New Undergraduate Course Proposal Form

1. Department and Contact Information

<table>
<thead>
<tr>
<th>Tracking Number</th>
<th>Date &amp; Time Submitted</th>
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<tbody>
<tr>
<td>859</td>
<td>2010-01-22 12:30:21</td>
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<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
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<tbody>
<tr>
<td>Epidemiology and Biostatistics</td>
<td>Public Health</td>
<td>640103</td>
</tr>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kay Perrin</td>
<td>974 6704</td>
<td><a href="mailto:kperrin@health.usf.edu">kperrin@health.usf.edu</a></td>
</tr>
</tbody>
</table>

2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHC</td>
<td>4000</td>
<td>Introduction to Epidemiology</td>
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<table>
<thead>
<tr>
<th>Is the course title variable?</th>
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<tr>
<td>Is a permit required for registration?</td>
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<tr>
<td>Are the credit hours variable?</td>
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<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
<th>Grading Option</th>
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<tbody>
<tr>
<td>3</td>
<td>Class Lecture (Primarily)</td>
<td>Regular</td>
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<table>
<thead>
<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
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<tbody>
<tr>
<td>45</td>
<td>Introduction to Epidemiology</td>
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</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Corequisites</td>
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<tr>
<td>Co-Prerequisites</td>
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**Course Description**

Course provides an overview of epidemiological methods and the application to understanding health- and non-health issues. Students will develop critical thinking skills and apply the concepts presented in class to applied problems, both in and outside the field of health.

3. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course is required for the newly developed: BS in Public Health degree.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

This course provides undergraduate students with an overview of epidemiological methods and their application to understanding health- and non-health issues. Students will be expected to develop their critical thinking skills and apply the concepts presented in class to applied problems, both in and outside the field of health.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course is required for the newly developed: BS in Public Health degree. It will also
be valuable for the students in the Biomedical Science Major.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

This course is being taught as a Special Topics course in Spring 2010 with an enrollment of 65 students.

E. How frequently will the course be offered? What is the anticipated enrollment?

This course will be taught twice per year depending on the needs of the students in the newly developed BS in Public Health major.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

No course(s) will be dropped.

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

A minimum of a Master's in Public Health or a closely related field and one year of teaching experience.

4. Other Course Information

A. Objectives / Outcomes

1. Describe the historical roots of epidemiologic thinking and their contributions to the evolution of the scientific method. 2. Explain how ethical principles affect epidemiological research. 3. Use rates and proportions to express numerically the amount and distribution of health- and non-health related outcomes. 4. Use the distribution of a health-related outcome to generate hypotheses that might provide an explanation. 5. Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish causation. 6. Explain how to use evidence of association to make a judgment about whether an association is causal. 7. Describe the basic epidemiological study designs that are used to test hypotheses, identify associations, and establish causation. 8. Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings. 9. Apply the concepts of benefits, harms, and costs to a public health decision. 10. Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy.

B. Major Topics

a) Past and current epidemics: Implications for health b) Ethics in epidemiology c) Epidemiologic measures to describe disease d) Patterns of disease and estimations of association e) Descriptive epidemiology and causation f) Causation and experimental studies g) Policy implications of epidemiology h) Outbreak investigation

C. Textbooks


5. Syllabus

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.
Prerequisites:

*Note: This syllabus may be changed or amended due to unforeseen circumstances. In the unlikely event of a university closure, alterations in course content and/or structure may be necessary and any changes will be conveyed via Blackboard.

Permission to Use Materials:
Materials used in this course are the property of the University of South Florida and the instructor. Students are not permitted to sell notes, tapes, outlines, syllabi or any other material used in this course without written permission.

Instructor Information:

Instructor: Kathleen O’Rourke, PhD, MPH, RN
Professor
Department of Epidemiology
Office: College of Public Health - Epidemiology
Office Hours: Tuesdays 1-3pm
Office phone: 813-974-3240
Email: Through Blackboard only

Graduate TA: Matthew Roach
Office: Virtual Office Hours Thursdays 2-4pm through Blackboard
Email: mroach@health.usf.edu
Phone: n/a
Help sessions: Optional Elluminate Live! Sessions: Test 1 (February 4, 2-4pm), Test 2 (March 18, 2-4 pm), Test 3 (April 22, 2-4pm), Final (April 29, 2-4pm)

Course materials:

Course Text


Intro to Epidemiology Workbook: Can be ordered online through DLK Publishing
www.dlkpublishing.com

Course Description: This course provides undergraduate students with an overview of epidemiological methods and their application to understanding health- and non-health issues. Students will be expected to develop their critical thinking skills and apply the concepts presented in class to applied problems, both in and outside the field of health.
This class will address the following basic and advanced learning outcomes as described by Riegelman et al. in “Curriculum Guide for Undergraduate Public Health Education”, developed by the Association for Prevention Teaching and Research.

**Course Objectives**

**Basic Learning Outcomes**

1. Describe the historical roots of epidemiologic thinking and their contributions to the evolution of the scientific method.
2. Explain how ethical principles affect epidemiological research.
3. Use rates and proportions to express numerically the amount and distribution of health- and non-health related outcomes.
4. Use the distribution of a health-related outcome to generate hypotheses that might provide an explanation.
5. Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish causation.
6. Explain how to use evidence of association to make a judgment about whether an association is causal.
7. Describe the basic epidemiological study designs that are used to test hypotheses, identify associations, and establish causation.
8. Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings.
9. Apply the concepts of benefits, harms, and costs to a public health decision.
10. Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy.

**Advanced Learning Outcomes**

1. Analyze the evidence for and against a recommendation for intervention.
2. Analyze a public health problem (e.g., investigation of a disease outbreak) using epidemiologic methods.
3. Synthesize epidemiologic methods to assess the strengths and weaknesses of assertions in the scientific literature and popular press.
4. Evaluate the design of an epidemiologic investigation demonstrating the ability to reconcile scientific validity and ethical sensitivity.

**Course Structure**

This will be an online class with in class examinations. Classes will be taught in modules with specific due dates in which to complete modular assignments. Since a number of assignments are group assignments, you need to manage your time carefully and arrange for adequate participation in group activities. Suggested dates by which to complete specific activities are included in the syllabus. Additionally, one module will require participating in class through an Elluminate Live! session from 2-5 PM on April 15th.
Grading/Assessment Criteria
Grading is based upon class assignments, quizzes, and exams. Points are assigned as described below.

Grading Policy:
At the end of the course, each student will have a Weighted Average Score, which is obtained by multiplying his/her numeric score (range 0-100) on each of grading events, e.g. homework, mid-term exam, final exam, etc, by its corresponding weight (percent), and then summed (Table 1). A letter grade will then be determined according to table 2 below for a given Weighted Average Score.

<table>
<thead>
<tr>
<th>Event</th>
<th>Number x points</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>6X(10-20)*</td>
<td>80 points</td>
</tr>
<tr>
<td>Exams</td>
<td>3 x 40</td>
<td>120 points</td>
</tr>
<tr>
<td>Group activities</td>
<td>4 x 25</td>
<td>100 points</td>
</tr>
<tr>
<td>Individual activities</td>
<td>4 x 25</td>
<td>100 points</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>400</td>
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</tbody>
</table>

- The syllabus quiz, Black Death quiz, Deadly Deception quiz, and hanta-virus quiz are all worth 10 points each, while the Mayor’s Briefing and M&M activity are each worth 20 points.

<table>
<thead>
<tr>
<th>Event</th>
<th>Percentage for each grading event</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>360-400</td>
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<tr>
<td>B</td>
<td>320-359</td>
</tr>
<tr>
<td>C</td>
<td>280-319</td>
</tr>
<tr>
<td>D</td>
<td>240-279</td>
</tr>
<tr>
<td>F</td>
<td>Less than 240</td>
</tr>
</tbody>
</table>

Assignments will be graded within one week.

Please remember to look to see when assignments are due. Once the due date passes, your submitted assignment will not be graded. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Grading Events

Exams: All examinations are to be solely the work of the student. No assistance is allowed. Use of any assistance on completing the examinations is considered disruption of the academic process and violation of the policy regarding academic integrity and will be treated accordingly. Assistance includes but is not limited to notes, books, computer resources and persons. There will be three exams and a comprehensive optional final exam. **There will be no make-up exams scheduled.** The final is optional and if
students miss any of the prior exams, the final will serve as a make-up exam. Students who wish to increase their exam grade may use the final to replace a lower exam grade. Exams are scheduled for class periods and are to be completed independently.

**Quizzes:** All quizzes are to be solely the work of the student. No assistance from other students is allowed. All quizzes are open book and students may review their notes and other class materials when completing them. Quizzes not completed by the due date and time will not be graded and will earn a “0”.

**Assignments:** There are regularly scheduled assignments and the due dates are indicated on the syllabus. Assignments are to be turned in at the time indicated on the syllabus. It is expected that all assignments be typed and completed in a professional manner. Epidemiologists need to be able to clearly present information and thus papers with poor writing quality or grammatical errors will be marked down. A number of these assignments are group activities and classroom discussion and will be graded as described below. Students will be randomly assigned into groups of approximately 10 students and are expected to be active participants in their groups. There are two types of activities in this class: (1) group activities and (2) individual activities.

**Group Activities**
Groups are expected to schedule time to complete a given assignment, and assign members to different tasks related to the assignment. Each student is expected to actively participate in the task. Group members will be expected to describe their participation in the group’s task and grade their overall level of participation as well as grade the overall level of participation of all other group members. Grades are assigned for the entire project and are adjusted based upon self and other student’s reports. Note: if a student describes their own activity as “highly involved” in the group activity and the other students do not concur with this assessment, the grade adjustment will give greater weight to the other students’ assessments. Each student should keep a copy of their group assignment in case of technical difficulties. Assignments are due by 5pm on the times scheduled (*or other time listed on syllabus/Blackboard), and each group should designate an individual responsible for submitting the assignment. Each group member is responsible for ensuring that the group assignment has been handed in and individual members will be given until 6pm to submit their assignment if the group member designated to do so did not turn in the assignment. Please contact the TA if the individual designated to turn in an assignment has technical problems. Another member of the group will need to contact the TA through email by 6pm of that day about their problem in order to receive credit for their assignment.

**Individual Activities**
Individuals are expected to conduct several types of activities on their own in this course. Some activities will be assigned under the Discussion Board section of Blackboard. It is expected that the discussion activity will be conducted within a defined time period. Discussion assumes that individuals will respond to other students’ comments. Each student’s contribution to the discussion will be reviewed and graded for level of participation and overall quality of comments.
In addition, there will be workbook assignments that you must complete on your own and submit answers to online through corresponding Blackboard modules by designated due dates.

*Extra Credit Opportunities*

Throughout the semester you will be given two opportunities for extra credit. Please refer to the detailed explanation of assignments section of the syllabus for more information about this topic.

1) The Weekly Trivia Questions
2) Epidemiology Scavenger Hunt Bonus

**Plagiarism** is unacceptable in any form. See the USF Undergraduate Catalogue for the USF policies regarding plagiarism. For information on what constitutes plagiarism and the possible consequences, see the tutorial at: [http://www.ugs.usf.edu/catalogs/0809/adadap.htm](http://www.ugs.usf.edu/catalogs/0809/adadap.htm).

Class assignments, papers and other documents will be subject to review by **Safe Assign**, an automated plagiarism detection service by Blackboard. Safe Assign manual can be viewed at: [http://eta.health.usf.edu/technology/plagiarism/safe_assign_student.pdf](http://eta.health.usf.edu/technology/plagiarism/safe_assign_student.pdf)

**Other Policies**

**Student Grievance:**
USF Academic Grievance Policy is located at: [http://www.ugs.usf.edu/catalogs/0809/arcsagp.htm](http://www.ugs.usf.edu/catalogs/0809/arcsagp.htm)

**Special Accommodations**
For information regarding qualifications for student disabilities contact the Disabled Student Services Office (DSA) at the University of South Florida directly, for arrangement of academic accommodations and assistance at (813) 974-4309, SVC 2043, Coordinator of Disabled Student Academic services. Visit the Students with Disabilities Services (SDS) website at: [http://www.sds.usf.edu/](http://www.sds.usf.edu/)

**Holidays and Religious Observances:**
Students who anticipate the necessity of missing any exam due to the observation of a major religious observance should provide notice of the date(s) to the instructor, in writing, by the second class meeting. Review USF Attendance Policy for the Observance of Religious Days by Student at: [http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm](http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm)
Technology Requirements

Basic Technology Requirements: View the COPH Technology Requirements and download the latest version of the required software at http://health.usf.edu/publichealth/eta/students_tech_requirements.htm

Course Specific Technology Requirements: View the Elluminate Live Technology Requirements at http://eta.health.usf.edu/technology/elluminate/Elluminate_Live9_sessions.pdf. To participate in the online sessions you must meet ALL the computer requirements for Elluminate Live.

*Note that a high speed internet connection is highly recommended for the use of the Elluminate Live! Virtual Sessions

*Knowledge of Excel, PowerPoint, and Elluminate will also be useful in this course.

Course Evaluations:

Course evaluations will be distributed near the end of the semester. Course evaluations are an opportunity to express your opinions relating to the course/instructor(s). All evaluations are confidential and aim to provide the instructor with comments to improve the course for future delivery.

Detailed Explanations of Activities:

Weekly trivia:

Weekly Trivia Questions: Each week during the semester the instructor will post an announcement on the announcement page of the course when a trivia question is released. The trivia questions relate to health and will be posted at varying times to make it fair for all students. The planned timing of these questions is listed on Blackboard in the discussion board area.

The instructor will create a discussion board thread for the class entitled “Trivia”. In this thread there will be sub-threads for each week. Post your guess to the question corresponding to the week of the question. The first correct guess will be rewarded with 10 extra credit points to their final score. You can only obtain extra credit once in the semester although you are still welcome to answer the trivia questions. After the instructor sees that an individual has answered correctly, we will identify the correct respondent and provide a link to more information on the question.

Epidemiology Scavenger Hunt: This assignment is required, but also gives you a chance to boost your grade. The instructor will make this assignment open when module 4 opens, and you must complete it by the due date on the course schedule. However, the first person to answer all questions correctly will receive 10 additional points, so you may
want to work on this early. This activity can be found in Blackboard in the Assignments section.

**Bonus Points:** The first person who gets each weekly trivia question correct and the first person to correctly answer all the scavenger hunt questions correctly will receive an extra 10 points on his/her final grade, added to the total of 400 points. Each student can only obtain this extra credit one time.

**Grading Rubric for Discussions:**

**Purpose:** These assignments will provide a structure for students to share their thoughts about the assigned readings/videos with their classmates. Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question(s) that have been posed for each module as well as to classmate postings. The following rubric provides criterion areas in which you will be assessed for during these assignments.

The following grading rubric applies to 2 assignments presented more in detail below.

1) **Influenza Discussion Assignment in Module 1**
2) **Ethics Discussion Assignment in Module 2**

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<thead>
<tr>
<th>Discussion Board Grading Rubric (10 points)</th>
<th>Points Possible</th>
<th>Student’s</th>
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<tbody>
<tr>
<td><strong>Original Posting (6 Points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking- Rich in content and insightful.</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td>Connections- Clear connections to ideas learned from class</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Uniqueness- New ideas/thoughts</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Timeliness- All Postings on time.</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Stylistics- Grammar</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td><strong>Response Posting (4 points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeliness: Posted 2 Responses On Time</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Substance: (Length, Quality, Relevance)</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>10 points</td>
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</table>
Module 1)

(Group Assignment) Influenza Memo Assignment

Please Refer to Workbook Pages 26-27 for more information on this assignment.

After you have read the instructions in the workbook, you should have a pretty good idea on what a memo is and what is required of you for this assignment.

You will work on this assignment with your assigned group members given in the beginning of the semester. You can find your group assignments in the Groups area in Blackboard. A group discussion board and a thread will be provided so that you will be able to discuss this assignment within your group. This thread will be entitled “Influenza Memo Assignment”. You should delegate a leader whom will be responsible for ensuring the document is submitted on time. You may also try using Skype or some other programs to contact group members.

We will be using the Wiki Tool function in Blackboard to complete this assignment. The Wiki tool is just like Wikipedia if you have not used it. Individuals in your group will have the opportunity to post part of the memo into the Group Wiki. The Wiki Tool will keep track of the information that each student posts and when they post it. You can also leave comments at the bottom of your Group Wiki for other students. In addition, you can also see if other group member’s edited/deleted part of your work. Do not worry about this; the Group Wiki tool saves each revision of your Memo in case you lose something important. After you all have completely agreed and everyone has participated, submit your final Group Wiki by the due date listed on the course schedule. To do this, you just ensure that the version available on the wiki page is the final version. The instructor will close out the Wiki by the due date and time and you will not be able to edit it after it is due. In addition, you need to also complete your peer assessment sheet for the assignment and submit it to the appropriate link in the module, as your assignment will not be considered complete until this is done.

The discussion board, group wiki and peer assessment form can all be found in the Groups area in blackboard in a folder titled “Influenza Memo” prefaced by your group number (E.g. Group 1 Influenza Memo).

(Individual Activity) Influenza Discussion Assignment

During this activity you will be required to watch one of two videos. The videos are (Influenza 1918) & (The Hunt for the Killer Flu). These videos will be linked in Blackboard under the appropriate module that the assignment is given.

You will be assigned into groups on Tuesday, January 29th and you will accomplish this assignment within your group. Go to the Groups area in Blackboard to find your group assignment. This group will remain the same for the semester so take some time to get to know each other. You should identify the best way to communicate. If you want to use
Elluminate to hold group meetings and discussions you will need to contact ttrail@health.usf.edu for help, please include the course name, assignment, group number, date and time you wish to hold the meeting/discussion in your e-mail. Some students choose to use Skype and some meet in person. It is up to you how to do this.

The goal of the Influenza assignment is to write a summary of the video that you were assigned to watch. This assignment can be found in the group area in blackboard in the folder titled “Influenza Assignment” prefaced by your group number (E.g. Group 1 Influenza Assignment). In this folder you will find a link to the movie you are assigned to watch, a group discussion board thread entitled “Influenza Movie Discussion and a link to the group discussion entitled “Influenza Group Discussion”. In your group discussion board thread in Blackboard you will be given a sub-thread entitled, “Influenza Group Discussion”. Half of you in the group will be assigned to one movie and the other half to the other movie. You are required to do three tasks for this assignment. Further instructions may be given in Blackboard.

1) Watch the Video that you are assigned

2) The influenza discussion will open on 1/11 and students are required to post an initial comment by 10pm on 1/22/10

3) In addition, students are required to write 2 response comments by 1/24/10 at 10pm.

Make sure you write at least a 300 word summary in your initial post for this assignment. Be sure to tie in some of the concepts learned in class to this post. In addition, be sure you do not just “agree” or “disagree” to another student’s posting in your 2 comment postings. Comment postings to initial postings should be a minimum of 150 words. This word minimum will allow for you to get quality responses from other students. In your 2 comment postings, try to respond to other student’s initial postings that have not been answered. This seems like a fair concept so that everyone gets an equal amount of input. In addition, you should not wait until the deadline to post your initial response. You would do better to comment on other student’s initial responses before Friday.

1. Watch the video you are assigned
2. Post an initial 300 word summary on the influenza discussion by 10pm on 1/22/10, (the Influenza discussion will be available on 1/11).
3. Write 2 response comments to other students’ discussion by 1/24/10 at 10pm.

Module 2)

(Individual Activity) Ethics Discussion
This assignment will also be conducted within your group. Each group is assigned a case study to discuss. This study addresses an ethical issue and has a series of discussion questions.

You will need to participate in your group discussion board Ethics Discussion. (are they posting on the discussion board or on the discussion?) In your initial post, please use information learned from the ethics video lectures from module 2, information from your book, and information researched elsewhere to comment and provide insight into a case study. If you are a second person providing an initial post on the topic, please provide an alternate insightful response that doesn’t mimic the first person. You can also choose to answer an additional question. Each initial post should be at least 300 words. The initial post on ethical issues will be due on (1/29/2010) at 10 PM.

Second, please comment on 2 other student’s initial posts. You need to do more than just agree or disagree. Provide commentary with substance on their initial responses. Each response to a student should be no less than 150 words. The two comments on other student’s initial posts will be due on (1/31/2010) at 10PM.

In total, there will be 3 threads you will need to post: one initial post and two responses to other students in your group. You are of course welcome to post additional comments.

Module 3)

(Group Activity) Mortality and the Transatlantic Slave Trade Activity

This assignment will require you to work in your assigned groups in the class. This activity corresponds to pages 41-48 of the workbook. For this assignment, you will have to converse with your group members to solve the questions in the workbook. The questions are **not graded** in the workbook, but the information must be completed, except for question 12 which requires you to write a letter. There will be a folder entitled Slave Trade Activity in the groups area in blackboard. In this folder, you will find a discussion board entitled “Slave Trade Activity” in your group discussion board will be created for this assignment. The discussion board thread will help assist you and your group members on answering the questions. After you all have come up with answers, you will click on the link for the “Slave Trade Activity” also found in the Slave Trade Activity. The activity will require you to answer multiple choice questions which you should have been able to figure out if you completed the workbook questions. Each member of the group will have to go in Blackboard and submit their answers to the “Slave Trade Activity.” Although there are questions, this is not a quiz. You will be able to save the questions on Blackboard and leave and discuss the questions with your group members in your discussion board thread. You can choose to agree/disagree with their answers. You may enter/leave the assignment in Blackboard at any time before it is due, but make sure to submit it before the due date. There is no time limit, except the due date. In addition,
You can only submit your answers once. So be sure that you are comfortable with your answers before you submit it.

In addition, you need to fill out the Peer Review Sheet for the Slave Trade Activity provided in module 3 and then submit it to the appropriate link also found in the Slave Trade folder entitled “Peer Review Sheet for the Slave Trade Activity” before the due date of the assignment. Your assignment is not complete until you do this.

Module 4)

(Individual Activity) Epidemiology Scavenger Hunt Instructions

A link in the on Blackboard will provided in the Assignments section for you to submit your answers to the scavenger hunt questions. This is an individual assignment and you are expected to work independently. Please submit this assignment by the due date listed in the course schedule. In addition, please refer to the information provided previously on the extra credit section of the syllabus in order to learn more about an extra credit opportunity for this assignment.

Module 5)

Birth Rates in Florida Activity/ Mayor’s Briefing Instructions

This activity corresponds to pages 71-82 of the workbook. This assignment will provide you with an example of how rates are used in real life using epidemiology. The first part requires you to calculate a number of rates and you can do this independently or in groups, whichever you prefer. The second part is a timed quiz that you must answer questions on your own. The graded portion of the assignment is the quiz. A folder will be created in the assignments area in Blackboard, with everything needed to complete this assignment.

Group Part (1) A discussion board thread in your groups will be created for you to discuss the questions listed on page 74 of the workbook with your group members. The discussion board thread in your groups will be labeled “Florida Birth Rates Assignment”. You can confer with your group members the answers to these questions, but also to help fill in the table that starts on page 80 and ends on page 82. An excel spreadsheet will be provided in Blackboard so that you can share your table with your group members.

Mayor’s Briefing Quiz (2) The next part of the assignment will require you to go to Blackboard Module 5 and click on the link provided for the “Mayor’s Briefing”. This part of the assignment is done on your own. It will be a timed open book, open note 30 minute quiz. You will have 30 minutes to answer questions related to page 74 of the workbook. You may not have time to look everything up while you are taking your quiz, so be prepared to have the information on hand before you start the quiz. You may NOT confer with group members in answering these questions.
Module 6)

Ephedra Activity

This activity is split into 3 sections. Part 1 of the assignment is to be completed on your own in your workbook. This will not be graded but it will help you prepare for the future group discussion. Part 2 and Part 3 are to be completed in Blackboard in the groups area in the folder entitled “Ephedra Assignment”. The entire assignment corresponds to pages 85-102 of your workbook.

Part 1

(Individual-Not Graded) Testing the Effectiveness of Ephedra: How Do We Know It Works?

Complete the questions on page 91-93 of your workbook after watching the lectures for module 6 and completing the assigned readings. You should start working on this part by 3/24/2010. Please complete this assignment before moving onto the next part of the assignment. Please note that this section of the assignment is not graded, but is beneficial for you to do when completing parts 2 and 3. If you wish to work in your group to answer these questions, that is fine but be sure you are comfortable with the answers.

Part 2

(Group Activity – Graded) Using a Clinical Trial to Test the Effectiveness of Ephedra

On page 94 of your workbook, several questions are asked in the text. A discussion board will be created in your groups for you to discuss Part 2 of the assignment. It will be located under the Ephedra group assignment folder. The instructors will label this sub-board, “Ephedra Assignment Part 2”. Use the questions in your workbook to guide your thinking. Also you should assign a leader who is responsible for the final submission.

Instructions:
There are 9 steps in the general outline of a protocol for a clinical trial. This is a group assignment that each member of your group should contribute to. You group should delegate roles and responsibilities so that each of the 9 steps is covered by your group members. Several of you can work on any of the steps, as long as everyone participates and the group agrees that everyone is putting in a fair amount of effort. You will be turning in a peer review assessment of your group members for this assignment, so be sure that everyone contributes.

Using the questions as a guideline, write out a study protocol with background information using information from the workbook, information from the lectures, and book. You are welcome to include information from other sources. Try to provide as
much detail as possible. For example, if you are using USF students, either identify a specific group (e.g. Junior History majors) or describe how you will find students to participate in your study (using flyers, asking people at a gym).

Steps:

1) Go to discussion board part 2 of the Ephedra Assignment
2) Confer who is answering which part from page 95 of your workbook.
3) Post drafts of each question in your discussion in the discussion board and come up with a consensus answer.
4) Revise other group member’s answers if you are not satisfied.
5) Finally, after everyone agrees that you are satisfied with all the answers, designate a person to combine all these answers into one thread. Have them label this thread in Part 2 of the discussion board, “Final General Outline for a Clinical Trial.” In addition, please label in the numbers, which group members contributed to each answer. Please submit this by the due date of 3/30/2010 by 10pm. **You will be graded on this final post.**

Part 3

*(Group Assignment) Designing a Cohort Study or Randomized Controlled Trial to Test the Safety of Ephedra*

This is a group assignment. Please read pages 96-100 of your workbook. There are 5 questions listed on page 101-102 of your workbook that you will need to answer. A discussion board in the folder labeled “Ephedra Assignment” will be created for you and will be entitled “Ephedra Assignment Part 3”. Your group will need to answer these questions on page 101-102.

Steps:

1) Go to the discussion board thread labeled “Ephedra Assignment Part 3”.
2) Confer with your group about which members are going to work on which of the 5 questions.
3) Post drafts of the answers of the questions in the discussion board thread.
4) Comment/Revise each other’s answers so that you feel comfortable with turning them in.
5) Designate someone to create a file post entitled “Final Outline for Testing Possible Risks of Ephedra”, before the due date of 3/30/2010 by 10pm. In this final post, combine all of the answers to part 3 of the assignment into this one post. Please also designate under each question, which group member contributed to the respective question. **You will be graded on this final post.**
***Note: In Module 6 of the course in Blackboard, a link will be provided for the Peer Review Assessment sheet for the Ephedra Assignment. Every individual is required to submit one of these sheets by the due date of 3/30/2010 by 10pm in order to get credit for this assignment.

Module 7)

(Group Assignment) Public Service Announcement Activity

This assignment will require you to work in your group and create a public service announcement about a health issue. A group discussion board will be created in your groups to help you and your group members to come up with a topic and plan out your video. Several examples of a PSA video will be provided in module 7 for you to model your assignment after. Further information will be listed in Blackboard. You can choose to either do one of the following options: 1) Record a video for your PSA announcement or 2) Narrate a PowerPoint video. This video/PowerPoint does not have to be long. You will be able to start discussing your PSA video by 3/25/2010. In addition, you will have to submit your PSA video to the assignment submission tool by 5pm on 4/13/2010 in order for ETA to have it ready on the due date. You will have to present it on 4/15/2010 through Elluminate Live.

During your presentation in Elluminate Live on (4/15/2010), you will be given the opportunity to present your PSA to the rest of the class. During the planning stages of your video, please designate (1) person to speak for your group. After you present your video and the rest of the class watches, the instructor will ask you a series of questions about your PSA in addition to letting other students ask comments/provide questions about your video. There may be up to 10 minutes of Question/Answer session between groups. The presentation session will last from 2-4pm. Every group member is required to attend this session and attendance will be documented. Please arrive at 2pm promptly, because the session may end earlier than 4pm.

Questions asked:

1) What is the health message?
2) What is the intended audience?
3) What behavior do you want the audience to do after seeing this video?
4) Any challenges in developing this assignment?
5) Any other possible questions...

Only one person in your group should submit the video. In the comments section of your submission please list the names of the group members for your video. In case the designated person did not submit the assignment by 5pm, please contact the TA by e-mail informing them of the technical problem and designate someone else to submit the assignment by 6pm of that day.
When submitting the video, please list in the comments section, which individual will be speaking for your group during the presentation to answer the questions. In case of technical difficulties, (i.e.) your designated person does not show up to the required session, please also list a back-up speaker that will be ready to speak on hand.

In addition, each individual in the group will be required to submit their peer review sheet for the PSA video activity on 4/16/2010 at 5pm. The peer review sheet is due 1 day after your presentation in order to properly assess those who spoke during the presentation given on 4/15.

Module 8)

(Individual Assignment) Certificate for Disease Investigation

This assignment requires you to complete a CDC outbreak investigation. Please refer to page 105 of your workbook for details on submitting this assignment.
Class Schedule:
The class is divided into modules and each is described separately below. Please take
careful note of due dates as you are responsible for getting materials in on time. There
are occasionally overlap between due dates of different modules. Refer to the attached
calendar for details.

Module 1: Past and current epidemics: Implications for health

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Upon completion of this module, you will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>1. Describe the historical roots of epidemiologic thinking and their contributions to the evolution of the scientific method.</td>
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<td></td>
<td>2. Apply the concepts of benefits, harms, and costs to a public health decision.</td>
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<td></td>
<td>3. Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy.</td>
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<td>4. Analyze the evidence for and against a recommendation for intervention.</td>
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<thead>
<tr>
<th>Readings</th>
<th>Friis, Ch 1, 1-21</th>
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<tbody>
<tr>
<td></td>
<td>Workbook, Module 1, pp 1-26</td>
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<thead>
<tr>
<th>Lecture</th>
<th>Introductory Lecture</th>
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<tbody>
<tr>
<td></td>
<td>Lecture 1A: Overview of Epidemiology</td>
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<tr>
<td></td>
<td>Lecture 1B: Black Plague</td>
</tr>
<tr>
<td></td>
<td>Lecture 1C: Influenza</td>
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<td></td>
<td>Lecture 1D: Osterholm</td>
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<thead>
<tr>
<th>Quizzes</th>
<th>Black Death Video Quiz (due 1/14 at 10pm)</th>
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<tbody>
<tr>
<td></td>
<td>Syllabus Quiz (due 1/20 at 10pm)</td>
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<tr>
<th>Videos</th>
<th>Movie: The Scourge of the Black Death</th>
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<tbody>
<tr>
<td></td>
<td>Movie: Influenza 1918 or Hunt for the Killer Flu</td>
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<thead>
<tr>
<th>Assignments</th>
<th>Initial group discussion on influenza movie due 1/22/10 at 10pm.</th>
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<tbody>
<tr>
<td></td>
<td>Final group discussion on influenza movie due 1/24/10 at 10pm.</td>
</tr>
<tr>
<td></td>
<td>Group memo assignment due 1/26/10 at 5pm.</td>
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</tbody>
</table>

| Optional materials | Flu Attack: How a Virus Invades your Body Video |
|                   | CDC Video on Plague and bioterrorism |
Module 2: Ethics in Epidemiology

**Objectives**

Upon completion of this module, you will be able to:

1. Explain how ethical principles affect epidemiological research.
2. Evaluate the design of an epidemiologic investigation demonstrating the ability to reconcile scientific validity and ethical sensitivity.

**Readings**

Review Ch. 1, 19-21
Workbook, Module 2, pp. 27-28

**Lecture**

Lecture 2: Ethics
Lecture 2b: Ethics (cont)

**Quizzes**

Deadly Deception Quiz 1/28/10 by 10pm

**Videos/Audio**

The Deadly Deception
Nuremberg video
Belmont report

**Assignments**

Initial comments on group discussion of ethical issues due on 1/29/10 by 10pm.
Final comments on group discussion of ethical issues due on 1/31/10 by 10pm.

Module 3: Epidemiologic measures to describe disease

**Objectives**

Upon completion of this module, you will be able to:

1. Use rates and proportions to express numerically the amount and distribution of health- and non-health related outcomes.
2. Use the distribution of a health-related outcome to generate hypotheses that might provide an explanation.

**Readings**

Friis, Chapter 2
Workbook, module 3, pp 29-49

**Lecture**

Lecture 3a
Lecture 3b

**Quizzes**

None

**Videos**

Amistad video clip

**Assignments**

M&M assignment due on 2/2 by 10pm
Slave Trade Class Activity response open on 2/4 from 1-5pm. Must be completed prior to 5pm.

**Optional materials**

Additional exam instructions: http://www.youtube.com/watch?v=WBWjXPaZuqg

2/4 Online exam review session for Exam 1 through Elluminate from 2-4pm
2/9 Exam 1
In class exam from 2pm-4:15pm, Room: COPH1023A
Module 4: Patterns of disease and estimations of association

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Upon completion of this module, you will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish causation.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Readings</th>
<th>Friis, Ch 3 Workbook, Module 4, pages 49-53</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Lecture 4</td>
</tr>
<tr>
<td>Quizzes</td>
<td>None</td>
</tr>
<tr>
<td>Videos</td>
<td>None</td>
</tr>
<tr>
<td>Assignments</td>
<td>Epidemiology Scavenger Hunt opens on Feb 12 at 5pm and final answers are due on Feb 16th by 10pm. Remember the first person to get all answers correct wins an extra 5 points on their final grade.</td>
</tr>
</tbody>
</table>

Module 5: Descriptive Epidemiology and causation

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Upon completion of this module, you will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Use the distribution of a health-related outcome to generate hypotheses that might provide an explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the basic epidemiological study designs that are used to test hypotheses, identify associations, and establish causation.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Readings</th>
<th>Friis, Chapters 4, 5 (only pp 117-118) and 6 Workbook, pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Lecture 5</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Mayor’s briefing, timed 30 minute quiz must be completed by 3/4/10 at 5pm.</td>
</tr>
<tr>
<td>Videos</td>
<td>None</td>
</tr>
<tr>
<td>Assignments</td>
<td>(Group/Individual Activity) Birth Rates in Florida Assignment. Work in groups for this assignment for Part 1 and have Part 2 (individual) done by 3/4/10 at 5pm. Assignment corresponds to pages 71-82 of the workbook.</td>
</tr>
</tbody>
</table>

3/18 Optional online exam review session for Exam 1 through Elluminate from 2-4pm

3/23 Exam 2
In class exam from 2pm-4:15pm, Room: COPH1023A
*Examination room will also be announced in Blackboard.
Module 6: Causation and Experimental Studies

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Upon completion of this module, you will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>1. Describe the basic epidemiological study designs that are used to test hypotheses, identify associations, and establish causation.</td>
</tr>
<tr>
<td></td>
<td>2. Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish causation.</td>
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<tr>
<td></td>
<td>3. Explain how to use evidence of association to make a judgment about whether an association is causal.</td>
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</tbody>
</table>

| Readings   | Friis, Ch 5, pp 98-100, Ch 6, pp. 115-117, Ch 9 |

| Lecture    | Lecture 6 |
| Quizzes    |           |
| Videos     |           |

| Assignments | 3/24/10 set up groups and start work on the Ephedra assignments. Ephedra assignment parts 2 and 3 due on 3/30 |
|            | 3/25/120 Review the PSA group activity and start setting up your group for this assignment (see module 7) |

| Optional material | You tube videos |
|                  | http://www.youtube.com/watch?v=ka28gjw3YjE |
|                  | http://www.youtube.com/watch?v=i3fYH1viI38 |

| NPR audio tape   | http://www.npr.org/templates/player/mediaPlayer.html?action=1&t=1&islist=false&id=1809420&m=1809421 |
| PBS              |                                                   |
Module 7: Policy Implications of Epidemiology

Objectives
Upon completion of this module, you will be able to:

1. Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings
2. Apply the concepts of benefits, harms, and costs to a public health decision.
3. Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy.

Readings
Friis, Chapter 7, 10

Lecture
Dean’s lecture on health insurance
Guest lecture: social & behavioral epidemiology

Assignments
PSA videos are to be submitted by the 13th at 5pm and are to be presented during required Elluminate Live! Session on April 15th from 2-4.

4/15 Required Elluminate Live Session for presentations from 2-4pm

Module 8: Outbreak Investigation

Objectives
Upon completion of this module, you will be able to:

1. Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy.

Readings
Friis, Chapters 8, 10

Lecture
Outbreak Investigation

Assignments
Certificate for Disease Investigation outbreak certificate due by 5/3/10 at 10pm.

Optional material
Dean’s lecture on astronauts

4/22 Optional online exam review session for Exam 3 through Elluminate from 2-4pm
4/27 Exam 3
In class exam from 2pm-4:15pm, Room: COPH1023A
*Examination room will also be announced in Blackboard near test date.

4/29 Optional online exam review session for Final through Elluminate from 2-4pm
5/4 Final Exam
In class exam from 2pm-4:15pm, Room: COPH1023A
*Examination room will also be announced in Blackboard near test date.
11. ADDITIONAL RESOURCES
The following are helpful links that may be useful references.

Library Resources:
USF Main Campus Library Resources and Services: http://www.lib.usf.edu/
Shimberg Health Sciences Library: http://health.usf.edu/library/home.html
Shimberg Health Sciences Library Tutorials: http://library.hsc.usf.edu/ (follow links under ‘Instructional Services’ section)

Citing Sources (APA, MLA, etc.):
http://www.lib.usf.edu/public/index.cfm?Pg=CitingSources

Using Bibliographic Management Software:
http://eta.health.usf.edu/publichealth/library/bms/bms_v5_interface.html

Netiquette guidelines (online communication etiquette):
http://eta.health.usf.edu/publichealth/standards/syllabus/Online_Netiquette.pdf

Plagiarism Tutorial:
http://www.cte.usf.edu/plagiarism/plag.html

Safe Assign Manual:
http://eta.health.usf.edu/technology/plagiarism/safe_assign_student.pdf

How to use Blackboard Assignment Submission Tool:
http://eta.health.usf.edu/technology/Assignmenttoollarge.html

How to use Blackboard Discussion Board:
http://wiki.acomp.usf.edu/index.php/Discussion_Board

Grading Events:
Exams:
All examinations are to be solely the work of the student. No assistance is allowed. Use of any assistance on completing the examinations is considered disruption of the academic process and violation of the policy regarding academic integrity and will be treated accordingly. Assistance includes but is not limited to notes, books, computer resources and persons. (Refer to Graduate School Catalog policies listed in Policies section below. at: http://www.grad.usf.edu/policies.asp, Student Responsibility and Conduct, Academic Integrity of Students, and Disruption of Academic Process.)