Schedule: Tuesdays & Thursdays 8:00 am – 9:15 am
Class drop date: September 29th, 2017 (Fall 1) – November 3rd (Regular Fall)
Location: VIN 146
Instructor: Dr. Nelson A. Atehortua De la Pena (Dr. A).
Email: natehortuadelape@angelo.edu
Office location: VIN 131
Office hours: By appointment, Tuesdays & Thursdays: 10:30 am to 12:30 pm
Office Phone number: (325) 486-6346

Introduction to Epidemiology, Seventh Edition is a comprehensive, reader-friendly introduction to this exciting field. Designed for students with minimal training in the biomedical sciences and statistics, this full color text emphasizes the application of the basic principles of epidemiology according to person, place, and time factors in order to solve current, often unexpected, and serious public health problems.

Students will learn how to identify and describe public health problems, formulate research hypotheses, select appropriate research study designs, manage and analyze epidemiologic data, interpret results, and apply results in preventing and controlling disease and health-related events. Offering real-world examples in the form of case studies and news files in each chapter, Introduction to Epidemiology is an accessible and effective approach to learning epidemiology.

Each new print copy of Introduction to Epidemiology, Seventh Edition also includes Navigate 2 Advantage Access that unlocks a complete eBook, Study Center, homework and Assessment Center, and a dashboard that reports actionable data. Experience Navigate 2 today at www.jblnavigate.com/2.

Course description:
This course introduces students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, descriptive techniques of population health, use of health indicators and different types of data sources. Students will gain an understanding of the role of epidemiology in developing prevention strategies and policy.
ASU Health Science Professions Course Description.
Disclaimer:

Due to the nature of the work and privacy issues, I will not host neither public nor private discussions about personal issues before or after class in the classroom or outside even when they may be or might look to be related to the class. If you need to discuss a personal matter, please email me or, better, by appointment during office hours. I check email frequently throughout the day and typically respond within 24 hours, although allow for 72 hours as a maximum for my answer. This will promote greater understanding of the problem, give validity to the response you receive, and secure you an appointment time if necessary.

Students & disabilities:

If you have, or believe you may have, a disability which may impair your ability to successfully complete this course, please contact ASAP ASU Student Disability Services at Houston Harte University Center, 112 or ada@angelo.edu. They are committed to helping students with disabilities receive equal access and reasonable accommodations during their college experience at ASU.

In order to request such accommodations prior to their being implemented, you are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Students’ Responsibilities:

You will be responsible for utilizing information included in the Seventh Edition of the textbook. If you choose to use a previous edition, you are responsible for any discrepancies. All students are expected to adhere to the ASU Student Code of Conduct, as specified in the ASU Student Handbook. Angelo State University expects observance of regulations and/or standards by which its members abide and procedures by which its organization functions. The standards should provide order and an atmosphere conducive to intellectual and personal development. This Student Handbook and the Code of Student Conduct contained within are intended to serve these purposes in the interest of all segments of Angelo State University.

The University has a responsibility to maintain order within the University community and to discipline those who violate its standards, rules, and/or policies. Enrollment requires students to share this responsibility. Students are responsible for knowing the information, policies and procedures outlined in this document. Students agree to abide by the standards, rules and/or policies set forth in this Student Handbook, the Undergraduate Catalog and other official University publications, as well as the Texas Education Code. Student organizations also agree to follow these standards, rules, and/or policies.
Blackboard: I strongly encourage the utilization of technologies in education. We will use Blackboard intensively in this class. All class’ materials, syllabus, study guides, handouts, grades, and all sort of communications will be posted there. Please make yourself familiar with this tool. You can login into Blackboard using your ASU user ID and password at https://blackboard.angelo.edu. Please bookmark this site and always check it before the class!!!

Course Objectives: Upon completion of this course, students should be able to:
1. Explain and integrate basic foundations and historic developments in Epidemiology
2. Describe practical concepts in Epidemiology
3. Identify strategies and statistical methods in descriptive and analytic epidemiology
4. Demonstrate understanding of descriptive Epidemiology according to person, place, and time
5. Identify and describe general health and population indicators
6. Explain the concept of causality
7. Describe and contrast clinical and chronic disease Epidemiology
8. Identify and describe selected statistical techniques for measuring association between two variables
9. Identify and describe common study designs with selected measures of association and test statistics

*Be aware: THIS SYLLABUS IS SUBJECT TO CHANGE, WITH NOTIFICATION.*
Class policies:

Tips for Success: Students are expected to take responsibility for their own learning. What you get out of this class, including your grade, is based on your effort and commitment. **The course should be pleasant and enjoyable and every attempt will be made to make it such.** If you want/need to get a good grade, please follow some simple “common sense” rules:

a) Be to class on time,
b) Read and study,
c) Plan and schedule your assignments’ submissions and exam preparations in advance. Calendar all course assignments at the beginning of the semester to ensure they are completed before or by due dates,
d) Please make sure you are clear on assignment deadlines,
e) Block time in your schedules several days before assignments are due to ensure assignments are completed well before due dates.
f) Be sure to email the instructor at least 72 hours prior to class if you have questions about assignments or course material.
g) Probably the most important one 😊: **DO NOT WAIT UNTIL IT’S TOO LATE TO RESOLVE PROBLEMS!!!** Don’t wait until the 11:59th hour…

Student Contribution: Students are expected to actively contribute to class and group discussions, but not to dominate them.

Respect & Tolerance: Students are expected to listen to other people’s views, even if you don’t agree with them. Please be respectful and professional at all moments. Students are expected to stay focused in class. Please do not side talk or do your other work while in my class.

Questions: Students are strongly encouraged to use the instructor as a resource person in solving any problems or questions concerning the course. If you are unclear concerning any concepts or assignments, please feel free to contact the instructor.

Attendance Policy: Students are expected to attend classes. Class attendance and participation will be evaluated. Emergencies and illness do happen, but these are the exceptions not the rules. Please have the courtesy of sending me an email if you are/will be absent. Make every effort to be in every class. Also, Students are expected to be on time to class and remain in class until the end of the session.
Late Submissions: Due to the nature of assignments, NO late/make up assignments will be accepted nor will be allowed without prior approval from the instructor. The instructor will determine if a student will be allowed to make-up the assignment in the very rare cases of excused absences (documented medical emergencies, documented death in close family). Individual presentations cannot be made up as this will cut into class time and disrupt the learning of important material for other students.

Cell Phone: Cell Phones are to be turned off during class, texting during class is rude. If there is an expected need to receive a cell phone call (i.e. my wife is about to deliver, my kid is sick, etc.) then please talk to me before class. In these cases, your phone should be set to vibrate and can be left on your desktop. There will be no text messaging in the class.

Computers: Computers can be used to write or access class notes, but computer surfing for unrelated material should not be occurring. PLEASE CHECK THE LINK!! Please do not surf the web, shop online, log into Facebook, send personal emails, or do anything else that is unrelated to class. This is distracting and inconsiderate to other students and may affect your participation grade.

Additionally, we have the issue of the divided attention disorder. Researchers have found that after responding to emails, chats or text messages, it took people more than 15 minutes to re-focus on what they had been doing before the interruption. When people try to perform two tasks at once (e.g., following class lecture while checking text messages), the brain would likely not do it effectively. In other words, the brain has got to give up on one of the tasks in order to effectively accomplish the other. Hence, divided attention only makes you slower and a bad performer.

Expectations: What can you expect from me?
✓ I will make every effort to be on time and prepared for class.
✓ If I am sick or have to cancel class, I will notify you on Blackboard ASAP.
✓ I will try to answer every question you have, and if I can’t answer it, I will find out an answer for you.
✓ I will be respectful of you as students and do all that I can to enhance your learning in this class.
✓ I will listen to your feedback and try to manage the class accordingly.
Course requirements:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>POINTS</th>
<th>% OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
<td>10.0% of grade</td>
</tr>
<tr>
<td>Class Participation &amp; Group Activities</td>
<td>100</td>
<td>10.0% of grade</td>
</tr>
<tr>
<td>Online activities</td>
<td>100</td>
<td>10.0% of grade</td>
</tr>
<tr>
<td>Tests (2 x 50 points each)</td>
<td>100</td>
<td>10.0% of grade</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>175</td>
<td>17.5% of grade</td>
</tr>
<tr>
<td>Final Exam</td>
<td>175</td>
<td>17.5% of grade</td>
</tr>
<tr>
<td>Peer-Evaluation</td>
<td>100</td>
<td>10.0% of grade</td>
</tr>
<tr>
<td>Class Project</td>
<td>100</td>
<td>10.0% of grade</td>
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<tr>
<td>IDEA SRI Evaluation</td>
<td>50</td>
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<tr>
<td>TOTAL</td>
<td>1,000</td>
<td>100.0% of grade</td>
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Grade Equivalences:

- A 90-100% Excellent 4 points
- B 80-89% Good 3 points
- C 70-79% Average 2 points
- D 60-69% Poor 1 point
- F 59% or < Failure 0 points

Exams:

There will be two (2) tests and two (2) major exams (Midterm & Final exams). Please bring a #2 pencil on exam days, I’ll provide the Scantrons. Cheating on an exam might (very likely) result in failure of the course. Leaving the classroom during an exam should not occur. Take care of body functions before coming to class, especially before an exam. Also Hats, Hoodies, Headphones, Cell Phones, and other Electronic Equipment are not to be used during exams. The final exam will have to be taken at the scheduled time.

Material for exams will come from lectures, discussions in class, textbook readings, materials brought to class by the instructor, companion website and slide handouts. Makeup exams are contingent to the presentation of a valid excuse according to the student’s manual and University regulations. Late fees for makeup exams will be as required by the testing center. Always make sure you have allowed enough time to take the test before the center closes.
Extra-Credits: There are no extra credits available in this course. If you want to do well: attend class, do not text or surf the internet while in class, stay awake, do not engage in distractions or side conversations, and take notes, read and study.

Writing Center: The mission of the Writing Center is to help all students become better writers and readers. The Writing Center is a peer tutoring service where students help students. It is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. We work with students from any discipline, at any skill level, and on any stage of the writing or reading process.

The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications. You can send writing questions via email to the Writing Center by completing and submitting the electronic draft submission cover sheet. In addition, email your paper as an attachment to writingcenter@angelo.edu. A tutor will respond to your questions and comment on your draft within 48 hours.

Citations: You must properly cite any work that is not completely your own. It is understood that you will build on the ideas of others through research, reading, and collaboration, but failure to acknowledge the scholarship of others is plagiarism and an honor code violation. In this course, we would like you to use the Publication Manual of the American Psychological Association, Sixth Edition.

A good resource is Purdue’s University OWL Lab. These OWL resources will help you learn how to use the American Psychological Association (APA) citation and format style. This section contains resources on in-text citation and the References page, as well as APA sample papers, slide presentations, and the APA classroom poster: APA 6th.

Note on Wikipedia: I’ve noticed that students use Wikipedia as a primary reference for team projects, individual projects, or case studies. You can use Wikipedia as a starting point for your research; however, I ask you to not use Wikepedia as a primary reference. Please use the online health science curated resources such as Pubmed.
Student Evaluations: ASU faculty are committed to improving their methods of instruction. Student input is not only welcome, but vital to this process. The administration of the student evaluation of faculty/courses through the IDEA Student Ratings of Instruction survey serves to satisfy requirements by state and federal agencies and the SACSCOC that students evaluate faculty/courses. Please complete your course evaluations timely.

“Imagination is more important than knowledge. For while knowledge defines all we currently know and understand, imagination points to all we might yet discover and create.”

--Albert Einstein
## Class Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>CLASS TOPICS AND ASSIGNMENTS</th>
<th>CHAPTER READINGS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>08/29/2017</td>
<td>Foundations of Epidemiology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>09/05/2017</td>
<td>Historical developments in Epidemiology</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>09/12/2017</td>
<td>Disease concepts in Epidemiology – Infectious Diseases</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>09/19/2017</td>
<td>Group Activities - Case Studies Presentations Test 1</td>
<td>Chapters 1 - 3</td>
</tr>
<tr>
<td>5</td>
<td>09/26/2017</td>
<td>Descriptive Epidemiology – Statistical Methods</td>
<td>Chapter 4</td>
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<tr>
<td>6</td>
<td>10/03/2017</td>
<td>Descriptive Epidemiology – Person, Place, and Time</td>
<td>Chapter 5</td>
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<tr>
<td>7</td>
<td>10/10/2017</td>
<td>Indices used in Epidemiology - Measuring Health Status</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>8</td>
<td>10/17/2017</td>
<td>Group Activities - Case Studies Presentations Midterm Exam</td>
<td>Chapters 1 - 6</td>
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<tr>
<td>9</td>
<td>10/24/2017</td>
<td>Analytic Epidemiology – Statistical Methods</td>
<td>Chapter 7</td>
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<tr>
<td>10</td>
<td>10/31/2017</td>
<td>Experimental studies in Epidemiology</td>
<td>Chapter 8</td>
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<tr>
<td>11</td>
<td>11/07/2017</td>
<td>Disease causality &amp; Epidemiology</td>
<td>Chapter 9</td>
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<td></td>
<td>Group Activities - Case Studies Presentations</td>
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<tr>
<td>12</td>
<td>11/14/2017</td>
<td>Field &amp; Clinical Epidemiology</td>
<td>Chapter 10</td>
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<td>Chapter 12</td>
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<tr>
<td>13</td>
<td>11/21/2017</td>
<td>Test 2</td>
<td>Chapters 7 – 9</td>
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<tr>
<td>14</td>
<td>11/28/2017</td>
<td>Disease concepts in Epidemiology – Chronic Diseases</td>
<td>Chapter 11</td>
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<tr>
<td>15</td>
<td>12/05/2017</td>
<td>EPI Project Presentations</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/12/2017</td>
<td>Final Exam – 8:00 am – 10:00 am</td>
<td>Chapters 7 - 12</td>
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