COURSE TITLE: EPIDEMIOLOGY IN PUBLIC HEALTH PRACTICE

COURSE NUMBER: HCA 206

COURSE PREREQUISITE: None

INSTRUCTOR NAME/CONTACT: Evan Pepper, Ph.D.
E-mail: Pepper_Evan@smc.edu
Voice mail: (310) 861-0618

DATE: Term runs from Monday, April 14 to Saturday, June 21, 2008

COURSE TIMES/LOCATION: 1:00 p.m. – 5:30 p.m. on Wednesdays in WCU 316

CREDIT HOURS: 3 semester credits/4.5 contact hours/week (Lecture)/ 45 hours per term
CREDIT LENGTH: 10 week term


OTHER REFERENCE MATERIALS:

In addition, current publications and news articles relating to epidemiology will be furnished by the instructor as class progresses.

COURSE DESCRIPTION
This course uses case studies to teach the principles and practice of epidemiology, including surveillance, descriptive epidemiology, outbreak investigation, and analytic methods, with emphasis on field epidemiology. The course focuses on the use of sound epidemiologic judgment, particularly when epidemiologic theory and practical considerations conflict. Following this course, the student will be familiar with the principles of epidemiology relevant to public health professionals, and should be able to apply those principles to address public health problems in the community.

OBJECTIVES:
By course completion, students should be able to:
• Discuss and appreciate the role of Epidemiology as the basic science for Public Health
• Develop a population-based perspective of disease and other health-related events
• Analyze the methodology to study the distribution and determinants of health-related events in the population
• Distinguish between association and causation
• Recognize the roles of chance, bias and confounding in the interpretation of epidemiologic studies
• Understand screening for disease control and Public Health surveillance
• Use a systematic approach to evaluate epidemiologic literature
• Understand ethical issues in epidemiological research
TEACHING STRATEGIES:
This course is presented in lecture fashion (didactic) with the use of learning exercises, group discussions, debates, group sharing of business experiences and an emphasis on case study applications (discovery learning)

EVALUATION METHODS/ GRADING:

Point Values:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Participation*</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Research Project</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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*Participation includes attendance, participation in discussions, and engagement in the lecture/learning activities.

COURSE COMPLETION REQUIREMENTS

Students must achieve a passing grade of D or above, submit all required exercises and projects, complete all required quizzes and examinations, and meet the standards of the school attendance policy.

At the end of each course, each student is assigned a final grade as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Numerical Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>2</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>1</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0</td>
<td>59 and below</td>
</tr>
<tr>
<td>TC</td>
<td>N/A</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>W</td>
<td>N/A</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>I</td>
<td>N/A</td>
<td>Incomplete</td>
</tr>
<tr>
<td>CR</td>
<td>N/A</td>
<td>Credit for challenge exams=75%</td>
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MAKE UP WORK POLICY

Students are required to make up all assignments and work missed as a result of absences. The instructor may assign additional outside make-up work to be completed for each absence. Arrangements to take tests and/or quizzes missed because of an absence or tardy can only be made with the instructor’s approval. Hours of make-up work cannot be accepted as hours of class attendance.
Classroom policies

• To maintain satisfactory attendance, students should not be absent for more than 30.00% of the class. Absences in excess of 30.00% of any class may lead to dismissal from the class, and the student may be required to repeat the class.

Students who are required to participate in military duties and are absent from their scheduled classes will not be penalized. Students must provide the Academic Dean with written documentation verifying the required military leave and length of time requested.

• Students are expected to dress professionally during class time, as they will in their future roles and positions in health care administration.

• A student who acts in an unethical or unprofessional manner on a test or an assignment will receive a grade of “O” for that test or assignment. A second incident of unethical or unprofessional behavior may result in administrative termination from the college.

• No children are allowed in class or unattended on campus.

• Use of cell phones in the classroom during class time is not allowed. Use of cell phones in the classroom during class time is not allowed and if they are used or go off in class the faculty member may confiscate them for the remainder of the class and report the behavior to the Dean.

Academic Dishonesty:
All student work is to be submitted to faculty and represent the student’s original work. All students are encouraged to follow the APA, 5th edition guidelines. APA workshops will be scheduled for students who are new to the format. If other sources are used as references, each source must be identified.

The University considers plagiarism and falsification of documents, including documents submitted to the University for other than academic work, a serious matter that may result in the following sanctions: Please refer to your academic handbook for full review.

Disruptive Classroom Behavior:
Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and instructors' ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of the Dean/Director or Academic Dean.

Academic Accommodations:
Any student requesting academic accommodations based on a disability is required to register with the Student Services Office each semester. A letter of verification for approved accommodations can be obtained from the office. Please be sure the letter is delivered to your instructor as early in the semester as possible.

DATE SYLLABUS WAS LAST REVIEWED: 3/07
<table>
<thead>
<tr>
<th>Session</th>
<th>Lecture/Discussion Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1       | • Introduction  
          • Disease Transmission  
          • Film: “Food Poisoning” | Chapters 1, 2 |
| 2       | • Morbidity and Mortality | Chapters 3, 4 |
| 3       | • Diagnostic/Screening Tests  
          • Disease Progression | Chapter 5, 6 |
| 4       | • Randomized Trials | Chapters 7, 8 |
| 5       | Midterm Examination | |
| 6       | • Cohort, Case Control, and Cross-sectional Studies | Chapters 9, 10 |
| 7       | • Risk Estimation | Chapters 11, 12 |
| 8       | • Causation | Chapters 14-16 |
| 9       | • Applications to Health Services and Public Policies | Chapters 17-19 |
| 10      | Final Examination  
          • Ethical Issues in Epidemiology | Chapter 20 |
RESEARCH PROJECT  (due dates TBA)

Make an oral presentation/review of a elected journal article written within the past 10 years selected from an EPIDEMIOLOGY journal (see links below)

The peer review should include the following components:
1. A synopsis of the article (Introduction/Methods/Results/Discussion)
2. A discussion of the article's strengths and limitations
3. The article's public health implications.

The following questions should be answered during the presentation:
   A) Why did the scientists perform the study (i.e. brief description of background)?
   B) What was the hypothesis (or hypotheses) under investigation?
   C) What were the major techniques/results and did they support or negate the hypothesis?
   D) Why are the results significant and do they point to further/future studies?
   E) Why did you choose this particular article to review? Was it interesting, informative, clearly written, or none of the above? All credit will be given for your honest opinions.

General journals

- American Journal of Epidemiology
- Epidemiologic Reviews
- Epidemiology
- International Journal of Epidemiology
- Annals of Epidemiology
- Journal of Epidemiology and Community Health
- European Journal of Epidemiology
- Emerging Themes in Epidemiology
- Epidemiologic Perspectives and Innovations
- Eurosurveillance

Specialty journals

- Cancer Epidemiology Biomarkers and Prevention
- Genetic Epidemiology
- Journal of Clinical Epidemiology
- Paediatric Perinatal Epidemiology
- Epidemiology and Infection
- Pharmacoepidemiology and Drug Safety

IMPORTANT NOTE: Instructor must be furnished with a copy of the article, either printed or electronic, 48 hours before your review date.