New Course Proposal

Submit completed form electronically

1. **Course prefix and course number: SOAN 365**

2. **Course title: Epidemiology**

3. **Abbreviated title for class schedule** (30 characters or less): **Epidemiology**

4. **Credit hours: 4**
   (note: if credits are variable, list range of credits (e.g. 1-8 credits)

5. **Catalog description: This course introduces basic principles and methods of epidemiology to the study of the distribution and determinants of health and diseases, morbidity, injuries, disability and mortality in populations. Topics include measures of disease frequency and effect, uses of rates and proportions and other statistics to describe health of populations, epidemiological study designs, outbreak investigations and ethical issues in epidemiological research. Students will also develop skills to read, interpret and evaluate health information from epidemiologic studies.**
6.

7. **Prerequisites (*to add each additional prerequisite, start a new line*):**
   (*See attached Note for samples***)**

   A. (course prefix, (space) and number) MTH 243

   B. (course prefix, (space) and number) EC 232

   C. (course prefix, (space) and number) SOAN 302 (formerly SOAN 326)

8. **Co-requisites (including labs, if any):**
   A. (course prefix, (space) and number) or or or or

9. **Major/Class restrictions: Please indicate any class or major restrictions: NONE**

10. **Is course repeatable? Yes NO If Yes, list maximum credits:**

11. **Labs requirements: NONE**
    If course includes a lab: # of hours lecture: ; # of hours lab:

12. **Fees: List any course fees: NONE**

13. **Grade Mode: Graded only: Pass/No Pass only: Option: X**

14. CIP Code: Six-digit CIP code (check with your Division Director):

15. Special qualifications; Is course proposed for (yes/no):

A. University Studies? **YES** If yes, list Strand(s) **H**

B. Honors? **NO**

15. **Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at https://inside.sou.edu/provost/curriculum.html): NONE**

16. Strategic justification for proposed course:

A. **Rationale**: What is the overall strategic rationale for offering this course?

Epidemiology would be added to SOAN's list of method courses. Additionally, this new course would serve the Healthcare Administration (HCA) program. Specifically, Epidemiology would be part of a list of elective courses offered in two of three concentrations in the HCA program (i.e. Community Health and Data Analytics). It is also envisioned that this course would be a relevant elective for other majors, for example, Environmental Science and Policy. This course is also proposed to be an integrations course (H strand) serving a wider student population. Finally, students completing a course in Epidemiology would leave SOU with an additional statistical skill set extremely useful in the healthcare and social services.

A. **Alignment**:

1. How does this course align with the unit's mission plan?

With noncommunicable diseases, such as diabetes, cancer and heart disease collectively accounting for more than 70% of all deaths worldwide (World Health Organization), offering a course in Epidemiology allows students the opportunity investigate the health status, and identify risk factors impacting local communities, the US and the globe.

Students will also be able to analyze health data and effectively communicate findings with various stakeholders while understanding the national and global health disparities that currently exist.

2. How does the course fit into the rest of the unit's curriculum?

Epidemiology will be added to the existing suite of method courses in SOAN. Additionally, this course will be offered as an elective in two of three concentrations in the HCA program.

B. **Enrollment**: What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 **25**; Year 2 **25**; Year 3 **25**

C. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty*:
   a. Who will teach the course? **Larry Gibbs, PhD**
   b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.

      It is anticipated that Larry will teach this course as part of his normal teaching load in SOAN. This course will also be offered as an elective in two of the three concentrations in the HCA program.

      If additional faculty members are needed, how will that need be met? **Additional faculty from SOAN may not be available, but the prospective HCA hire may be available to teach this proposed course in the future.**
   c.

2. *Facilities*: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met.

   It is preferred that the course is offered in a lab space (e.g. TA 203 or another classroom with computers for students' use).

3. *Other*:
   a. Are Hannon Library resources sufficient to meet the needs of this course? **YES**
   b. Are any other resources needed to support this course? **NO**
      If so, please explain how they will be obtained.

E. **External impact**:

1. What is the expected effect of this course on existing programs elsewhere in the university?

   No negative effect is anticipated. This new SOAN course complements the recently developed HCA program.

2. Will any of your prerequisites affect other academic programs? **No**

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

This course introduces basic principles and methods of epidemiology to the study of the distribution and determinants of health and diseases, morbidity, injuries, disability and mortality in populations. Topics include measures of disease frequency and effect, uses of rates and proportions and other statistics to describe health of populations, epidemiological study designs, outbreak investigations and ethical issues in epidemiological research. Students will also develop skills to read, interpret and evaluate health information from epidemiologic studies.

B. Learning objectives of the course

- **Define epidemiology and specific uses for epidemiological training;**
- **Discuss the history and development of epidemiology;**
- **Identify common sources of epidemiologic data;**
- **Calculate and interpret ratios, proportions, percentages, incidence and prevalence rates, morbidity and mortality rates;**
- **Interpret descriptive and inferential statistics from data analysis and draw relevant conclusions;**
- **Describe components of descriptive and analytic epidemiology;**
- **Describe research designs used in epidemiology and discuss their advantages and disadvantages;**
- **Explain the steps of an outbreak investigation;**
- **Discuss critical ethical issues in conducting epidemiological investigation; and**
- **Read and evaluate epidemiological studies in public health literature.**

C. Required texts (**TBD**)

Gordis L. 2018. *Epidemiology, 6th Edition*. Elsevier. ISBN-13: 978-0323552295.

Friis RH. 2018. *Epidemiology 101: Essential Public Health Series, 2nd Edition*. Burlington, MA: Jones and Bartlett Publishers. ISBN-13: 978-1284107852.

CDC. 2006 (updated 2012). *Principles of Epidemiology in Public Health Practice, 3rd Edition.* https://www.cdc.gov/csels/dsepd/ss1978/SS1978.pdf

D. Course format

In-class (10-week quarter)

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

_____ _____

Signature of Division Director Date

4/29/16

SOAN 365: EPIDEMIOLOGY

DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY
SOUTHERN OREGON UNIVERSITY
WINTER 2019

Course Information

Instructor:	Dr. Larry Gibbs
Lecture Room:	Taylor Hall (TA) 228
Lecture Times:	Mondays & Wednesdays 3:30 am - 5:20 pm
Office:	Taylor Hall (TA) 214
Office Hours:	TBD
Email:	gibbsl@sou.edu

Course Description:

This course introduces basic principles and methods of epidemiology to the study of the distribution and determinants of health and diseases, morbidity, injuries, disability and mortality in populations. Topics include measures of disease frequency and effect, uses of rates and proportions and other statistics to describe health of populations, epidemiological study designs, outbreak investigations and ethical issues in epidemiological research. Students will also develop skills to read, interpret and evaluate health information from epidemiologic studies.

Course Objectives:

Following the completion of this course, students should be able to correctly:

- Define epidemiology and specific uses for epidemiological training;
- Discuss the history and development of epidemiology;
- Identify common sources of epidemiologic data;
- Calculate and interpret ratios, proportions, percentages, incidence and prevalence rates, morbidity and mortality rates;
- Interpret descriptive and inferential statistics from data analysis and draw relevant conclusions;
- Describe components of descriptive and analytic epidemiology;
- Describe research designs used in epidemiology and discuss their advantages and disadvantages;
- Explain the steps of an outbreak investigation;
- Discuss critical ethical issues in conducting epidemiological investigation; and
- Read and evaluate epidemiological studies in public health literature.

Textbook (TBD):

Gordis L. 2018. *Epidemiology, 6th Edition*. Elsevier. ISBN-13: 978-0323552295.

Friis RH. 2018. *Epidemiology 101: Essential Public Health Series, 2nd Edition*. Burlington, MA: Jones and Bartlett Publishers. ISBN-13: 978-1284107852.

CDC. 2006 (updated 2012). *Principles of Epidemiology in Public Health Practice, 3rd Edition.* https://www.cdc.gov/csels/dsepd/ss1978/SS1978.pdf

Moodle:

Moodle will be used for posting of the syllabus, supplementary reading materials, outlines, grades, and other important course information and updates. If you need help navigating this site and/or have technical difficulties, contact the **SOU Student Help Desk** during their hours of operation by calling (541) 552-6900 or emailing helpdesk@sou.edu. Please note, computer access is a requirement for this class.

SOAN Learning Outcomes:

a) Our graduates will be able to describe and explain how people, culture, social institutions, power-relationships and environment interact across time and space (**Knowledge**).
b) They will be able to document, analyze and interpret patterns in culture and society (**Skill**).
c) Our graduates will be able write and speak effectively (**Skill**).
d) Finally, they will practice ethical and civically engaged sociology and anthropology (**Disposition**)

Course Assessments:

	Percent of Grade
Class Participation	10.0
Quizzes	15.0
Problem Sets	15.0
Reflection Paper	15.0
Presentation	20.0
Final Exam	25.0
Total	**100.0%**

Grading Scale (%):

A	100 - 93	B+	87-89.9	C+	77-79.9	D+	67-69.9	F <=59.9 or below
A-	90 - 92.9	B	83-86.9	C	73-76.9	D	63-66.9	
		B-	80-82.9	C-	70-72.9	D-	60-62.9	

Class Participation: Class participation is based on class attendance and contributing to class discussions and in-class exercises. Students are expected to attend all class sessions and complete required readings prior to the class to which it is assigned. I allow for one unexcused/excused absence (I do not differentiate). If you miss a class, it is your responsibility to acquire notes from another classmate. If you miss 3 or more classes for the quarter, it is unlikely that you will pass the course.

Quizzes: In-class quizzes will be given during the course and administered at the start of the class. The purpose of these quizzes are to encourage students to read the assigned materials prior to class and be able to apply epidemiological concepts learned. Quizzes may be multiple choice, true/false or short answer questions.

Problem Sets: Students will complete problems sets which provide practice opportunities to calculate epidemiological measures (e.g. measures of central tendency, rates, ratios, and proportions).

Reflection Paper: Students will write a short reflection paper (2-3 pages, double-spaced, 12-point font) on strategies to stop pandemics. Prior to writing this paper, students will watch a video related to pandemics. The reflection paper can be supplemented using course materials, articles, etc.

Presentation: Each student will select a topic of interest and do a 10 minute Powerpoint presentation that includes a brief overview of the epidemiology of the topic and a discussion of two articles with conflicting findings related to the topic. Students will provide the two citations prior to the professor one week prior to the start of presentation.

Final Exam: The final exam consists of multiple-choice, calculations and short-answer questions. The use of notes, textbook or other course materials are not allowed. No make-up exams are given.

****** More information will be provided for course assessments well in advance of due dates.

Course Conduct:
I place a high value on respectful conduct in the classroom, representing diversity and acknowledging different opinions and experiences. Respectful classroom conduct to both the professor and your classmates covers a range of areas that most of you are familiar with. Here are some examples of expectations to support the best learning environment for everyone:

- ✓ Use electronic devices for class tasks only (*this does not include cellular phones*)
- ✓ Stay until the end of class time.
- ✓ Wait until the instructor is finished teaching to pack up possessions.
- ✓ Only students who have a medical necessity and who are registered with the Disability Resources Office can do any recording of the class.
- ✓ Minimize distractions to classmates (e.g. keep eating during class at a minimum), so that attention is directly given to lesson and participation in all classroom activities.
- ✓ Engage in productive dialogue, even on controversial issues; for example focus on ideas, theories, and evidence using respectful language toward people we disagree with.
- ✓ Complete and submit all course work on time.
- ✓ Maintain copies of all work.
- ✓ Communicate any problems or concerns with the professor as soon as problems arise. DO NOT wait until the end of the quarter to say you had a problem.

Email Etiquette:
Many students are new to formal electronic communication; therefore, this is a good time to learn how to create a professional electronic presentation of self. Electronic communication with your professors, instructors, and other SOU personnel constitute formal, rather than conversational, correspondence. The style and tone of your emails should therefore be similar to business-style email correspondence. Therefore, structure your email professionally by beginning with the appropriate salutation (e.g., Good Morning/Day/Afternoon: President, Provost, Director, Professor, Dr., Mr., Ms., Mrs. (Last name) or the person's first and last name. Unless otherwise instructed, SOU personnel should not be addressed as Hey/Hey there/ Hey you/Hi/Hello/Yo/Howdy/what's up? (First name). <u>If you are unsure, it is always best to use professional titles</u> (e.g. Professor, Dr. and last name).

Likewise, if you prefer to be addressed by a different name other than what is listed on the official class roster, please inform me as soon as possible, so that you may be addressed appropriately. When emailing please identify the course name (i.e. SOAN 365) and end the correspondence by signing your name. I generally respond to emails

between 9:00 am - 4:00 pm, Monday-Friday. However, if you do not receive a response within 24 business hours, please send a follow-up email.

SOU Cares:

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at http://www.sou.edu/ssi. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Statement on Title IX and Mandatory Reporting:

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at http://www.sou.edu/ssi/confidentialadvisors.html, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at https://inside.sou.edu/dr/index.html for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.

SOU Academic Honesty Statement and Code of Student Conduct:

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited". Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html. In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Military and Other Forms of Active Service Duty:

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

Emergency Notifications:

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialling 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Course Outline and Schedule:

All readings should be completed before class on the day they are assigned. This schedule is subject to changes based on our movement through the material.

	Day	Date	Topics
W1	M	01/06	Introduction; Recent Epidemics; Definition of Epidemiology
	W	01/08	History of Epidemiology; Uses of Epidemiology
W2	M	01/13	Data and Measurement scales; Presentation of Epidemiological data
	W	01/15	Measures of Central Tendency; Bivariate Associations; Epidemiological Measures & Calculations
W3	M	01/20	MLK DAY
	W	01/22	Epidemiological Measures & Calculations
W4	M	01/27	Epidemiological Measures & Calculations
	W	01/29	Online Sources of Epidemiologic Information
W5	M	02/03	Descriptive Epidemiology
	W	02/05	Descriptive and Analytic Epidemiology
W6	M	02/10	Analytic Epidemiology
	W	02/12	Outbreak Investigation
W7	M	02/17	Outbreak Investigation
	W	02/19	Social & Behavioral Epidemiology
W8	M	02/24	Social & Behavioral Epidemiology
	W	02/26	Ethics and Epidemiology
W9	M	03/02	Epidemiology Presentations
	W	03/04	Epidemiology Presentations
W10	M	03/09	Epidemiology Presentations
	W	03/11	Course Review
W11	M-F	03/16-20	**Finals Week**