

*Department of Epidemiology & Biostatistics
Syllabus*

Online Course Name: Introductory Epidemiology
Prefix & Number: PHC 4030
Sections: 1) 310
Semester: Spring 2013

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|--|---|-----------------------------|-----------------------------|
| 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. | | |
| Credit hours: | 3 | | |
| Pre-Requisites: | none | | |
| Co-Requisites: | none | | |
| Location: | online | | |
| Instructor Information: | Instructor 1 | Instructor 2 | Instructor 3 |
| | Kathleen O'Rourke, RN, MPH, PhD | Name | Name |
| | COPH Room 2126 | Office/mailing address | Office/mailing address |
| | Office hours: Tuesdays 1:00PM-2:00PM or by appointment | Office hours | Office hours |
| | 813-974-3240 | Phone | Phone |
| | korourke@health.usf.edu | Email address | Email address |
| | e-mail | Preferred method of contact | Preferred method of contact |
| | Within 72 hours | Indicate reply policy | Indicate reply policy |
| Teaching Assistant Information: | TA 1 | TA 2 | TA 3 |
| | Amanda Rutter | Michael Bubu | Yuri Sebastiao |
| | n/a | n/a | n/a |
| | Office hours | Office hours | Office hours |
| | n/a | n/a | Phone |
| | arutter@health.usf.edu | obubu@health.usf.edu | ysebasti@health.usf.edu |
| | e-mail | e-mail | e-mail |
| 24 hours weekdays | 24 hours weekdays | Indicate reply policy | |
| Tech | Use the Tech Assistance button on the course website. The Tech Assistance button links to the Technical Support page of the Office of Educational Technology | | |

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|--|--|
| Assistance | <p>& Assessment website at: http://health.usf.edu/publichealth/eta/techsupport.html Select from any of the available options. Students will receive a reply WITHIN 24 hours via phone or email based on student preference.</p> <p>During Exams & Elluminate Live Sessions: Technical assistance for exams and Elluminate Live sessions are supported by ETA. The phone number will be posted on the course website. <i>(Otherwise indicate who to contact, method and expected reply time).</i></p> |
| Online Course Technical Requirements: | <p>Students in all online public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials. It is the student's responsibility to ensure all requirements are met prior to the start of the semester. http://health.usf.edu/publichealth/eta/students_tech_requirements.htm</p> <p>Special Technology Requirements for this course: *Knowledge of Excel, PowerPoint, and Elluminate will also be useful in this course.</p> <p>Pre-requisite technology skills: Describe any technology skills required before taking this course here.</p> <p>Elluminate Live! Computer Requirements: (if applicable) View hardware and software requirements and downloads for Elluminate Live! sessions: http://eta.health.usf.edu/technology/illuminate/Elluminate_Live95_sessions.pdf</p> <p>Respondus Lockdown Browser Student Guide: (if applicable) http://tiny.cc/gm4x6</p> |
| Required Materials: | <p>E Robert Friis, Epidemiology 101, Jones and Bartlett Publishers, Sudbury MA 2010, ISBN-13: 978-0-7637-5443-3 HSC Bookstore http://usfhsc.bkstore.com. Intro to Epidemiology Workbook, Second edition: Can be ordered online through DLK Publishing www.dlkpublishing.com. If you buy a used workbook, be sure it is the 2nd edition, as the first edition has been changed dramatically</p> |
| Recommended Materials: | <p>Recommended materials are posted in the syllabus in the modules.</p> |
| Course Format: | <p>Online, 8 modules group and individual work, both synchronous/asynchronous.</p> |

Learning Objectives:
(Objectives must be numbered)

See Instructions for content description. Click on field, press ENTER to enter one blank line, then paste contents or type in contents.

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

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

Assessment Strategies:
(Strategies must be numbered)

1. Syllabus Quiz
2. Black Death Quiz
3. Deadly Deception Quiz
4. Hantavirus Quiz
5. Epidemiology Rates Quiz
6. Causality Quiz
7. Slave Trade Quiz
8. Mayor's Briefing
9. Brain Boosting Assignment
10. Screening Exercise
11. M&M Assignment
12. Pneumonia Mortality
13. CDC Outbreak Investigation
14. Scavenger Hunt
15. Influenza Discussion
16. Ethics Case Study Discussion
17. Memo assignment Wiki
18. PSA
19. PSA reviews
20. Exam 1
21. Exam 2
22. Exam 3
23. Final Exam

This course Choose an item. **the following** Choose an item. **Competencies.**

| Competency | Learning Objectives | Assessment Strategies |
|---|--|--|
| <p>A Bachelor of Science with a major in Public Health will be able to:</p> <p>Identify and articulate the core functions of public health.</p> <ol style="list-style-type: none"> a. Explain the basic principles of epidemiology. b. Assess social and behavioral interventions to improve health of po c. Identify the impact of the environment and communicable diseases d. Explain the role that public health plays in disaster prevention and evaluate public policy issues with respect to access, quality and cost wh health disparities within vulnerable populations. <p>2. Exhibit critical thinking and analytical abilities, including the capacities inductive and deductive thinking and quantitative reason, and to constr</p> <ol style="list-style-type: none"> a. Identify topics pertaining to public health research. b. Generate research questions, analyze and present data, and interp findings. c. Demonstrate awareness about current public health topics includin societal attitudes that generate differences on current public health topic <p>3. Communicate using effective oral skills.</p> <ol style="list-style-type: none"> a. Demonstrate an ability to contribute effectively to group discussion b. Apply effective public speaking skills during classroom presentatio <p>4. Develop effective written presentations.</p> <ol style="list-style-type: none"> a. Demonstrate the use of information literacy skills such as locating pertinent public health information. b. Demonstrate the ability to use library resources and scientific data c. Exhibit proper referencing secondary materials in APA format. | <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p> <p>2,3,4,6,7,8,8,10,11,12,13,14</p> <p>1,2,3,4,5,6,7,8,9,10,11,12,13,14</p> | <p>1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23</p> <p>5,6,7,8,9,10,11,12,13,14,15,16,17,18</p> <p>13,14,15,16,17,18,19</p> |

| Grading Scale and Criteria: | <p>Grading/Assessment Criteria Grading is based upon class assignments, quizzes, and exams. Points are assigned as described below. This class uses an active learning approach and thus has many assignments due throughout the semester. Grades are assigned based upon the complexity and time required to complete an assignment. The class also uses an interactive approach with groups formed early in the semester. Students are free to work together in their groups or work independently as they complete the background investigations needed for the special assignments, but the actual evaluations are to be done independently.</p> <p>Items highlighted receive a group grade, but independent participation is also evaluated and taken into consideration. We are aware that students are concerned about group work as some feel the distribution of work can be unfair with hard working students doing most of the work and some students not doing their fair share. This behavior is unacceptable and will be carefully evaluated and reflected in grades for group projects. We want you to gain the benefits of the group work without feeling penalized. Thus, we will base grades for group activities on careful examination of the contribution of all members to group activities, with points added and removed for individuals accordingly. Thus, it is important that you use the discussion board threads set up for these group assignments so we can give you full credit for your contributions. Activities on the PSA assignment take place outside of the Canvas and thus peer assessments will be given. The initial PSA discussions should occur on the Group discussion board on Canvas.</p> <p>Grading Policy: At the end of the course, each student will have an overall score from 0-500, based on points accumulated. A letter grade will then be assigned according to table 2 below for student scores.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Table 1. Percentage for each grading event</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">450-500</td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">400-449</td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">350-399</td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">300-349</td> </tr> <tr> <td style="text-align: center;">F</td> <td style="text-align: center;">Less than 299</td> </tr> </tbody> </table> <p>See Table 2 for a breakdown of points by assignment.</p> <p style="background-color: yellow;">PLEASE NOTE: STUDENTS WHO FAIL TO COMPLETE AND SUBMIT FOUR (4) OR MORE QUIZZES AND/OR ASSIGNMENTS (INCLUDING EXAMS) WILL DROP DOWN ONE FULL LETTER GRADE FROM THE GRADE THAT THEY EARNED IN THE COURSE, REGARDLESS OF THE NUMBER OF POINTS EARNED."</p> | Table 1. Percentage for each grading event | | A | 450-500 | B | 400-449 | C | 350-399 | D | 300-349 | F | Less than 299 |
|--|--|--|--|---|---------|---|---------|---|---------|---|---------|---|---------------|
| Table 1. Percentage for each grading event | | | | | | | | | | | | | |
| A | 450-500 | | | | | | | | | | | | |
| B | 400-449 | | | | | | | | | | | | |
| C | 350-399 | | | | | | | | | | | | |
| D | 300-349 | | | | | | | | | | | | |
| F | Less than 299 | | | | | | | | | | | | |
| Grading Policies: | | | | | | | | | | | | | |

| COURSE POLICIES | |
|---|--|
| Online Attendance & Participation: | Detailed due dates are provided for assignments.. |
| | See Institutional Policies section for Emergency Preparedness for Academic Continuity. |
| Permission to Use Lectures: | All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited. |
| Instructor Expectations: | <p>Grades depend upon a student’s correct submission of material. We recognize that there are occasional computer glitches and thus each student is responsible to ensure that his or her materials are submitted according to the requirements. In general, if you wait until the last minute to submit required materials, you run a greater risk of having unresolved technical problems. Specific student responsibilities include the following:</p> <ol style="list-style-type: none"> (1) When you complete a quiz or exam, make sure that a grade is assigned to you on Canvas. If you do not receive a grade you MUST e-mail the TA within 2 hours of the completion date and time to inform him/her that the grade was not submitted. Please note, it is expected that you do not wait until the last minute to watch videos. Quizzes are due at 10pm. Thus, if a given quiz is on a video, it is expected that you make sure you can stream a video at least 7 hours before the quiz is due. This will ensure there is sufficient time for you to contact the ETA office while they are still open (they close at 5pm) and resolve the issues. Difficulty downloading a video after 5pm on the day the quiz is due is not a valid excuse. (2) When you take a timed quiz or exam, you need to press the submit button within the allotted time. Failure to do so can result in points being deducted for each additional minute the quiz is open, potentially resulting in a 0 grade. If you are uncertain that you managed to sign out successfully, e-mail the TA immediately. (3) When you post a comment on a wiki or discussion board, you are responsible to ensure that your comment posted in the correct place. Use appropriate subject names for your threads so that your classmates can easily identify the content of your post. Comments that do not post correctly will not receive credit. If you are unable to post a comment, you MUST notify the TA immediately and at that time e-mail your attempted comment as well as seek technical assistance from the ETA office. You should not wait until the last minute to inform the TA that you cannot find the correct location of an assignment. |

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| | <p>(4) When you complete an assignment, you are to be sure that your assignment posted. It is <i>not</i> in your best interest to wait until the last day to complete assignments that are available for days or weeks. Attempting assignments early will allow for the instructor and ETA to help solve your issues in the case of a technological error. If you do not see that it was correctly submitted, you must notify the TA within 2 hours of the due date.</p> <p>(5) All students are responsible for regularly checking their USF email for updates and information on new announcement as well as the announcement board in Canvas.</p> <p>(6) All students are responsible for accessing and listening to the Introductory session in Module 0</p> <p>Please remember to check when assignments are due. Unless otherwise specified, all assignments are due at 10pm. 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. The Canvas calendar function will be used in this course. You should regularly check the calendar to see when assignments/quizzes/exams are due. A short hand version of the semester calendar will be provided on the course homepage. It will provide you with a reminder notice for tasks due in the immediate future.</p> |
| Incomplete Policy: | See the COPH policy: http://publichealth.usf.edu/academicaffairs/academic_procedures.html |
| | |
| Schedule Change Policy: | Any changes to the course schedule will be posted on Canvas.. |

Course Structure and Schedule

Course Structure

This will be an online class. 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. Refer to the calendar posted on Canvas if there are any doubts or questions regarding assignment due dates and/or time. Unless otherwise notified, all quizzes, exams, and assignments are due by 10pm on the identified date.

***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) Epidemiology Trivia Questions
- 2) Epidemiology Scavenger Hunt Bonus

Epidemiology Trivia Questions: Periodically during the semester the instructor will release a trivia question. The 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 Canvas 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 get 10 extra credit points to their final score. You can only obtain extra credit once in the semester. After an individual has answered correctly, we will identify the correct respondent in the discussion board and provide a link to more information on the question. We would like to ask that after you have received points for the trivia question you answered correctly; that you not post the correct answer to a different trivia question. This is to allow other students the opportunity to answer a question and obtain extra credit.

Epidemiology scavenger Hunt: All members of the first group to correctly answer all the scavenger hunt questions correctly will receive an extra 10 points on their final grade, added to the total of 500 points.

Table 2. Number and point distribution for each grading event

| Event | Number of points | Time allowed in minutes) | Total Points |
|-----------------------|-------------------------|---------------------------------|---------------------|
| Exams | | | 150 points |
| Exam 1 | 50 | 60 | |
| Exam 2 | 50 | 60 | |
| Exam 3 | 50 | 60 | |
| Final | optional | 60 | |
| Quizzes | | | 70 points |
| Syllabus Quiz | 10 | 30 | |
| Black Death Quiz | 10 | Untimed | |
| Deadly Deception Quiz | 10 | Untimed | |
| Hantavirus Quiz | 10 | Untimed | |

| | | | |
|-------------------------------------|-----------|------------|-------------------|
| Epidemiology Rates Quiz | 10 | 60 | |
| Causality Quiz | 10 | 60 | |
| Slave Trade Quiz | 10 | 60 | |
| Special assignments | | | 150 points |
| Mayor’s Briefing | 40 | 40 | |
| Brain Booster | 15 | 60 | |
| Screening Exercise | 20 | 60 | |
| M&M Assignment | 30 | 30 | |
| Pneumonia Mortality | 25 | 60 | |
| CDC Outbreak Investigation | 20 | N/A | |
| Group activities | | | 130 points |
| Scavenger Hunt | 15 | | |
| Influenza Discussion | 10 | | |
| Ethics Case Study Discussion | 10 | | |
| Memo assignment Wiki | 35 | | |
| PSA | 45 | | |
| PSA reviews | 15 | | |
| Total | | | 500 |

Forming groups.

You will be assigned into groups early in the semester. See calendar. Students who wish to be in an online group need to submit a request to the “**Off-Campus Group Request**” thread found within the discussion board by **the first Friday of the semester**, as this will help the instructor organize group assignments. If you wish to be in a group with another class member, please send a request to the TAs or Dr. O’Rourke. We will try to honor these if possible. **Students assigned to off-campus groups are not allowed to meet in person for group work.** Go to the Groups area in Canvas 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 need to tell the other members of the group your name, your major, and the reason you are taking this class.

You should also 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 (**only on-campus groups**). It is up to you how to do this. Keep in mind the first assignment is a competition between the groups so the group who can best communicate will be most likely to win. Set up a strategy early so you can respond quickly when the Scavenger Hunt is released.

Epidemiologists need to be able to clearly present information and thus papers with poor writing quality or grammatical errors will be marked down. 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. A group grade is given for the Scavenger Hunt exercise, the Memo exercise, and the PSA assignment. With the exception of the scavenger hunt, points are added or removed from the group score to each individual's grade, based upon an assessment of each individual's performance.

Grading Events

Exams: All examinations are to be solely the work of the student. No assistance from other individuals is allowed. You are not to take the exam in a group setting. You may use your notes and books as you wish but keep in mind that the exams are timed and if you do not study the material ahead of time, you will not have enough time to answer the questions. You are not allowed to print out exam questions, nor share questions with other students who have not yet completed the examination. 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. If a student gets a lower grade on the final, he or she will not have points subtracted.

Quizzes: All quizzes are to be solely the work of the student. No assistance from other students is allowed when taking the quiz although you can work jointly to prepare for the quiz. 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". Quizzes are given following the movies, as well as after you complete selected assignments in the workbook. Specific details are provided in each module.

A number of the quizzes are based on videos. These videos and the associated quizzes open at the same time. However, you are responsible for watching the video prior to taking the quiz. Since most quizzes are due on Sunday evening, you need to finish watching the quiz before 4pm on the Friday before it is due as any technical problems **MUST** be reported to the IT department and the TA in time to resolve them. If you do not report any technical problems by 5pm on the Friday before the quiz is due, you will not be allowed to make up a missed quiz because of technical problems with the video. **Late submissions or extensions on quizzes will not be allowed unless a documented excuse is presented.**



Special assignments: There are regularly scheduled assignments and the due dates are indicated on the syllabus. Points vary based upon the complexity of the assignment. Special assignments consist of two parts: (1) assessment of data and calculation of results, and (2) structured reporting of your results in Canvas. Information on these assignments is provided in your workbook. During the assessment stage, you are free to work in groups or independently, as you wish. Discussion boards will be set up to facilitate sharing ideas with other students. However, reporting of results is to be completed independently in Canvas, and you are not to receive any assistance from other students when completing this portion. These reports are timed and are dependent upon you completing the assessment prior to beginning the report. You will not have sufficient time to complete the reports in Canvas if you did not work out the problems prior to submission. Specific information is presented in each module on the assignments to be completed. **Late submissions or extensions on assignments will not be allowed unless a documented excuse is presented.**

Group Assignment:

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. There are three grading rubrics for class assignments. The specifics of these assignments are presented under the module section.

Rubric #1: This grading rubric applies to the **Wiki Memo assignment in Module 1.**

Table 3. Grading rubric for wiki.

| Wiki Memo Grading Rubric | Points |
|--------------------------------------|--------------------------|
| Group score* assigned to all members | 0-35 |
| Level of participation | |
| Excellent | No change |
| Good | No change |
| Insufficient | -10 pts from group score |
| None | 0 |
| Final | Adjusted score |

***Grades based on quality, completeness, feasibility, as described in module**

Rubric #2. This grading rubric applies to the following group assignments

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

Table 4. Grading rubric for discussion posts

| Discussion Board Grading Rubric (10 points) | Points Possible |
|--|-----------------|
| Posting (10 Points) | |
| Critical Thinking- Rich in content and insightful. | 3 points |
| Connections- Clear connections to ideas learned from class | 2 points |
| Uniqueness- New ideas/thoughts | 1 point |
| Timeliness- Posting on time | 2 point |

| | |
|----------------------|------------------|
| Stylistics - Grammar | 2 point |
| Total Points | 10 points |

Rubric #2. This grading rubric applies to the following group assignments

1) Ethics Discussion Assignment in Module 2

Table 4b. Grading rubric for discussion posts

| Discussion Board Grading Rubric (10 points) | Points Possible |
|--|------------------------|
| Original Posting (7 Points) | |
| Critical Thinking- Rich in content and insightful. | 3 points |
| Connections- Clear connections to ideas learned from class | 1 point |
| Uniqueness- New ideas/thoughts | 1 point |
| Timeliness- Posting on time | 1 point |
| Stylistics - Grammar | 1 point |
| Response Posting (3 points) | |
| Timeliness: Posted at least 1 Response On Time | 1 point |
| Clarity | 1 point |
| Substance: (Length, Quality, Relevance) | 1 points |
| Total Points | 10 points |

Rubric #3: This grading rubric applies to the **PSA assignment in Module 7.**

Grading rubric for PSA assignment.

Step 1. Grade assigned to Group PSA (range 0-45)

Step 2 Individual scores adjusted based on peer review sheets

Step 3. Additional 5 points assigned to winning PSA

Table 5. Grading rubric for PSA assignment.

| | | |
|---------------------------|-------------------------|--|
| Average Peer review score | | |
| <1.5 | 75% deducted from grade | Reflects none to minimal participation |
| 1.5-2.0 | 50% deducted from grade | Reflects below average participation |
| 2.1-3.0 | 25% deducted from grade | Reflects average to good participation |
| 3.1-3.7 | Full credit received | Reflects excellent participation |

| | | |
|------|-------------------------|--------------------------------------|
| >3.7 | 5 points added to score | Reflects extra effort and leadership |
|------|-------------------------|--------------------------------------|



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.

Class Schedule:

The class is divided into modules and each is described separately below. Please take careful note of due dates in the class calendar as you are responsible for getting materials in on time. There are occasionally overlap between due dates of different modules. Refer to the course calendar on Canvas for details.

Module 1: Past and current epidemics: Implications for health

| | |
|-------------------|--|
| Objectives | <p>Upon completion of this module, you will be able to:</p> <ol style="list-style-type: none"> <u>1.</u> Describe the historical roots of epidemiologic thinking and their contributions to the evolution of the scientific method. <u>2.</u> Apply the concepts of benefits, harms, and costs to a public health decision. <u>3.</u> Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy. <u>4.</u> Analyze the evidence for and against a recommendation for intervention. |
| Readings | Friis, Ch 1, Workbook, Module 1, |

| | |
|---------------------------|---|
| Lecture | Introductory Lecture Lecture 1A: Overview of Epidemiology Lecture 1B: Black Plague Lecture 1C: Influenza Lecture 1D: Osterholm |
| Quizzes | Syllabus Quiz Black Death Video Quiz |
| Videos | Movie: The Scourge of the Black Death Movie: Influenza 1918 or Hunt for the Killer Flu |
| Assignments | Epidemiology Scavenger Hunt Remember the first group to get all answers correct wins an extra 10 points on their final score. Influenza Movie Discussion Post. Group memo assignment. |
| Optional materials | Flu Attack: How a Virus Invades your Body Video CDC Video on Plague and bioterrorism |

Detailed information on assignments:

1. **Scavenger Hunt:** This is a web version of an old fashioned scavenger hunt in which students are to find specific items located on the WEB. This scavenger hunt will be released on **the date indicated in the calendar** at 8am and the answer sheet will open that same day at 12:00 pm (noon). All members of the first group to get all responses correct will receive an additional 10 points added to their overall class score. You need to assign a member responsible for submitting your group's answers once all of the answers are obtained. At 8am in the Groups Area you will be able to view the questions of the scavenger hunt in the scavenger hunt folder. In the following folder there will also be an answer sheet that will become available at 12pm. The period between 8am-12pm will allow you to get a head start on the scavenger hunt. At 12pm everyone in the group will have access to the answer sheet. You *are* required to coordinate with your group and decide on one member to **submit** the assignment for your group. You must do this before you submit. It is in your best interest to decide who will submit immediately after your groups are formed and at the latest during the period of 8am-12pm before the answer sheet becomes available. The answer sheet will take the form of a standard Canvas quiz; although with a few modifications. You may enter, leave, and re-enter the Scavenger hunt as often as you wish and there is no time limit except the due date. Remember, do not be tempted to hit the submit button for your group if you are not the designated individual. Only the designated person should do so. Receiving multiple submissions from your group will confuse the instructor's grading. In order to maximize your chance at success, it would be helpful to set up a clear communication strategy when you first form your groups so you can have the most rapid response. Please note that all answers must be in by **the final due date indicated in the calendar** at 10pm for your group to obtain credit.



2. Influenza Discussion: 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 Canvas under the appropriate module that the assignment is given. The goal of the Influenza assignment is for each student to write a summary of the video that he/she was assigned to watch. This assignment can be found in the group area in Canvas 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, information on what movie you are assigned to watch, and a link to the group discussion entitled “Influenza Group Discussion”. In your group discussion board thread in Canvas 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 two tasks for this assignment:

- a) Watch the Video that you are assigned.
- b) The influenza discussion will open **on the date indicated in the calendar** and you are required to describe the film you watched to the members of your group who saw the other film by 10pm **on the date indicated in the calendar**. You should expand upon any postings prior to yours and add additional materials to the description, and not simply repeat what was already written

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 postings.

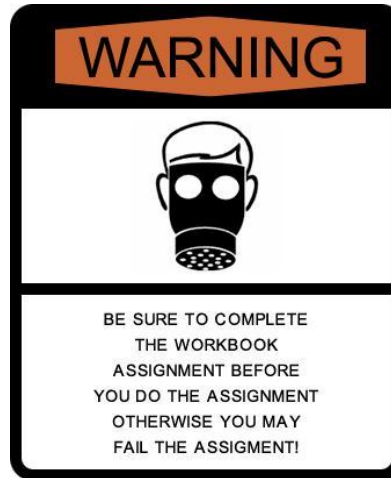
In summary:

1. Watch the video you are assigned
2. Post an initial 300 words summary on the influenza discussion board by 10pm **on the date indicated in the calendar**. Although this is a group assignment, each student receives an individual grade based upon the quality of his/her postings and level of participation.

3. Memo assignment

- a. Please refer to the Workbook in Module 1 and instructions for using a Wiki for more

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



- b. You will work on this assignment with your assigned group members in the Groups area in Canvas. A group discussion board and a thread will be provided so that you will be able to discuss this assignment within your group. The discussion board and group wiki can be found in the Groups area in Canvas in a folder titled “Influenza Memo” prefaced by your group number (E.g. Group 1 Influenza Memo).
- c. This folder will be entitled “Influenza Memo Assignment”. You will be using the Wiki Tool function in Canvas 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. **Your grading is based upon actually making changes in the Wiki and not just on posting comments!!!!** 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 **on the date indicated in the calendar** at 10pm. 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.
- d. The final memo is given a group grade. It has been our past experience that the group grades for this assignment are higher than individual grades would be due to the collective knowledge and sharing of ideas. In addition, the professor and TAs will review all postings for each student and individual grades will be adjusted accordingly. Thus, it is your responsibility to be sure you posted your ideas and suggestions appropriately.
- e. A few suggestions: Be concrete and specific. You do not need to solve every potential problem but rather give detail on your suggestions for solving one or two issues. Be sure the person to whom you are sending the memo has the authority to implement the actions you suggest.
- f. If you haven’t used the Wiki tool in Canvas before, please visit the website below. The

following website will provide you an instructional video and a guide on using a Wiki in Canvas. When you open the page, look under the “Communication Tools” section to find the tutorials.

<http://media.cte.usf.edu/bbstudents.html>

Module 2: Ethics in Epidemiology

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| Objectives | <p>Upon completion of this module, you will be able to:</p> <ol style="list-style-type: none"> 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 Workbook, Module 2 |
| Lecture | Lecture 2: Ethics Lecture 2b: Ethics (cont) |
| Quizzes | Deadly Deception Quiz |
| Videos/Audio | The Deadly Deception Nuremberg video Belmont report |
| Assignments | Initial post on group discussion of ethical issues . Response post on group discussion of ethical issues. |

Detailed information on assignments:

1. Ethics Case Study:

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

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 must be done by 10 pm on the date indicated in the calendar.

Second, please write at least one follow-up comment on another student's initial post. You need to do more than just agree or disagree. Provide commentary with substance on their initial response. The response to a student should be no less than 150 words. The comments on other student's initial posts will be due by 10 pm on the date indicated in the calendar.

In total, there will be 2 threads you will need to post: one initial post and one response to other students in your group. You are of course welcome to post additional comments. Although this is a group assignment, each student receives an individual grade based upon the quality of his/her postings.

Module 3: **Epidemiologic measures to describe disease**

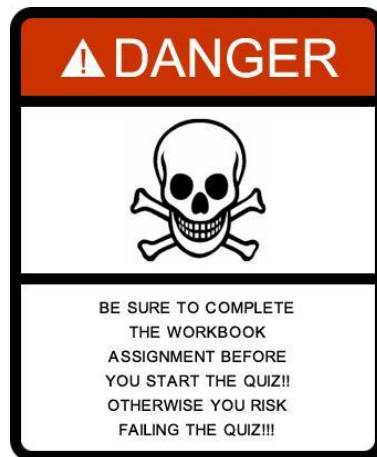
| | |
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| <p>Objectives</p> | <p>Upon completion of this module, you will be able to:</p> <ol style="list-style-type: none"> <u>1.</u> Use rates and proportions to express numerically the amount and distribution of health- and non-health related outcomes. <u>2.</u> Use the distribution of a health-related outcome to generate hypotheses that might provide an explanation. |
| <p>Readings</p> | <p>Friis, Chapter 2 Workbook, module 3</p> |

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| Lecture | Lecture 3a Lecture 3b |
| Quizzes | Slave Trade Quiz |
| Videos | Amistad video clip |
| Assignments | M&M assignment |
| Optional materials | Additional exam instructions: http://www.youtube.com/watch?v=WBWjXPaZuqg |
| Exam | Exam on Modules 1-3 on the date indicated in the calendar from 8am to 8pm. |

Detailed information on assignments:

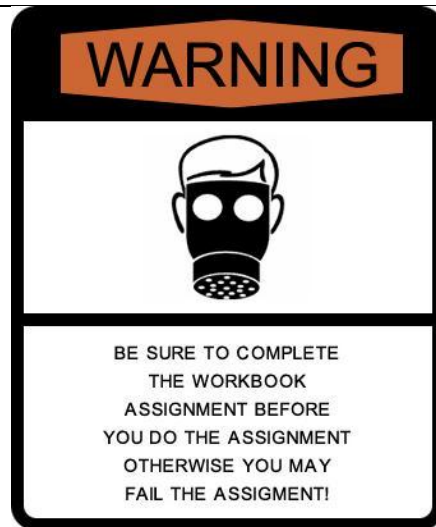
1. Slave trade

For this quiz, you first **need** to complete the Slave Trade Assignment in your workbook. You can discuss with group members how to solve the problems in the workbook. If you wish to work with your group on the initial assignment, there will be a discussion board entitled Slave Trade Activity in the Group Discussion Board folder in Canvas. These workbook questions are not graded and the answers are provided in the back. Following your completion of this task, you need to complete the Slave Trade quiz, which will have questions, related to Slave trade assignment. This quiz needs to be completed independently.” You will be given 60 minutes to complete this assignment.



2. M&M Assignment

The M&M assignment is in your workbook. You can work with group members to understand how to calculate the chi-square value but each student is expected to work out the problem using his/her own bag of M&Ms. Students are expected to complete the Canvas section independently.



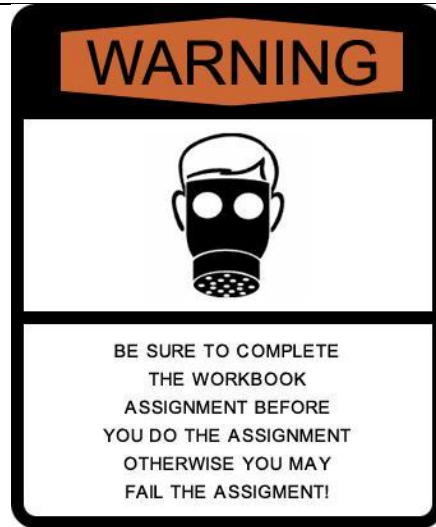
Note: Exam 1 will cover the material in Modules 1 through 3. **See calendar for the date.** You will have one hour in which to answer the exam questions. It is open book and open note but you are expected to work **independently**. You also will not have enough time to answer all the questions unless you have studied before so do not count on finding the answers in an hour.

Module 4: Patterns of disease and estimations of association

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| Objectives | Upon completion of this module, you will be able to: 1. Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish causation. |
| Readings | Friis, Ch 3 Workbook, Module 4 |
| Lecture | Lecture 4 |
| Quizzes | Epidemiology rate calculations quiz due |
| Videos | None |
| Assignments | Epidemiology rate matching Death certificate assignment (non-graded) Pneumonia mortality exercise |

Detailed information on assignments:

1. Epidemiology rate calculation quiz. This quiz will require you to calculate a variety of epidemiologic measures. You should complete the workbook matching exercise before beginning this quiz. **You will need to have a calculator available** for completing the quiz. You will have 60 minutes to complete this quiz.



2. Pneumonia mortality exercise. This exercise is in your workbook and answers are to be submitted independently in Canvas. You need to go to the Assignments tab to complete this assignment. You will have 60 minutes to complete this assignment. Take your time, review the assignment and be sure you can complete the answers before opening the Canvas assignment tab. You will be tested on this information in the exam so you need to be sure you understand it well.



Module 5: Descriptive Epidemiology and causation

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| Objectives | <p>Upon completion of this module, you will be able to:</p> <ol style="list-style-type: none"> <u>1.</u> Use the distribution of a health-related outcome to generate hypotheses that might provide an explanation. <u>2.</u> Describe the basic epidemiological study designs that are used to test hypotheses, identify associations, and establish causation. |
| Readings | Friis, Chapters 4 and 6 |

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| | Workbook: Module 5 |
| Lecture | Lecture 5 |
| Quizzes | None |
| Videos | None |
| Assignments | Birth certificate exercise. Ungraded in workbook, needs to be completed prior to mayor’s briefing. Epidemiology in Real Life Assignment. This can be done in groups or independently and needs to be completed prior to the Mayor’s Briefing. The Mayor’s briefing is timed 40 minute and must be an individually completed report |
| Optional materials | National Vital Statistics Reports Births: Final data for 2006 |
| Exams | Exam 2 covers Modules 4 and 5. |

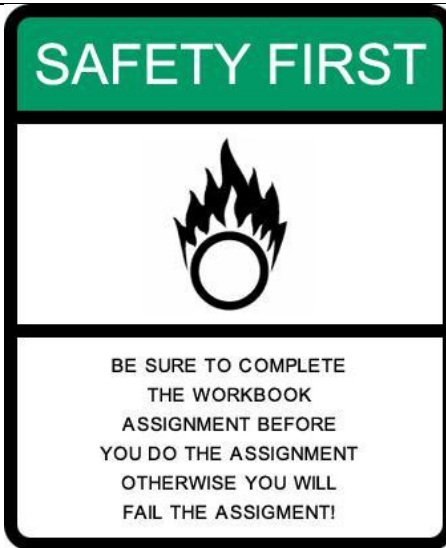
Detailed information on assignments:

1. Birth Certificate Exercise/Epidemiology in Real Life-Florida Birth Rates Assignment/Mayor’s Briefing

This assignment contains three parts.

Part 1 is completion of the Birth Certificate exercise. This part is non-graded and the answers are provided in your workbook. Be sure to complete the assignment, as there will be question on this on the mayor’s briefing and the exam.

Part 2 is for you to calculate teenage birth rates for the state of Florida. (“Epidemiology in Real Life” exercise). A discussion board thread in your groups will be created for you to discuss the questions listed in 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 about the answers to these questions and also to help fill in the table required for this assignment. An excel spreadsheet will be provided in Canvas for you so that you can share your table with your group members. This assignment will provide you with an example of how rates are used in real life using epidemiology. Once you complete all the questions, you will need to answer move onto Part 3, “The Mayors Briefing”, as described below.



Part 3 Mayor’s Briefing Report Assignment, timed independent assignment.
 Part 3 of the assignment will require you to go to Canvas 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 40 minute report. You will have 40 minutes to answer questions related to this assignment. You will 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. **If you do not complete the calculations before opening the mayor’s briefing, you will fail this assignment!!!!** You may **NOT** confer with group members in answering these questions.

Note: Exam 2 will cover the material in Modules 4 and 5, and the date is listed in the calendar. You will have one hour in which to answer the exam questions. It is open book and open note but **you are expected to work independently**.

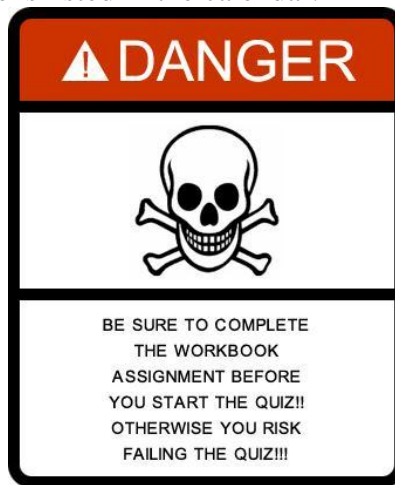
Module 6: Causation and Experimental Studies

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|-------------------|--|
| Objectives | <p>Upon completion of this module, you will be able to:</p> <ol style="list-style-type: none"> 1. Describe the basic epidemiological study designs that are used to test hypotheses, identify associations, and establish causation. 2. Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish causation. 3. Explain how to use evidence of association to make a judgment about whether an association is causal. |
| Readings | <p>Friis: Chapters 5 and 6 Workbook: Module 6</p> |

| | |
|--------------------------|---|
| | http://www.pbs.org/newshour/extra/features/jan-june03/ephedra.html |
| Lecture | Lecture 6 |
| Quizzes | Causality quiz |
| Videos | Veteroplasty patient information Veteroplasty clinical trial |
| Assignments | Brain boosting exercise. |
| Optional material | Youtube videos NPR audio tape http://www.npr.org/templates/player/mediaPlayer.html?action=1&t=1&islist=false&id=1809420&m=1809421 PBS |

Detailed information on assignments:

1. Causality at Disney. This exercise is in your workbook and you are expected to complete it in the workbook. Once it is completed, you will be given a 60 minute quiz addressing the issues on causality that were raised in the exercise. You need to complete the exercise in the workbook before you begin the quiz. The due date is listed in the calendar.



2. Brain Booster Exercise. This exercise is in your workbook. You will need to click on the link in Canvas to answer the questions. It is expected that you will complete this section **on your own**. Questions from this assignment will be on the exam so be sure you understand the material.



Module 7: Policy Implications of Epidemiology

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|---------------------------|--|
| <p>Objectives</p> | <p>Upon completion of this module, you will be able to:</p> <ol style="list-style-type: none"> <u>1.</u> Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings <u>2.</u> Apply the concepts of benefits, harms, and costs to a public health decision. <u>3.</u> Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy. |
| <p>Readings</p> | <p>Friis, Chapter 7 and 9</p> |
| <p>Lecture</p> | <p>Dean’s lecture on health insurance Social & Behavioral Epidemiology</p> |
| <p>Quizzes</p> | |
| <p>Videos</p> | <p>Sample PSAs: Sleep Apnea, Condoms Commercial, Breast Exam Commercial Student PSAs from prior semesters Mammography screening audio tapes Vertebroplasty Study – Mayo Clinic Vertebroplasty Patient Education Video Family of Son with Hemophilia .</p> |
| <p>Assignments</p> | <p>Review the PSA group activity and start setting up your group for this assignment. PSA Topic identified and PSA Discussion Leader identified. PSA Public Health Message PSA videos are to be submitted by 10pm on the dates indicated in the calendar and are then reviewed by students</p> |

Detailed information on assignments:

1. Screening Exercise. This exercise is in your workbook. You will need to click on the link in Canvas to answer the questions. It is expected that you will complete this section **on your own**. Make sure you know the answers before opening Canvas as the assignment is timed. You are not to work together on this assignment. Material from this will be on the exam so be sure you know it!



2. Creating a Public Service Announcement. Watch the examples in the video section to see some examples of public service announcements. According to Wikipedia, “A public service announcement (PSA) or community service announcement (CSA) is an [advertisement](#) broadcast on radio or television, for the [public interest](#). PSAs are intended to modify public attitudes by raising awareness about specific issues. The most common topics of PSAs are health and safety. A typical PSA is part of a public awareness [campaign](#) to inform or educate the public about an issue such as smoking or [compulsive gambling](#).” PSAs are generally very short, about the length of a typical TV commercial.



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. 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 should not be long. You are not creating a lecture.

First, watch the sample PSAs including the ones produced by students in a prior class. Then meet in your group to consider the public health message you wish to convey. It is up to your group to decide how you wish to meet. For students in the off campus group(s), you will need to work using the discussion board, Elluminate, and possibly a wiki which can be set up as needed. Please let the TA know what help you will need to complete the assignment. All Initial PSA assignment discussions must occur in Canvas to ensure all group members are included. When setting up the PSA please discuss what time you can be reached. You must allow group members a minimum of 24 hrs to respond.

You will have to submit your PSA video to PSA submission discussion board **by the date indicated in the calendar**. Be very careful of all due dates for this assignment.

Each group should upload their video or PowerPoint presentation to YouTube.

Name your video/presentation link and file as follows:

Group # -PSA Short Name_ Epi 101_ SP 2012

Ex: Group 5- Childhood Obesity_ Epi 101_ SP 2012

The designated group leader must:

- 1) Upload the groups PSA file onto the PSA submission discussion board by utilizing the above naming convention
and
- 2) Provide the **working** YouTube link in the same post in the PSA submission discussion board in Canvas

Before submitting your assignment please make sure that the YouTube link to your groups PSA as well as the

file is working properly so that other can access it (also sound and image).

The PSAs will then be available in the PSA Submission Discussion Board in Canvas for the rest of the class to see. In addition, you must submit brief answers to the questions presented below in your PSA submission discussion board post. Each group only needs to submit one response to each question. We do not require individual responses. You should designate a group leader to submit the responses.

- 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...

This assignment will require you to be active and will have several specific due dates in order to help keep you on track. Dates the following activities are suggested are listed in the calendar.

- 1) Start working on your PSAs.
- 2) Identify PSA topic and PSA Discussion Leader.
- 3) Submit PSA Public Health message.
- 4) Submit PSA to PSA Submission Discussion Board by 10pm on the date indicated in the calendar.
This is to be done by the person your group selected.
- 5) Submit PSA Responses/Peer Review Sheet.

Once they are posted on the PSA Submission Discussion Board, you are responsible for watching all the PSAs created in the class and completing a peer review sheet. A link will be provided for the Peer Review Assessment sheet for the PSA Assignment. This contains three sections: (1) a review of the participation of the members of your group, (2) a review of the PSAs created by other groups, and (3) permission to use your PSA in subsequent semesters. **Every individual is required to submit one of these** sheets by the due date at 10pm. You will get 15 points for completing the peer review sheet. First, complete the part in which you score all of the members of your group (including yourself) in terms of their contribution to the PSA. It would not be expected that everyone would get an equal score for participation so that if you choose to do so, you need to write a justification explaining why you rated everyone equally. For each student in your group you will need to write 1-2 sentences on the specific contributions that each student made which provides evidence for the score you rate them.

Then rate the other PSAs you watched. You will rate each PSA from 1-5 and include a brief (1-2 sentence) description of the primary health message of each PSA.

Please do not rate your own PSA but only those created by other groups. You need to act as a reviewer and consider how effectively the PSA conveyed a message. You are not to give all PSAs a score of excellent. Students assigning the same rating to each PSA will not be considered to have completed the assignment. Final scores will be tallied and a winner will be announced. All members of the winning PSA will receive an extra 5 points added to their final score.

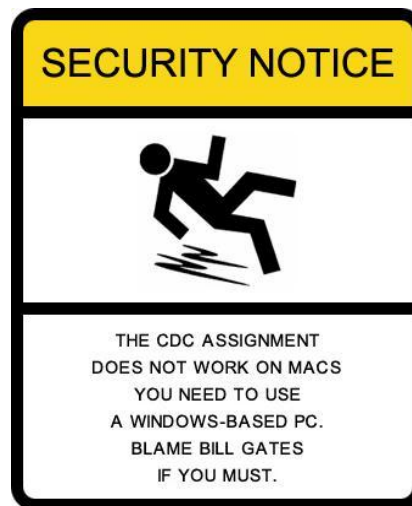
The last section is a permission form in which you indicate if you will allow us to post your PSA in Canvas or on the departmental web site for other students to view. You will also be asked if you wish to have your name credited.

Module 8: Outbreak Investigation

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| 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 |
| Lecture | Outbreak Investigation |
| Quizzes | Hantavirus Quiz |
| Videos | On The Trail of a Killer Virus (Hantavirus) |
| Assignments | Certificate for Disease Outbreak Investigation |
| Optional material | Friis, Chapters 10 Dean's lecture on astronauts |
| Exam | Exam 3 covers Modules 6-8 Optional final exam covers (Modules 1-8) and will be given on the date indicated in the calendar. |

Detailed information on assignments:

1. The Hantavirus quiz is based upon the video, "On the trail of a killer virus." Before to watch this video before taking the quiz.
2. CDC Outbreak Investigation. See the workbook for details on completing this assignment. You must send in your certificate of completion to obtain credit for this assignment. You can just send a screen shot of the certificate if you cannot figure out how to download the certificate.





Reference List

ADDITIONAL RESOURCES

The following are helpful links that may be useful references.

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

How to use Canvas Assignment Submission Tool:

<http://eta.health.usf.edu/technology/Assignmenttoollarge.html>

How to use Canvas Discussion Board:

http://wiki.acomp.usf.edu/index.php/Discussion_Board

INSTITUTIONAL POLICIES

The most recent version of the [Institutional Policies information](#) can be found on the Academic Affairs Forms page at <http://health.usf.edu/publichealth/forms.html> (Summer 2012)

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|---|---|
| Student Handbook: | http://www.sa.usf.edu/dean/docs/full_handbook.pdf |
| Student Conduct: | USF Student Rights/Responsibilities: http://www.sa.usf.edu/srr/page.asp?id=81 USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88 |
| Disruption of Academic Process/Academic Integrity of Students: | Disruption of the academic process and violations of the policies regarding academic integrity will not be tolerated. Review USF policies on Disruption of the Academic Process and the Academic Integrity of Students at: http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.025.pdf |
| Academic Dishonesty/Plagiarism: | <p>Plagiarism will not be tolerated and is grounds for failure. Review USF Academic Dishonesty and Disruption of Academic Process Policy at:</p> <p>Undergraduate: http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=62</p> <p>Graduate: http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2011-2012.pdf#page=39</p> <p>The University of South Florida has an account with an automated plagiarism detection service (<i>Turn It In</i>), which allows instructors and students to submit student assignments to be checked for plagiarism. I (the instructor) reserve the right to 1) request that assignments be submitted as electronic files and 2) submit students' assignments to <i>Turn It In</i>, or 3) request students to submit their assignments to <i>Turn It In</i> through Canvas. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.</p> <p>NOTE: An institution may not release a paper to a plagiarism detection software without the student's prior consent unless all personally identifiable information has been removed, such as a student's name, social security number, student number, etc.. Note that a paper/essay is considered an educational record and an institution may not ask a student to waive their rights under FERPA for the purpose of submitting papers to a plagiarism detection software.</p> <p>For more information about Plagiarism and <i>Turn It In</i>, visit: Plagiarism tutorial: http://davon.etg.usf.edu/share/plagiarism/story.html Turn It In: http://turnitin.com/en_us/training/student-training/student-quickstart-guide</p> |

| | |
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| Cheating Statement: | <p>The USF College of Public Health expects students to maintain academic honesty in all courses. By virtue of being registered in a public health course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. (Refer to USF Academic Dishonesty Policy).</p> <p>Undergraduate: http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=67</p> <p>Graduate: http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2011-2012.pdf#page=39</p> |
| Undergraduate Academic Policies and Procedures: | <p>http://www.ugs.usf.edu/pdf/cat1112/08acapol.pdf</p> |
| Special Accommodations: | <p>Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.</p> <p>Students with Disabilities Services: http://www.sds.usf.edu/</p> <p>Students: http://www.sds.usf.edu/students.asp</p> <p>Faculty: http://www.sds.usf.edu/faculty.asp</p> |
| Holidays and Religious Observances: | <p>http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf</p> |
| Emergency Preparedness: | <p>In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.</p> |
| Student Grievance Procedure: | <p>Review USF Academic Grievance Policy at: http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf</p> <p>Undergraduate: http://www.ugs.usf.edu/pdf/cat1112/20112012.pdf#page=62</p> <p>Graduate http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2011-2012.pdf#page=48</p> <p>Student assistance is provided by Division of Student Affairs, Office of the Student Ombudsman. http://www.sa.usf.edu/ombudsman</p> |

| RESOURCES FOR STUDENTS | |
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| Library Resources: | USF Library Resources and Services: http://www.lib.usf.edu/ Shimberg Health Sciences Library: http://health.usf.edu/library/ Shimberg Health Sciences Library Tutorials: http://library.hsc.usf.edu/ (follow links under 'Instructional Services' section) |
| Creating Citations & Using Refworks: | http://guides.lib.usf.edu/CitingSources |
| Netiquette <i>(online communication etiquette for online courses):</i> | http://eta.health.usf.edu/publichealth/standards/syllabus/Online_Netiquette.pdf |
| Plagiarism & Turn It In: | See Academic Dishonesty/Plagiarism Section |
| USF Email Accounts: | http://health.usf.edu/publichealth/eta/pdf/MyUSF_Email.pdf |
| Canvas Tutorials: | http://health.usf.edu/publichealth/eta/student_resources.html |
| Elluminate Live Tutorials: <i>(for online courses)</i> | http://media.c21te.usf.edu/elluminatetestudents.html |