Instructor: Devin C. Volding, PhD  
Course Time & Location: Online
Office: Not on Campus  
Office Hours: Tuesdays 6:00-7:00pm
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

Prerequisites: HSC121: Core Concepts of Health & 4 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 cardiovascular disease, obesity, vaccines and diseases associated with sexual health.

James I. Perkins College of Education Diversity Statement is found at the following link:  
http://coe.sfasu.edu/about-us/

HSC 345-500 Epidemiology (3 credits) is an online course that meets for 150 minutes D2L time with direct instruction per week for 15 weeks and a final exam. This course addresses NCHEC responsibility areas I, II, IV, VI, and VII. The major assignment for this course is a group epidemiology project which constitutes 25% of the student’s final grade. Components of the project are due throughout the semester and include a group presentation. The other assignments in the class include media summary, quizzes, exams, research and text related assignments, discussion items/posts, and video critique. These activities average at a minimum of 6 hours of work each week to prepare outside of the engagement time with the course content.

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)

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

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). Exam(s) will not be given early.

- **Assignments (Media and Text).** See Course Outline/Calendar of Syllabus for due dates. (5 @ 20 points each = 100 points). These are due ON or BEFORE the date posted on the syllabus. No late assignments accepted. No make-ups for these activities.

- **Video Critique: “And the Band Played On” (100 points).** See Course Outline/Calendar of Syllabus for due date. No late assignments accepted. No make-ups for this activity.

- **Discussion Board Activities (5 @ 20 points each = 100 points).** See Course Outline/Calendar of Syllabus for due dates. No late submissions/posts accepted. No make-ups for these activities.

- **Group Epidemiology Project (200 points).** See Course Outline/Calendar of Syllabus for due dates for the various project components to be submitted throughout the course semester. No late assignments accepted for the components of the Group Project. No make-ups for these project components.

Instructional Strategies and Use of Technology:

A variety of instructional methods used during the course and include, but are not limited to the following:

1. Lectures (using PowerPoint; PPT) – PPT 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 pts.** [represents 37.5% of total grade]
- **Assignments: 5 @ 20 points each/100 pts.** [represents 12.5% of total grade]
- **Discussion Board Activities: 5 @ 20 points each/100 pts.** [represents 12.5% of total grade]
- **Video Critique: 100 pts.** [represents 12.5% of total grade]
- **Group Project: 200 pts.** [represents 25% of total grade]

**TOTAL COURSE POINTS = 800 points**

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

A = 90-100% (720-800 pts.)
B = 80-89% (640-719 pts.)
C = 70-79% (560-639 pts.)
D = 60-69% (480-559 pts.)
F = <60% (0-479 pts.)
V. Tentative Course Outline/Calendar:
This is a tentative course calendar. This is subject to change. Changes will be announced.

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<th>Week</th>
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<th>Assignments &amp; Exams</th>
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| 1    | 1/15-1/17   | Syllabus overview and class objectives  
Ch. 1: The History and Scope of Epidemiology – definition, historical antecedents, and recent applications  
Review Syllabus & Discuss Assignment #1  
Discussion Post Online #1 (Introductions)  
Group Epi Project: (I) Students Assigned to Groups (Instructor) | Discussion Post Online #1: due by 11:30pm, Friday 1/17  
Group Epi Project (II): due by 11:30pm, Friday 1/31 |
| 2    | 1/20-1/24   | Martin Luther King Jr. Holiday (20th)  
Ch. 1 – The History and Scope of Epidemiology – cont’d  
Group Epi Project: (II) Identify & Submit Group Roles | Assignment #1: Media Article – an example of epidemiology in the news downloaded from the internet due Thursday 1/30  
Group Epi Project (III): due by 11:30pm, Friday 2/7 |
| 3    | 1/27-1/31   | Ch. 2 – Practical Applications of Epidemiology – applications for the assessment of the health status of a population; disease etiology  
Group Epi Project: (III) Topic Submit for Approval | Assignment #2: Ch. 2 (#9);  
Ch. 3 (#4, 5, 8 & 11) due Wednesday 2/12 |
| 4    | 2/3-2/7     | Ch. 3 – Measures of Morbidity and Mortality Used in Epidemiology - rates, ratios, proportions of disease in the community, incidence, prevalence & crude rates | Discussion Post Online #2: due by 11:30pm, Friday 2/14  
Group Epi Project (IV): due by 11:30pm, Friday 3/6 |
| 5    | 2/10-2/14   | Ch. 4 – Descriptive Epidemiology: Person, Place, Time – characteristics of person, place, and time (i.e., who, where, & when) for describing a population  
Catch-up & Review  
Discussion Post Online #2 (Chpts. 1-4)  
Group Project: (IV) Scientific Literature & References Submit for Approval | Exam #1: Chapters 1-4, Tuesday 2/18 |
| 6    | 2/17-2/21   | Ch. 6 – Study Designs: Ecologic, Cross-Sectional, Case-Control – observational vs. experimental approaches  
EXAM #1: TUESDAY 2/18 | Assignment #3: Ch. 6 (#7-9); Ch.7 (#5) and Ch. 8 (#8-9) due Thursday 3/5 |
| 7    | 2/24-2/28   | Ch. 7 – Study Designs: Cohort Studies – definition of cohort studies and applications in public health |  
Assignment #4: Ch. 9 (#1, 3-6, 9-10) due Friday 3/20  
Discussion Post Online #3: due by 11:30pm, Monday 3/23 |
| 8    | 3/2-3/6     | Ch. 8 – Experimental Study Designs - definition of experimental studies, hierarchy of study designs and applications in public health | Exam #2: Chapters 6-9, Thursday 3/26 |
| 9    | 3/16-3/20   | Ch. 9 – Measures of Effect – absolute, relative, and statistical measure of effect; models of causation  
Discussion Post Online #3 (Chpts. 6-9) | Assignment #5: Ch. 9 (#1, 3-6, 9-10) due Friday 3/20  
Discussion Post Online #3: due by 11:30pm, Monday 3/23 |
| 10   | 3/23-3/27   | Catch-up & Review  
EXAM #2: THURSDAY 3/26 |  
Assignment #6: Ch. 11 (#1, 3-6, 9-10) due Friday 3/20  
Discussion Post Online #3: due by 11:30pm, Monday 3/23 |
| 11   | 3/30-4/3    | Ch. 11 – Screening for Disease in the Community – appropriate screening tests, characteristics of a good test, relationship between sensitivity and specificity |  
Assignment #7: Ch. 11 (#1, 3-6, 9-10) due Friday 3/20  
Discussion Post Online #3: due by 11:30pm, Monday 3/23 |
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<td><strong>Ch. 12 – Epidemiology of Infectious Diseases</strong> – the epidemiologic triangle (agent, host, environment), measuring disease outbreaks</td>
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| 12 | 4/6-4/10 | **EASTER HOLIDAY (April 9th Thurs & 10th Fri)**  
Ch. 12 – Epidemiology of Infectious Diseases – cont’d  
Film: *And the Band Played On – the rise of the AIDS epidemic* |
|    |    | Assignment #5: Ch. 11 (#6-10); Ch. 12 (#2 & 10) due Tuesday 4/7 |
| 13 | 4/13-4/17 | **Ch. 13 – Epidemiologic Aspects in the Work Environment** – health effects of environmental hazards, toxicology concepts, environmental hazards in the workplace  
Group Epi Project: (V) Submit Paper |
|    |    | Group Epi Project (V): due by 11:30pm, Friday 4/17 |
| 14 | 4/20-4/24 | **Ch. 15 – Social, Behavioral, & Psychosocial Epidemiology** – research designs used, the social context of health, independent and dependent variables  
Group Epi Project: (V) Submit PowerPoint Presentation  
Discussion Post Online #4 (Chpts. 11-15) |
|    |    | “And the Band Played On” video & written critique,  
due Wednesday 4/29  
Group Epi Project (VI): due by 11:30pm, Wednesday 4/22  
Discussion Post Online #4: due by 11:30pm, Friday 4/24 |
| 15 | 4/27-5/1 | **Ch. 16 – Epidemiology as a Profession** – specializations, career roles, competencies, and ethics  
Catch-up & Review  
Discussion Post Online #5 (*And the Band Played On*, Film) |
|    |    | “And the Band Played On” Capstone/Supplemental Assignment due Wednesday 4/29  
Discussion Post Online #5: due by 11:30pm, Friday 5/1 |
| 16 | 5/4-5/8 | **FINAL EXAM - Exam #3 TUESDAY 5/5**: Chapters 11-13, 15 & “And the Band Played On” Film |
|    |    | Exam #3: Chapters 11-13, 15 and Film, Tuesday, 5/5 |

**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:**

**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 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, 936-468-3004 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/disabilitieservices/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html.) 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 the Office of Assessment and Accountability at 936-468-1282 or edprep@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 AND PRIOR TO EXAMINATION DATE 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 instructor.

- 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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