Department of Kinesiology & Health Science
HLTH 3345 – Epidemiology
Student Syllabus, Summer I 2021

Professor: Mary I. Hawkins, PhD, CHES  
Office: HPE Bldg, Rm 214  
Phone: 936-468-1610  
Email: hawkinsmi@sfasu.edu  
Course Time & Location: Online  
Credits: 3 hours  
Office Hours: Wednesdays 8-9 am online, via email, or by appointment  
Prerequisites: HSC 121 & 4 hrs of biology

I. Course Description: This course examines modern concepts of epidemiology including infectious and noninfectious disease. An interdisciplinary approach directed toward primary, secondary and tertiary prevention is highlighted. HLTH 3345-Epidemiology meets for 115 minutes a week for 6 weeks. This course addresses NCHEC responsibility areas I, II, IV, VI, and VII. Students will have assignments beyond the interaction with the online modules that consist of weekly readings from the textbook, weekly discussion board posts/replies, a group project, research assignments, and quizzes. These activities average at a minimum of 6 hours of work each week to prepare outside of engagement time with the course content.

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

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.
This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

Program Learning Outcomes (Community Health):
1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).

Student Learning Outcomes: The student will be able to:
1. Recognize the approaches and evolution of epidemiology (NCHEC I).
2. Learn and demonstrate how to measure and compare disease frequency (NCHEC I).
3. Understand and demonstrate how to calculate epidemiology related rates (NCHEC I).
4. Demonstrate an understanding of the criteria for evaluating epidemiologic health information (NCHEC I, II, IV, VII)
5. Interpret the results of an epidemiologic study (NCHEC I, II, IV).
6. Recognize the importance of statistics in epidemiological study (NCHEC I, VII).
7. Demonstrate an understanding of factors which affect epidemiologic study such as bias, confounding, and random error (NCHEC I, IV).
8. Demonstrate an understanding of the concepts related to epidemiologic study design (NCHEC I, IV, VII).
9. Demonstrate an understanding of the ethical considerations and concepts related to epidemiologic study (NCHEC I, IV, VII).
10. Describe the important role of prevention in disease management (NCHEC I, VII).
11. Analyze the effect of disease on society (NCHEC I, VII).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Methods of Instruction:
The course syllabus, course assignments, email, and grades will be available on the Brightspace Desire2Learn (D2L) web page. Students are expected to check the homepage and web mail regularly (D2L.sfasu.edu). This is an online course that begins on 5/17/21 and ends on 6/25/21.

Any messaging contact with the instructor should be via email, not D2L. The instructor can be reached via email at hawkinsmi@sfasu.edu. Make sure to include your name and the class in the email. Also, the instructor will check emails twice a day, but not after 5 pm on any given day and not on the weekends. The professor will respond to emails within 48 hours within the regular work week. Virtual office hours will be held online. If you need to discuss anything with the instructor outside of these times, please email for an appointment.

Taking a class online requires the student to be very organized and stay on task. It is the student’s responsibility to complete all requirements on time and in the form that is required. Due to the fast pace of this course, NO LATE WORK WILL BE ACCEPTED. It is suggested that students read ahead and thoroughly view any materials prior to the related discussion. It is also recommended that students take their quizzes in a place that is secure and has reliable internet service. If there is any technical difficulty with a quiz or submission then the student needs to email the instructor immediately and attempt to resolve the issue.

- Online learning and participation activities
  - Discussion Posts – 1 introduction and 4 topic posts @20 pts. each = 100 points
In-class activities, Professionalism, Discussion Board Posts and Replies to Peers (100 points total – 14 points per original student post and up to 6 points (3 pts each) for responding to 2 classmates’ posts. A discussion post for each discussion should be a minimum of two (2) paragraphs as well as citing at least one primary reference (reliable source article and link with clear title and author). Reliable sources are typically indicated by national status and a website ending in .org, .gov, or .edu. The text is not considered a source for discussion posts. The sources should not be published before 2010. The post should address and answer the entire topic and any questions that are proposed. Since everyone is reading the same material, the weekly discussion post should not be a summary of the chapter readings. Instead, in the discussion posts, evaluate the question(s) thoughtfully and find at least 1 primary resource that supports what is being written. Try to avoid vague or overgeneralized information. The responses should be a combination of the student’s view and that view supported by research. (i.e. What did you find interesting? Was it Common Sense? Was anything surprising? Did you already know this information? Do you have questions on the material you read? Were there points the author of the resource made that you didn’t agree with? If so, why? Does any of the information relate to you or current events?). All posts and comments that you leave need to be well thought out, organized, supported by research, and grammatically correct. An original discussion post is worth 14 points.

In addition to a student’s own original post, the student must review and reply to two (2) peers’ discussion posts for each assigned discussion. Each response/reply is worth 3 points and 2 replies per discussion board are required for a total of 6 points for responses/replies. The reply must be addressed to the peer by their name, thoughtful, respectful of the peer’s post, and should be a minimum of one (1) full paragraph (at least 3 sentences). Simply saying, “I agree with you,” is not a thoughtful response. Supporting a response with research is encouraged.

Original discussion posts are due by 7pm on assigned dates and replies are due by 11:59 pm on assigned dates. The last week is shorter than the others and ends with a final exam on Friday, 6/25 due at 5:00 PM. See the tentative schedule for details.

○ Quizzes (275 points)

There will be one syllabus quiz (25 pts) and five (5) online quizzes administered throughout the course posted on D2L. Each quiz (except for the syllabus quiz) will be worth 50 points and will cover all material and chapters covered according to the syllabus schedule below. Quizzes are not cumulative. They are timed and the student should be very familiar with the material in the book, the powerpoints, and any additional required materials in order to master the material in the time allowed.

○ Group Epidemiology Education Project (185 pts)

Students will be assigned to a group and assigned a health topic for that group along with a target audience. The Group Project will include an individual fact
sheet/reference list (individual submission on D2L), a group outline (group work), a group PPT presentation (group work), and a partner rating component (individual work). The individual fact sheet/reference list component will be uploaded individually into D2L. The group outline will be a group effort and be uploaded by the group leader to D2L. The presentation will be a group effort using Powerpoint and will be uploaded to D2L by the designated leader of the group. Each member of the group will have the opportunity to rate their partners anonymously for contributions to the class project. Students are expected to work on the ENTIRE project TOGETHER. I do not recommend that you split the project into sections and each do one because that is typically not congruent in style and wording. The project will be graded on continuity so it is important that everyone work on the presentation and see the final submission. If one section is poor then it will affect the entire group’s grade. I also encourage everyone to be a good partner because the final project grade will be affected by partner evaluations.

- Fact Sheet & Reference List (Individual Submission to D2L) – (50 points)
  
  Each student will complete the Fact Sheet & Reference List for their group topic. This is an individual assignment and must be typed and formatted according to the guidelines. It should include paraphrased references and data that are current (no older than 2011), reliable, peer reviewed, and from primary sources. Paraphrased means that the information is read from the original source and translated/written into/in the student’s own words. All fact sheets will be electronically scored for plagiarism using the Turn It In program and need to get a score less than 27% to receive full marks. This process discourages students from simply copying and pasting facts and instead reading, understanding, and synthesizing facts into their own words. There should be no quotes on the fact sheet reference list. The facts should have a resource clearly indicated at the end of the fact in APA format (author, yr). Many students make the mistake of putting the article title first, but APA format lists references (and alphabetizes them) by the author. For web sources the author is often the organization that hosts the website unless otherwise indicated.

  The fact sheet will be 3-4 pages long and have at least 10 reputable sources with the final page for the references. Wikipedia, WebMD, Mayo clinic, ihelp, iguide, newspapers, blogs, and similar generic sources are not primary research sources and will not be accepted as reputable. Using these types of sources will result in a poor grade. Primary research articles are the original source who conducted the research and usually is reported in professional journals. Many professional journals can be found online in our library. All sources must be cited according to APA format. APA format guidelines will be provided on D2L. It is recommended that students and groups start their project work early to give adequate time for completion. Sources must also be applicable to the project topic and purpose. For instance, getting a very clinical study on a cancer medicine’s effects on a group of 12 people is not an applicable source of information for a general audience presentation on breast cancer. The article would probably be from a reputable source but would not be applicable to the topic and purpose.
o **Outline** (Group Leader Submits to D2L) – (25 points) Each group will be responsible for creating an outline that details what topics (in as much detail as possible) will be addressed in the powerpoint. It is expected that all group members will contribute resources and information to the outline. Only one copy is submitted for all group members with a selected reference list for the information that will be used. If a partner fails to work on the project, then the partner’s name is not included on the work and will receive a 0 on the group work.

o **Epidemiology Powerpoint** (Group Leader Submits to D2L) – (100 points) Upon return of the outline, groups will then construct a consumer education powerpoint about their topic which consists of 10-15 slides with notes pages detailing what the oral presentation would include. Guidelines for the presentation and tips for creating good powerpoint presentations will be provided on D2L. The notes pages will need to be saved in adobe and uploaded that way in notes view rather than in PPT view. Details will be provided online.

o **Peer Evaluation** - Individuals take this as a “quiz” online – (10 pts) Students will be broken into groups and assigned a health topic. All students in the group will get an opportunity to evaluate their teammate’s efforts. This evaluation will affect the individual’s final score on the group project. This is done to ensure that all members participate equally in the group project.

o **Course evaluation** (10 pts) Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. 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 AND IS WORTH 10 POINTS (REQUIRED not optional)!

o **Recommended Chapter Problems** This course requires calculations for some epidemiology related measures. Students are given examples and practice problems for this type of work. Students are strongly encouraged to use the guides provided even though there is no score associated with them as this material is on the test and can be worth a significant amount of points.

**IV. Evaluation:** Grading will be based on the following course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Posts (5 @ 20 points each)</td>
<td>100 pts</td>
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<tr>
<td>Quizzes</td>
<td>275 pts</td>
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<tr>
<td>Group Epidemiology Project</td>
<td>185 pts</td>
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<tr>
<td>Course Evaluation</td>
<td>10 pts</td>
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<td>Total</td>
<td>570 pts</td>
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**Grading Scale**

- 513-570 pts = A
- 456-512 pts = B
- 399-455 pts = C
- 342-398 pts = D
- 341 or fewer pts = F

**V. Tentative Course Outline/Calendar:**
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>5/17-5/23</td>
<td>Introduction to Course</td>
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<td></td>
<td></td>
<td>Chapter 1 - History &amp; Scope of Epidemiology</td>
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<td>Chapter 2 - Practical Applications of Epidemiology</td>
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<td>Syllabus Quiz</td>
<td>5/19 by 11:59 pm</td>
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<td>Discussion #1 - Introduce Yourself</td>
<td>5/19 by 7 pm</td>
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<td>Discussion #1 Replies</td>
<td>5/19 by 11:59 pm</td>
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<td>Discussion #2</td>
<td>5/23 by 7 pm</td>
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<td></td>
<td></td>
<td>Discussion #2 Replies</td>
<td>5/23 by 11:59 pm</td>
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<td>Group Assignments</td>
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<td>Fact Sheet Reference List</td>
<td>5/23 by 11:59 pm</td>
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<td>Quiz 1 (Chapters 1 &amp; 2)</td>
<td>5/23 by 11:59 pm</td>
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<td>Week 2</td>
<td>5/24-5/30</td>
<td>Chapter 3 - Measures of Morbidity &amp; Morality Used in Epidemiology</td>
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<td>Chapter 4 - Descriptive Epidemiology: Person, Place, Time</td>
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<td>Chapter 5 - Sources of Data for Use in Epidemiology</td>
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<td>Discussion #3</td>
<td>5/26 by 7 pm</td>
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<td>Discussion #3 Replies</td>
<td>5/26 by 11:59 pm</td>
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<td>Group Outline due</td>
<td>5/30 by 11:59 pm</td>
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<td>Quiz 2 (Chapters 3, 4, &amp; 5)</td>
<td>5/30 by 11:59 pm</td>
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<td>Week 3</td>
<td>5/31-6/6</td>
<td>Chapter 6 - Study Designs: Ecologic, Cross Sectional, Case-Control</td>
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<td>Chapter 7 - Study Designs: Cohort Studies</td>
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<td>Chapter 8 - Experimental Study Designs</td>
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<td>Group Powerpoint</td>
<td>6/6 by 11:59 pm</td>
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<td>Quiz 3 (Ch 6, 7, &amp; 8)</td>
<td>6/6 by 11:59 pm</td>
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Week 4 6/7-6/13

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<tr>
<th>Chapter 12 – Epidemiology of Infectious Disease</th>
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<tr>
<td>Discussion # 4</td>
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<tr>
<td>Discussion #4 Replies</td>
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<tr>
<td>Group Project Peer Review</td>
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<td>Quiz 4 (Ch. 12)</td>
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Week 5 6/14-6/20

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<th>Chapter 11 - Screening for Disease in the Community</th>
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<tr>
<td>Discussion #5</td>
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<tr>
<td>Discussion #5 Replies</td>
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Week 6 6/21-6/25

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<th>THIS IS A SHORT WEEK!</th>
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<tr>
<td>Chapter 15 - Social, Behavioral, and Psychosocial Epidemiology</td>
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<tr>
<td>Exam 5 (Ch 11 &amp; 15)</td>
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VI. Required Readings and Materials:

**Required Text:** Friis, R.H. & Sellers, T.A. (2014). *Epidemiology for public health practice (5th ed.)*. Burlington, MA: Jones and Bartlett Learning, LLC.

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 AND IS WORTH 10 POINTS (REQUIRED not optional)!**

In the 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.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

**Class Attendance and Excuse Absence: 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodations 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, 468-3004/468-1004 (TDD) 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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Disruptive Behavior—Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

IX. Other Relevant Course Information:

1. **Late Work:** No late assignments will be accepted. This is a 6 week class. Students should be submitting high quality professional level work when it is due. I am happy to provide feedback on some components and clarify instructions, but I will not give feedback on entire assignments. Assignment deadlines are final and no revisions or corrections will be allowed after that point.

2. **Make Up Quizzes:** Students who fail to take quizzes during the scheduled time with advance, person-to-person communication with the instructor shall receive a zero for the exam and shall forfeit the opportunity of taking a “make up” test. Make up tests/exams/quizzes will not be permitted (unless there is a legitimate documented medical emergency or personal problem.)