

UNIVERSITY OF THE INCARNATE WORD
Extended Academic Programs, UIW Online
HSCI 3350 – Epidemiology for Public Health
Syllabus & Course Outline – Summer I 2016

I. Instructor

Mr. Al Rodriguez, MBA
Adjunct Professor, UIW
Office Hours: By appointment

Class Location: <https://blackboard.uiwtx.edu/>
email: atrodri@uiwtx.edu
Cell Phone: (210) 334-7735

II. Catalog Description: This course offers an introduction to the principles, concepts, and methods of epidemiologic research. Emphasis is placed on understanding epidemiological information, the concept of risk, and the tools used to evaluate health problems and policies at a population level. Topics include the calculation, interpretation and application of measures of disease frequency, association and public health impact; epidemiologic study design and analysis (including the role of chance, bias and confounding); direct standardization of rates, statistical inference and principles of screening. This course also teaches students how to apply epidemiologic methods to critically analyze and interpret public health literature.

This is an introduction to the broad concepts of public health practice including the mission, core functions, structure, policy role, program activities, and collaborative endeavors of public health agencies. Theoretical and practical perspectives are studied to illustrate contemporary strategies for health promotion and disease prevention at local, state, and national levels. The course addresses public health issues in the management of various ways a population acquires a disease including water quality, wastewater, municipal and hazardous waste, vector control and air quality.

Context: This course is an upper division course in the health sciences core category of the of the Bachelor Science Health Sciences degree program.

Course Overview: The course begins with

Prerequisites: Compute literacy and successful completion of lower level Core Curriculum, MATH 2303, HSCI 2310 and HSCI 2320.

III. Course Outcomes

Course Outcomes	Assessment
Upon completion of the course, students will be able to:	The objectives will be assessed by:
Apply principles, concepts, and methods of epidemiologic research.	Successful participation in course activities, asynchronous or synchronous course discussions, meaningful construction of ECG records and report, presentations, and satisfactory performance on quizzes and examinations.
Weigh epidemiological information, risk, and the tools used to evaluate health problems.	
Calculate, interpret and apply measures of disease frequency, association, and public health impact.	
Generalize epidemiologic study design and analysis.	
Summarize direct standardization of rates, statistical inference and principles of screening.	
Apply epidemiologic methods to critically analyze and interpret public health research.	

IV. Methodology

Assessment of Course Learning Objectives will include individual evaluation of performances. Methods of assessment include group/class discussion, quizzes and exams, and written and presented assignments.

V. Course Requirements & Grading

A. *Readings.* Required readings are assigned from the required course text and handouts that will be provided by the instructor. Students are responsible for all required readings and are expected to do this in preparation to participate/contribute to class discussions and exercises.

B. *Instructional Media.* Attending the posted instructional media is required. It is expected that students will review the instructional media following the corresponding reading assignments (if applicable). Instructional media is related to the reading and should be used to frame deeper study and understanding of select topics of epidemiologic and public health interest.

C. *Discussion Questions.* Students will participate in asynchronous discussion questions related to germane issues of ECG monitoring. Discussion will be of a substantive nature. Specific instructions for the DQs are found within BlackBoard (Bb).

D. *Quizzes.* Following completion of each block of assigned reading, discussion, and homework, there will be a quiz covering fundamental principles from the assigned readings and discussions.

E. *Written Assignments.* Writing assignments will be used to explore substantive epidemiology and public health issues that require individual focus to better prepare and inform students. These will challenge the student to synthesize information in key topics and to introduce the application of fundamental principles of professional writing. The instructor will provide the format of each written assignment. Written assignments will be graded according to the rubric provided by the instructor.

F. *Student Presentations.* Student presentations will be used to demonstrate understanding of select topics of epidemiologic and public health interest. The instructor will provide the format of the student presentations. The student presentation assignments will be graded according to the rubric provided by the instructor.

G. *Service Learning Project.* The service-learning project is conducted in the community within which the student resides. The instructor will provide the format of the service-learning project. This assignment will be graded according to the rubric provided by the instructor. This assignment must be completed during the actual course. The service-learning project may not be something that the student has already performed as part of their employment or regular community service.

H. *Class Participation.* Students are expected to participate in class assignments and activities during each class session. We are here to share knowledge, techniques, skills, approaches, and philosophies. In order to do that, it is important that each student understands and embraces the 4 Ps: preparation, presence, promptness, and participation.

- If the student does not fully prepare by reading and otherwise completing assignments, class discussion will be of limited value.
- If the student is not present, learning cannot take place and his/her unique thoughts and perspectives are lost to the rest of the class. Two absences equal 1 grade letter drop.
- Students who enter the classroom late disrupt the discussion and flow; promptness is an expression of respect for others as well as yourself. Three late assignments equal 1 absence.
- Students learn best by participating. More importantly, each student has the responsibility to share his/her understanding and judgment with the class to advance the group's collective skills and knowledge.

VI. Method of Evaluation

A. *The following is a description of how overall academic performance will be weighted:*

- I. *Discussion Board Participation* = 30% of grade
- II. *Required Assignments (Writing assignments, Internet Research, Quizzes, etc.)* = 20% of grade
- III. *Mid-Term Examination (Week 4)*..... = 25% of grade
- IV. *Final Examination (Week 8)*..... = 25% of grade
- V. *Total Percentage*..... = 100% of grade

B. *Grading Scale with rationale:*

A	93 - 100	Completion of work in a timely, excellent manner, i.e., clear understanding of assignment, concepts, and appropriate application to organizational situations.
A-	90-93	
B+	87-90	Completion of all work in a timely and approved manner but with room for improvement.
B	83-87	
B-	80-83	
C+	77-80	Work that is careless or imprecise.
C	73-77	
C-	70-73	
D+	67-70	Work that is incomplete.
D	63-67	
D-	60-63	
F	< 70	Unacceptable work.

VII. Required Text

Introduction to Epidemiology, 6th Edition, Merrill, eTextbook

VIII. Disability Statement

The University is committed to providing a supportive, challenging, diverse, and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act—Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. For more information, contact:

Student Disability Services
Administration Building, Suite 105
Ph. (210) 829-3997
Fax. (210) 829-6078
Website: [Http://www.uiw.edu/ada/](http://www.uiw.edu/ada/)

IX. Academic Honesty

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, and collusion. See the student handbook for definitions and procedures for investigation of claims of academic dishonesty.

X. IMPORTANT “DROP COURSE” INFORMATION: It is the student's responsibility to drop their course within the 100% refund period to avoid assessment of tuition and fees. There will not be a university-initiated drop for non-participation. If you do not plan to attend, you must drop your courses by Friday of the first week of the term (May

8th, 2015) to be within the 100% refund period. You may do so by emailing your request to virtual@uiwtx.edu. **A \$50 administrative fee is applied for all drops from courses offered through UIW Online. ARMY Students** must drop their course(s) through **GoArmyEd** and the drop fee will be waived.

XI. Class Outline

Week	Assignments	AIE
1	a. Orientation: BLACKBOARD Homepage, Course Syllabus & Outline	0
	b. Discussion Board #1 – Getting to Know You	1
	c. Journal	1
	d. Internet Research	1
	e. Instructional Media	1
	f. Discussion Board #2 – Time Management	1
	g. Quiz	1
	Total	(6)
2	a. Read: Ch 1 & 2	0
	b. Instructional Media	2
	c. Student Presentation: problem solving	2
	d. Discussion Boards	1
	e. Quiz	1
	Total	(6)
3	a. Read: Ch 3 & 4	0
	b. Instructional Media	2
	c. Discussion Boards	2
	d. Internet Research	1
	e. Quiz	1
	Total	(6)
4	a. Read: Ch 5 – 6	0
	b. Instructional Media	2
	c. Discussion Boards	1
	d. Written Assignment: case study	2
	e. Mid-Term Examination	1
	Total	(6)
5	a. Read: Ch 7 – 8	0
	b. Instructional Media	2
	c. Discussion Boards	2
	d. Journal	1
	e. Quiz	1
	Total	(6)
6	a. Read – Ch 9 & 10	0
	b. Instructional Media	2
	c. Service Learning Project (part 1)	1
	d. Student Presentation: problem solving	2
	e. Quiz	1
	Total	(6)
7	a. Read – Ch 11 & 12	0
	b. Instructional Media	2
	c. Service Learning Project (part 2)	1
	d. Internet Research/Article Review	1
	e. Discussion Board	1
	f. Quiz	1
	Total	(6)
8	a. Instructional Media	1
	b. Internet Research	1
	c. Service Learning Project	1

d. Journal	1
d. Reflection	1
e. Final Examination	1
Total	(6)

AIE = Alternative Instructional Equivalency, which is the expected amount of 'in class' time required of the student each week.

XII. Weekly schedule of KEY DAYS for assignments that will be required:

(NOTE: ALL TIME POSTINGS ARE USING CENTRAL STANDARD TIME or TEXAS TIME)

Week 1:

Monday: Review Class Notes IN FULL; Review video clips and get familiar in Blackboard

Tuesday: Post autobiography no later than (NLT) 11:59pm.

Wednesday: Post part one of Time Management discussion NLT 11:59pm

Thursday: Reply to at least one (1) fellow students autobiography NLT 11:59pm;

Friday: Reply to classmates time budget and sacrifices NLT 11:59pm;

Saturday: Post response to "What do you think about attending college?" NLT 11:59pm

Sunday: Post your Internet Research Journal; Post screenshots of Harvard APA Tutorial; Confirm via post in discussion board that you have reviewed Top 25 Tips; ALL of these must be posted NLT 11:59pm.

Week 2:

Monday: Review Class Notes IN FULL; Read Chapter 1 & 2 from text; Review Chapter 1 & 2 Slides; Review video clips; be prepared for discussion

Tuesday: Work on Presentation and use provided rubric to complete it.

Wednesday: Post your Part 1 of WK2_DQ2 reply NLT 11:59pm;

Thursday: Post your 5 Slide presentation NLT 11:59pm;

Friday: Post your Part 2 of WK2_DQ2 NLT 11:59pm

Saturday: Post feedback on student presentation NLT 11:59pm;

Sunday: Complete WK2_Quiz NLT 11:59pm;

Week 3:

Monday: Review Class Notes IN FULL; Read Chapters 3 & 4; Review Chapter 3 & 4 Slides; Review video clips; Begin your second Internet Research Journal

Tuesday: Post Part 1 of WK3_DQ1 "Initial Right Answers" NLT 11:59pm;

Wednesday: Post WK3_DQ2 NLT 11:59; Post your reply to other WK3_DQ1 posts NLT 11:59; Post Your Internet Research Journal NLT 11:59pm

Thursday:

Friday: Post your Part 2 of WK3_DQ2 NLT 11:59pm;

Saturday:

Sunday: Complete WK3_Quiz NLT 11:59pm

Week 4:

Monday: Review Class Notes IN FULL; Read Chapter 5 & 6; Review Chapter 5 & 6 Slides; Complete Chapter 5 & 6 Quizlets; Begin your first APA Written Paper (500 words)

Tuesday: Prepare for Mid-Term Examination

Wednesday: Post Part 1 of WK4_DQ1 NLT 11:59pm; Prepare for Mid-Term Examination

Thursday:

Friday: Post Part 2 of WK4_DQ1 NLT 11:59pm;

Saturday:

Sunday: Post your APA Written Paper (500 words) NLT 11:59pm; Complete WK4_Mid-Term Examination NLT

11:59pm (exam will be available beginning on Friday and will close at 11:59pm on Sunday)

Week 5:

Monday: Review Class Notes IN FULL; Read Chapter 7 & 8; Review Chapter 7 & 8 Slides; Complete Chapter 7 & 8 Quizlets;
Tuesday: Post Part 1 of WK5_DQ1 NLT 11:59pm;
Wednesday: Post Part 1 of WK5_DQ2 NLT 11:59pm;
Thursday: Post Part 2 of WK5_DQ1 NLT 11:59pm;
Friday: Post Part 2 of WK5_DQ2 NLT 11:59pm; Post your Journal Response as described in Class Notes NLT 11:59pm
Saturday:
Sunday: Complete WK5_Quiz NLT 11:59pm

Week 6:

Monday: Review Class Notes IN FULL; Read Chapter 9 & 10; Review Chapter 9 & 10 Slides; Complete Chapter 9 web link & 10 Quizlet; Begin Presentation
Tuesday:
Wednesday: Submit Part 1 of Service Learning Project 1 Form NLT 11:59pm
Thursday: Post Part 1 of Presentation NLT 11:59pm;
Friday:
Saturday: Post Part 2 of Presentation NLT 11:59pm;
Sunday: Complete WK6_Quiz NLT 11:59pm

Week 7:

Monday: Review Class Notes IN FULL; Read Chapter 11 & 12; Review Chapter 11 & 12 Slides; Complete Chapter 11 & 12 Quizlets
Tuesday:
Wednesday: Post your Internet Research Article NLT 11:59pm; Submit Part 2 of Service Learning Project NLT 11:59
Thursday:
Friday:
Saturday: Post your "Right Answers" to questions as indicated in Class Notes NLT 11:59pm;
Sunday: Complete WK7_Quiz NLT 11:59pm

Week 8: Hang in there...almost done!!!!

Monday: Review Class Notes IN FULL; Post your Time Management feedback as indicated in Class Notes NLT 11:59pm; Begin to close out your learning experience in this course by preparing for the Final Exam.
Tuesday: Post your Reflection Reply NLT 11:59pm
Wednesday: Complete Final Examination NLT 11:59pm
Thursday: TURN IN FINAL Service Learning Project (1,000 word APA Paper) NLT 11:59pm
Friday:
Saturday:
Sunday:

BUCKLE DOWN AND GET READY FOR A GREAT LEARNING EXPERIENCE THIS TERM. I LOOK FORWARD TO LEARNING WITH YOU ALL!