Instructor: Devin C. Volding, PhD
Course Time & Location: Online
Office: Not on Campus
Office Hours: Thursdays 6:00-7:00
Office Phone: xxx-xxx-xxx
Credits: 3 hours
Other Contact: 936-468-3503 (Dept. Office)
Email: voldingdc@sfasu.edu

Important note: The best way to contact me is via sfasu email or by using D2L email

Prerequisites: HSC 121 & four hours biology

I. Course Description: Modern concepts of epidemiology, including infectious and non-infectious disease. We will discuss current topics related to epidemiology in public health including but not limited to the history of epidemiology, surveillance, descriptive epidemiology, study designs, and measures of association. Students will learn appropriate use of rates, ratios and proportions. We will discuss current topics in health including but not limited to the cardiovascular disease, obesity, vaccines, and diseases associated with sexual health.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA’s Perkins College of Education (PCOE) Goal and Initiative #2: Prepare educators and industry professionals.

Program Learning Outcomes:
Community Health Program
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

EC-12 Health Program
1. The student will be able to plan and evaluate classroom based health instruction
2. The student will be able to demonstrate health content knowledge.
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management.
4. The student will be able to communicate health education concepts to audiences of varying ages.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes:
By the end of this course students should be able to:
- Demonstrate and understand the roles, activities and concepts of epidemiology in public health. (PCOE Goal and Initiative #2; EC-12 PLO# 2)
- Demonstrate understanding of the history of disease and chronic conditions. (PCOE Goal and Initiative #2; EC-12 PLO# 2)
- Calculate ratios, proportions and rates of disease. (PCOE Goal and Initiative #2; EC-12 PLO# 2)
- Understand study designs used in epidemiology. (PCOE Goal and Initiative #2; EC-12 PLO# 2)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- **Exams** – Exams will cover material from posted lecture materials, journal articles, and supplemental activities assigned (3 @ 100 points each = 300 points). **The final exam will not be given early.**

- **Text Assignments** – See Course Outline for due dates. (5 @ 10 points each = 50 points). These are due ON or BEFORE the date posted on the syllabus. **No late assignments will be accepted. No exceptions.**

- **Capstone/Supplemental** (1 = 50 points) and **Discussion Board Activities** (5 @10 points each = 50 points) 100 points combined. These activities will be assigned and announced throughout the semester. **No make-ups for these activities.**

**Instructional Strategies, use of Technology:**
A variety of instructional methods used during the course and include, but are not limited to the following:
1. Lecture (using PowerPoint; PP) – PP presentations and handouts will be posted on D2L.
2. Online discussions
3. Demonstrations
4. Video presentations

IV. Evaluation and Assessments (Grading):

Exams: 3 @ 100 points each/300 points
Assignments: 5 @ 10 points each/50 points
Discussion Board Activities: 5 @ 10 points each/50 points
Capstone/Supplemental Activity: 1 @ 50 points
TOTAL = 450 points

Based on percent of total possible points, course performance will be assessed by the following criteria:

- **A** = 90-100% (405-450 pts.)
- **B** = 80-89% (360-404 pts.)
- **C** = 70-79% (315-359 pts.)
- **D** = 60-69% (270-314 pts.)
- **F** = <60% (0-269 pts.)

V. Tentative Course Outline/Calendar:

*This is a tentative course calendar. This is subject to change. Changes will be announced.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments &amp; Exams</th>
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<tbody>
<tr>
<td>1</td>
<td>1/21-1/25</td>
<td>Martin Luther King Jr. Holiday (21st) Syllabus overview and class objectives Ch. 1: The History and Scope of Epidemiology – definition, historical antecedents, and recent applications Review Syllabus &amp; Discuss Assignment #1</td>
<td>Assignment #1: Media Article – an example of epidemiology in the news downloaded from the internet <strong>due Tuesday, 2/5</strong></td>
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<td>2</td>
<td>1/28-2/1</td>
<td>Ch. 1 – The History and Scope of Epidemiology – cont’d</td>
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<td>3</td>
<td>2/4-2/8</td>
<td>Ch. 2 – Practical Applications of Epidemiology – applications for the assessment of the health status of a population; disease etiology</td>
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<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>Assignment/Notes</td>
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<td>4</td>
<td>2/11-2/15</td>
<td>Ch. 3 – Measures of Morbidity and Mortality Used in Epidemiology - rates, ratios, proportions of disease in the community, incidence, prevalence &amp; crude rates</td>
<td>Assignment #2: Ch. 2 (#9); Ch. 3 (#4, 5, 8 &amp; 11) due Tuesday, 2/12</td>
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<td>5</td>
<td>2/18-2/22</td>
<td>Ch. 4 – Descriptive Epidemiology: Person, Place, Time – characteristics of person, place, and time (i.e., who, where, &amp; when) for describing a population Catch-up &amp; Review</td>
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<td>6</td>
<td>2/25-3/1</td>
<td>Ch. 6 – Study Designs: Ecologic, Cross-Sectional, Case-Control – observational vs. experimental approaches EXAM #1: TUESDAY 2/26</td>
<td>Exam #1: Chapters 1-4, Tuesday, 2/26</td>
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<td>7</td>
<td>3/4-3/8</td>
<td>Ch. 7 – Study Designs: Cohort Studies – definition of cohort studies and applications in public health</td>
<td>Assignment #3: Ch. 6 (#7-9); Ch.7 (#5) and Ch. 8 (#8-9) due Thursday, 3/7</td>
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<td>8</td>
<td>3/11-3/15</td>
<td>Ch. 8 – Experimental Study Designs - definition of experimental studies, hierarchy of study designs and applications in public health</td>
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<td>3/18-3/22</td>
<td>SPRING BREAK HOLIDAY</td>
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<td>9</td>
<td>3/25-3/29</td>
<td>Ch. 9 – Measures of Effect – absolute, relative, and statistical measure of effect; models of causation</td>
<td>Assignment #4: Ch. 9 (#1, 3-6, 9-10) due Friday, 3/29</td>
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<td>10</td>
<td>4/1-4/5</td>
<td>Catch-up &amp; Review EXAM #2: THURSDAY 4/4</td>
<td>Exam #2: Chapters 6-9, Thursday, 4/4</td>
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<tr>
<td>11</td>
<td>4/8-4/12</td>
<td>Ch. 11 – Screening for Disease in the Community – appropriate screening tests, characteristics of a good test, relationship between sensitivity and specificity Ch. 12 – Epidemiology of Infectious Diseases – the epidemiologic triangle (agent, host, environment), measuring disease outbreaks</td>
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<td>12</td>
<td>4/15-4/19</td>
<td>EASTER HOLIDAY (April 18th Thurs &amp; 19th Fri) Ch. 12 – Epidemiology of Infectious Diseases – cont’d</td>
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<td>13</td>
<td>4/22-4/26</td>
<td>Ch. 13 – Epidemiologic Aspects in the Work Environment – health effects of environmental hazards, toxicology concepts, environmental hazards in the workplace</td>
<td>Assignment #5: Ch. 11 (#6-10); Ch. 12 (#2 &amp; 10) due Thursday, 4/25</td>
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<td>14</td>
<td>4/29-5/3</td>
<td>Ch. 15 – Social, Behavioral, &amp; Psychosocial Epidemiology – research designs used, the social context of health, independent and dependent variables Film: And the Band Played On – the rise of the AIDS epidemic</td>
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<td>15</td>
<td>5/6-5/10</td>
<td>Ch. 16 – Epidemiology as a Profession – specializations, career roles, competencies, and ethics Catch-up &amp; Review</td>
<td>“And the Band Played On” Capstone/Supplemental Assignment due Tuesday, 5/7</td>
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<td>16</td>
<td>5/13-5/17</td>
<td>FINAL EXAM - Exam #3 TUESDAY 5/14: Chapters 11-13, 15 &amp; “And the Band Played On” Film,</td>
<td>Exam #3: Chapters 11-13, 15 and Film, Tuesday, 5/14</td>
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</table>

IF YOU ARE HAVING DIFFICULTY WITH ASSIGNMENTS OR OTHER COURSE RELATED CONCEPTS PLEASE CONTACT ME. I am delighted to assist to help facilitate your learning.
VI. Readings (Required and recommended—including texts, websites, articles, etc.):  
**Required Text:**  

**FEM Statement:**  
In this course you must purchase and activate the LiveText/Watermark add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

**LiveText/Watermark Statement:**  
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education (PCOE) majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the PCOE. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

*If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.*

VII. Course Evaluations:  
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education (PCOE), the course evaluation process has been simplified and is completed electronically through MySFA. *Although the instructor will be able to view the names of students who complete the survey, ALL ratings and comments are CONFIDENTIAL and ANONYMOUS, and these will NOT be available to the instructor until after final grades are posted.* Your feedback is very much appreciated and desired.

VIII. Student Ethics and Other Policy Information:  
**Attendance: Policy 6.7**  
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.
Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

• You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Class Expectations:

- Late assignments will not be accepted without penalty unless the student receives advanced approval from the instructor.
- Assignments are due on assigned date(s).
- Exams – No makeup examinations will be given unless ARRANGED IN ADVANCE with the instructor. If an emergency occurs reasonable accommodations will be made.
- If a designated assignment or exam date is missed due to a university sanctioned activity you must take the test or turn in your project before you leave campus.

Email etiquette & rules – It is important to use polite and appropriate language when emailing your professor.

- Think of me and your other professors as business associates. This means you will NOT use the informal/casual language that you would with a friend.
- Please include a brief description of the subject of your email in the subject line.
- Be clear and concise.
- Use ONLY registered school email (xxxxx@jacks.sfasu.edu) or D2L email for all electronic communications.
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<th>Assignments/Assessments</th>
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<th>ISTE</th>
<th>InTASC</th>
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<tr>
<td>Group/Discussion/Supplemental Projects</td>
<td>3b, 4c</td>
<td>9g, 9h</td>
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<td>Exam 1</td>
<td>1E, 2A, 2B</td>
<td>1.1K, 1.3K, 1.3S,</td>
<td>3a</td>
<td>2F, 2K, 4K, 5b, 5G, 5j</td>
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<td>1.12K, 1.12S,</td>
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<td>1.13S, 1.17S</td>
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<td>4A, 4B</td>
<td>1.12S, 1.13S,</td>
<td>5L, 6a, 6j, 8e, 8g</td>
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<td>1.17S, 1.24K,</td>
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<td>1.25K, 1.29K</td>
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<td>Exam 3</td>
<td>VIIA, VIIB</td>
<td>1.41S, 1.45S</td>
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