampling methods, study design, and the Law of Large Numbers. Initially, this was presented as standard lecture with questions and discussion. The teaching of sampling was modified after researching different methods to use M&Ms candy.
- Member of instructional team charged with moving the Core forward and the implementation of transformational teaching methods

Exemplar Student Comments and Reflection on Course Evaluation

Fall 2018

- “Lectures are always very informative but not always the most engaging.”
- “Workout an example with the students through a lecture just so students can get the feel of the steps of the problem.”

Reflection and Adjustments

- Attended sessions with the Core Instructional Team and the Center for Teaching Excellence and learned new methods such as Team-Based Learning and K-W-L activities that I have implemented in almost every class.
- Added examples of problems into the PowerPoints and worked through them with students during the lecture.

Fall 2019

- “I always look forward to Dr. Clendenin’s lectures – she covers difficult topics in a clear and concise way that is really helpful for me as I typically struggle with statistics and data analysis.”
- “Using the board and marker to show the graphs of regressions would give visual representation of the concept.”
- “Possibly providing more epidemiology sessions in SOPH 602 to make up for the fact that most MPH students not in epidemiology might not have another opportunity to take an epidemiology course throughout their degree plan.”

Reflection and Adjustments

- Added several graphs of regression lines in the PowerPoint, and through an interactive activity using paracord stretched across the seating area of the auditorium

- Re-developed sampling lecture to use M&Ms so students had the experience of actually pulling a sample out of their provided population and then working in groups to increase the sample size.
- Planned for Fall 2020, there will be a redesign of the existing datasets and the narrative line the outbreak investigations follow. The intent is to create more opportunities for students to discuss and explore instead of simply listening.

PHLT 470/PHLT 670 – Global Health Systems

Summer 2018 – Present

- 3 SCH undergraduate/graduate stacked course
- Non-traditional course delivery through study abroad focused on international public health emergency preparedness
- Developed initially as undergraduate only. First group of undergraduates traveled to Germany for the five-week course in Summer 2018. In 2019, enrollment doubled to 20 students to include 2 graduate students.
- Established collaborations with German academic institutions and German federal agencies to provide subject matter experts, as well as to develop additional opportunities for students to engage outside of the study abroad. This has included my students partnering with German graduate students on projects, co-lecturing at a German partner institution, and two December planning meetings to develop the concept of a shared curriculum development workshop with international partners
- Facilitated the first practicum with the German Federal Agency for Technical Relief (Technisches Hilfswerk – THW). The student sent was the first American student to intern within the organization
- These activities have led to future, planned research opportunities with the collaborators at THW and TH Köln (Technical College of Cologne)

Exemplar Student Comments and Reflection on Course Evaluation

Summer II 2018

- “Some things felt rushed and that full effort could not come through. I definitely was tired at the end of the every day where working at home meant falling asleep early. I like the amount of class time we had to work on everything. That way we didn’t have to work on our group work outside.”
- “I think y’all don’t need to have as much class time. Being in class from 8:30-5:30 typically is too long and we would just typically sit and just want to go home.”

Reflection and Adjustments

- We had added additional class time because the previous summer students did not use time outside the classroom to work on projects and stay on track. Some of this was also due to being squeezed by scheduling in Germany to put five weeks into four weeks.
- Moving forward, we have moved to Summer 1 which has enabled us to go five weeks plus a few days. This helped us cut down on dedicated classroom time. It also allowed us to open up additional weekends/days for individual student travel and exploration,
- We conducted an informal evaluation of learning objectives and guest speakers so we could better align course content to both

PHLT 310 – Public Health Writing

Every Semester Fall 2015 – Spring 2020

- 1 SCH required undergraduate writing intensive course
- Traditional course delivery
- Have instructed up to three sections per semester
- Limited as per W&C Committee guidelines to 25 students per semester

- Developed and delivered course materials beginning with the first semester of the Public Health Studies program
- Implemented one-on-one coaching sessions with every student after first assignment drafts were submitted allowing for individualized feedback based on where the student is as a writer. Focus is on what each student needs to focus on for improvement. Allows students to build confidence as writers
- Designed writing workshops, based on pedagogy of teaching writing to college students, for students to lead their classmates in interactive activities focused on grammar and mechanics. Current research indicates students having to teach other students based on their own writing enhances retention.
- Designed and developed system of face-to-face peer review so students learn through assisting others by reviewing each other's work.

Exemplar Student Comments and Reflection on Course Evaluation

Fall 2015 (first semester course was offered)

- “She made us really improve our writing and try to help each other improve by giving feedback herself and assigning us peer reviews.”
- “At the beginning it was a little touch and go, but once the assignments started, everything went smoothly.”

Fall 2017

- “More person-to-person peer review would be helpful.”
- “I think the course could be improved by focusing a little more time on the content of each paper, and how to properly organize the paper to efficiently communicate the topic to the audience.”
- “The instructor could improve this course by providing more APA exercises earlier on in the course and stressing APA format from the beginning of the course.”

Spring 2017

- “I would have liked more examples of the pieces we were writing. Additionally, it would be helpful if there were rubrics for each assignment and not a general one.”

Reflection and Adjustments

- Moved peer review from double-blind online peer review to a face-to-face format using the POP method (Positive comments – Opportunities for Improvement – Positive comments) after researching methods of providing peer review face-to-face.
- Adapted, with permission of the Population Research Bureau, a video presenting how to write a Policy Brief, and followed the video in the next class session with an example of a policy brief outline and a blank outline worksheet so students could have time working through their material and ask questions.
- Spent two class sessions analyzing examples of book reviews in terms of where and why they are published, as well as the style and tone of the writing (attribution versus citation).
- Developed three interactive activities to familiarize students with their APA Publication Manuals and the APA formatting.
- Created assignment specific rubrics and posted them at the beginning of the semester.

PHLT 311 – Public Health Writing

Every Semester Spring 2016 – Spring 2020

- 1 SCH required undergraduate writing intensive course
- Traditional course delivery
- Have instructed up to three sections per semester
- Limited as per W&C Committee guidelines to 25 students per semester

- Developed and delivered course materials beginning with the second semester of the Public Health Studies program
- Implemented weekly reflection writing activities which, according to the pedagogy of teaching writing to college students facilitates their ability to think critically about assigned reading and express thoughts and opinions without concern for evaluation. This improves student engagement with course readings and provides “low stakes” opportunities to practice writing using literary devices.
- Designed group presentation assignment to improve student engagement in discussing weekly readings. Each group leads the class in their evaluation of each narrative.

Exemplar Student Comments and Reflection on Course Evaluation

Fall 2016

- “Every week we were assigned articles to read which we had to write about in our journals. This was a nice exercise but it would be nice to also have a short discussion on the articles read.”
- “I really like the game we played to refresh our memory on literary devices. I think including things like that in weekly classes with common mistakes the students make or in areas of improvement would be beneficial and enjoyable.”

Spring 2017

- “The time we were given to complete the first 3 assignments was good, but when she assigned the 4th assignment, which was to either write a personal narrative relating to public health or do a literature review, I feel like. A week to do the literature review was not enough time.”

Reflection and Adjustments

- Created opportunities for groups of students to lead class discussion about a weekly article
- After consulting with the University Writing Center Director about assignment wording and grading load, reduced the number of assignments to 3 while still meeting the certification criteria for writing intensive courses.
- Changed assignments based on researching other public health institutions’ efforts at teaching writing to ensure the assignments were reflective of writing in the discipline and added specificity to assignment descriptions.
- Hired an adjunct to assist with teaching as leading as many as four sections of writing intensive (310 and 311 combined) were impeding ability to provide timely and effective feedback to students.

PROFESSIONAL SERVICE ACTIVITIES RELATED TO TEACHING AND MENTORING

EpiAssist – A Service Learning Program

Program Director

2018-Present

- Respond to requests from local, county, and state health departments to assist with community assessments, data analysis, and public health outreach
- Made up of student volunteers, both undergraduate and graduate
- Contributed 4000+ hours of service to public health organizations since its inception in 2013
- Students are able to engage in public health practice, applying practical skills, and learn alongside public health professionals

Disaster Day – An Interprofessional Education Activity

Faculty Advisor

2018-Present

- Mentored and advised students from multiple colleges within the Texas A&M Health Science Center who served on the Public Relations Committee for this event
- Advised the Faculty Steering Committee about cases, scenarios, and response efforts in actual disasters for the Spring 2018 Disaster Day
- Provided a joint guest lecture with a representative from Technisches Hilfswerk (THW) in Germany about the similarities and differences between response systems
- Hosted international guests during Disaster Day 2018
- An increased number of international guests are expected for Disaster Day 2019 as a result of international collaborations in Germany

PROFESSIONAL DEVELOPMENT IN TEACHING

Accepted Presentation

Texas A&M PRIMR Conference

Spring 2021

- Accepted presentation entitled “The Power of Grassroots Partnerships in a Pandemic”

Accepted Poster Presentation and Oral Presentation

Association of Schools and Programs of Public Health Annual Conference

Spring 2020

- Accepted poster presentation entitled “Cultural Competence: Developing Educational Opportunities and Collaborations with International Partners as an Extension of the Classroom Experience”
- Oral Presentation at the Undergraduate Summit entitled “Putting the ‘Prepared’ in Public Health Preparedness: A Team-Based Learning Approach to Public Health Emergency Preparedness”

Accepted Poster Presentation and Co-Presentation

Association of Schools and Programs of Public Health Annual Conference

Spring 2019

- Accepted poster presentation showing EpiAssist as service learning
- Co-presenter at the preceding Undergraduate Summit about using pop culture to explore societal perspectives of public health

Invited Workshop on Media Relations for Faculty

College of Education and Human Development

Fall 2018

College of Liberal Arts

Fall 2019

- Presented on how to work with the media and promote faculty research
- Mentored peer faculty attending the workshop on how to effectively communicate their research with multiple different audiences
- Planned part two of workshop with College of Liberal Arts for Spring 2020

Accepted Presentation

Texas Division of Emergency Management Annual Conference

Spring 2019

- Presented information on EpiAssist and how the Emergency Management community could benefit from partnering with academic institutions to more effectively collect data concerning their communities

Invited Presentation

Provost Panel on Transformational Teaching

Fall 2015

- Presented on approaching the teaching of writing as a coach versus simply didactic writing and exercises

SELECTED PUBLICATIONS, PRESENTATIONS, GRANTS, AND SERVICE OPPORTUNITIES

March 2020-Present

Media Interviews & Mentions

- Between April 1, 2020 and October 1, 2020 there were more than 738 media mentions

January 2020

Presidential Transformational Teaching Grant

- \$20,000 over two years to build an online disaster simulation for use in teaching emergency preparedness concepts

May 2019

"Post-Hurricane Harvey Community Assessment for Public Health Emergency Response"

- Contracted to assist Texas Department of State Health Services to conduct the first post-Hurricane Harvey CASPER in Rockport, Texas
- Traveled with three students who also participated on assigned data collection teams
- Students were required to write a reflection paper about what they learned from the experience

March 2019

"Interagency Communication and Public Information During Disasters and Emergencies"

- Case Study accepted as a book chapter for a text based on CEPH Competencies

April 2018

"Coordinating Communications Across Teams, Across Distance, and Across the Ocean"

- Accepted presentation as part of the 2018 Texas Division of Emergency Management Annual Conference in San Antonio, TX

"Source Credibility and Trust in Disasters and Emergencies"

- Accepted presentation as part of the 2018 National Hurricane Conference in Orlando, FL

June 2017

"Risk Communication Evaluation Tabletop Exercise"

- Contracted observer/controller for tabletop exercises evaluating risk communication planning for the Sisseton-Wahpeton-Oyate Sioux tribe in South Dakota

May 2017

"Source Credibility and Trust in Disasters and Emergencies"

- Accepted presentation as part of the 2017 Texas Division of Emergency Management Annual Conference in San Antonio, TX

April 2016

"Crisis Communication: Emergency Managers as Agents of Change"

- Accepted presentation as part of the 2016 Texas Division of Emergency Management Annual Conference in San Antonio, TX

July 2016

"Risk Communication Strategies for Tribal Populations"

- Workshop facilitated for the South Dakota Department of Health

July 2013-2015

"Innovative Perspectives on Effectively Communicating Through the Chaos of Crisis"

- Invited presentation as part of the 2015 TEEEX Fire Training School PIO Course

"Effectively Communicating Through the Chaos of Crisis"

- Invited presentation as part of the 2014 TEEEX Fire Training School PIO Course

2013

“How a Disaster Preparedness Rotation Helps Teach the Seven NAVMEC Professional Competencies: The Texas A&M University Experience”

- Journal of Veterinary Medical Education, Volume 40, Number 4
- Wesley T. Bissett, Debra L. Zoran, Angela Clendenin, Norberto F. Espitia, William Moyer, and Kenita S. Rogers

SERVICE TO DEPARTMENT, SCHOOL, AND UNIVERSITY

Spring 2020-Present

- Director, Texas A&M Covid Operations & Investigations Center
- Member, Texas A&M Contingency Council for Pandemic Response
- Member, Texas A&M Emergency Management Advisory Group

Spring 2017-Present

- University W&C Committee charged with reviewing and approving writing and communication intensive courses and certifying them to meet the University W&C course requirement
- School of Public Health Curriculum Committee
- Faculty advisor for the Global Public Health Brigades student organization
- Faculty advisor for Texas A&M Health Disaster Week/Day

Spring 2015-2019

- School of Public Health Undergraduate Curriculum Sub-committee

DEPLOYMENT EXPERIENCE AS PUBLIC INFORMATION OFFICER FOR THE TEXAS A&M VETERINARY EMERGENCY TEAM

Each of these deployments provided the opportunity to mentor and work with students engaged in emergency response to actual disasters. These deployments also provide the real-world applications of concepts to my Emergency Preparedness and Disaster Epidemiology Courses.

August/September 2017

Hurricane Harvey

June 2016

Fort Bend/Brazoria County Flood

May/June 2015

Blanco River Flood

April 2013

West, TX Fertilizer Plant Explosion

September 2011

Bastrop Complex