

UC 1108610F

Approved 1/24/11

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: _____ Effective Fall 2011

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2011

1. Department: Educational Psychology College: EDUC
2. Faculty Contact Person: Jay Lee Telephone: (713) 743-9838 Email: jlee9@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
HLT / 4317 / Foundations of Epidemiology in Public Health
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
HLT / 4317 / FOUNDOF EPI IN PUBLIC HEALTH
 - SCH: 3.00 Level: SR CIP Code: _____ Lect Hrs: 3 Lab Hrs: _____
4. Justification for adding/changing course: _____
5. Was the proposed/revised course previously offered as a special topics course? Yes No
If Yes, please complete:

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- Instructional Area / Course Number / Long Course Title:
_____ / _____ / _____
 - Course ID: _____ Effective Date (currently active row): _____
6. Authorized Degree Program(s): _____
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
 7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
_____ / _____ / _____
 - Course ID: _____ Effective Date (currently active row): _____

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (0). Prerequisites: junior standing and six semester hours of health education • Description (30 words max.): Basic concepts of epidemiology and biostatistics as applied to public health issues •

10. Dean's Signature: _____ Date: 10/15/10
 Print/Type Name: Jacqueline Hawkins

COLLABORATION FOR LEARNING & LEADING

UNIVERSITY OF HOUSTON

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY COURSE SYLLABUS

COURSE TITLE: Foundations of Epidemiology in Public Health
COURSE NUMBER: HLT 4317
CREDIT HOURS: 3
PROFESSOR: Jay Lee, Ph.D., CC-AASP
OFFICE: 123 Melcher Gymnasium
E-MAIL: jlee9@uh.edu (Include HLT 4317 & your full name.)
OFFICE HOURS:
TEXT: Hennkens, C. H. and Buring, J. E. (1987). Epidemiology in Medicine. Lippincot Williams and Wilkins, Boston, MA. (ISBN 978-0316356367, Cost is \$42.00)

Course Description: Introduces the basic concepts of epidemiology and biostatistics as applied to public health issues. Prerequisites: junior standing and six semester hours of health education.

Course Objectives:

After completion of this course, students will be able to understand how the concepts of epidemiology are applied in public health and how the concepts are related to the Health Education discipline.

In order to achieve course objectives, students will be able to:

1. Distinguish the roles and relations between epidemiology and biostatistics in the prevention of disease and the improvement of health.
2. Compute basic descriptive statistics and explore data analytic methods.
3. Demonstrate a basic understanding of epidemiologic methods and study design.
4. Combine appropriate epidemiological concepts and statistical methods.

After completing this course, the student will be able to demonstrate the following competencies:

1. Perform exploratory data analysis using descriptive statistics.
2. Evaluate morbidity and mortality ratios, proportions, and rates.
3. Calculate probabilities and conditional probabilities of health-related events.
4. Calculate and interpret sensitivity, specificity, and predictive values.
5. Recognize and describe the elements in the design and conduct of a randomized clinical trial, a cohort study, a case-control study, and a cross-sectional study.
6. Calculate measures of association in identifying risk factors of a disease.

7. Calculate a chi-square statistic to test the significance of a measure of association and interpret it using probability statistics.
8. Identify biases and their consequences in published literature.
9. Describe criteria for characterizing the causality of associations.
10. Describe the nature of confounding.
11. Explain the use of epidemiology in the evaluation of the screening process.
12. Describe the impact of epidemiology on policy.
13. Describe the influence of epidemiology for informing scientific, ethical, economic, and professional issues.

Course Requirements

1. Mode of Instruction: The primary course delivery system will be lecture. Some assignments require use of a computer and printer. Students must have email and the ability to send and receive attachments.
2. Readings: The course will generally follow the required textbook — Hennekens and Buring, (1987). "Epidemiology in Medicine". Other textbooks and selected readings will be used to supplement the lectures.
3. Assignments: There are several assignments requiring calculation and interpretation of statistical measures. There are also assignments requiring interpretation of scientific papers, policy statements, and popular health trends/beliefs.
4. Quizzes: Students will be quizzed by completing 10 assessments related to the chapters. You will not be able to make-up a quiz.
5. Examinations: There will be a midterm and a comprehensive final examination online during the Final Examination Period.

Grading

Weighting of scores:

Quizzes	25%
Midterm	25%
Final examination (comprehensive)	25%
Assignments and Homework	25%

Explanation: Final grades are based on standardized, cumulative scores. Any student(s) with a standardized score two standard deviations above the mean will receive an "A". Grades then follow as percentages of the average "A" score.

Grade Scale:

A = 94+ %	C = 73 – 76 %
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A - = 90 – 93 %	C - = 70 – 72 %
B+ = 87 – 89 %	D+ = 67 – 69 %
B = 83 – 86 %	D = 63 – 66 %
B - = 80 – 82 %	D - = 60 – 62 %
C+ = 77 – 79 %	F = 59 or less %

Students with Special Needs: Whenever possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. http://www.uh.edu/provost/fac/Policy_disab.html
- GENERAL

Academic Dishonesty (copying, cheating, plagiarism): The University of Houston defines academic dishonesty as “employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course professor to fulfill academic requirements”. Students are expected to do original work. Penalties include failure of the entire assignment (0 points) and referral to the department chair for consideration of additional action. Such action can include failure of the course and suspension from the university.

Students are expected to abide by the university’s academic honesty policy in all matters concerning this course. <<http://www.uh.edu/dos/publications/handbook.php>>. In particular, plagiarism, “Representing as one’s own work the work of another without acknowledging the source,” whether intentional or unintentional, will not be tolerated. If you have any questions concerning academic honesty, please discuss them with me.

All rules regarding student conduct, sexual harassment, and academic dishonesty will be strictly enforced and the professor reserves the right to impose stricter penalties, including issuing a failing grade, than those provided in any and all student handbook(s) or regulations.

Conceptual Framework of the College of Education – Collaboration for Learning and Leading. In the spirit of the College of Education's conceptual framework this course exposes the students to the collaborative efforts of teachers, medical doctors, research scientists, industry leaders and government officials to gain a comprehensive understanding of adolescent health issues. This collaborative approach is reflected in the many techniques used to deliver course content and the varied assessments all designed to prepare the students to assume leading roles in society in the professional area of health.