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| Oregon State University  **College of Public Health and Human Sciences**  **H320: Introduction to Human Disease**  **Spring 2015** | | | | | | |
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| **Credit** | 3 units | | | | | |
| **Room:** | TBD | | | | | |
| **Schedule:** | TBD | | | | | |
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| **Course Instructor:** Amber Lyon-Colbert M.S.  **Office Location:** TBD  **E-Mail**: lyoncola@onid.oregonstate.edu  **Office Hours:** Students may email me if they have questions, and I will respond within 24 hours. I am also on campus for office hours Tue: 11 – 12 and Wed: 1 -3 & by appt. | | |  | | | |
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| **COURSE DESCRIPTION:**  Fundamental principles relating to etiology, nature, prevention, and control of communicable and noncommunicable diseases in human populations. Special emphasis on disease prevention and health promotion in the high-risk diseases of modern, industrialized society. | | | | | | |
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| **Prerequisites:** | | None | | **Co-requisites:** | None | |
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| **LEARNING RESOURCES:**  1. Schneider, Mary Jane. (2014). Introduction to Public Health, 4th ed. Jones and Bartlett. \**This book is required for the course. It is each student’s responsibility to have access to this text. Some test questions will be based upon the text information.*  2. Additional readings/references/videos/ and specifics of lecture materials and assignments. Readings/Materials will be posted on line on Canvas for your information. I will send you email indicating new readings, announcements, etc. Please check your email and canvas daily. Special readings, selected lecture materials, and any other handouts will be provided in the weekly modules on the course site in Canvas under “files”. | | | | | | |
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| **STUDENT LEARNING OUTCOMES:**  At the end of this course, students will be able to:  1. (Evaluation) Interpret critical perspectives regarding human disease in public health involving current issues in science, medicine, and technology.  2. (Synthesis) Generalize the historical context and future implications of major disease trends in the United States and worldwide.  3. (Analysis) Examine the prevalence, incidence, etiology, nature, and risk factors of diseases in disparate populations and suggest strategies for lifestyle, social/behavior programs, policies, and services for reducing burdens of disease.  4. (Application) Solve problems related to utilizing community resources, accessing disease information sources, and determining the most effective methods of engaging individuals and communities in prevention and intervention behavioral change efforts. 5. (Comprehension) Explain the role of public health promotion programs and services in prevention and intervention strategies designed to reduce mortality and morbidity from major diseases and recommend strategies for positive change within communities.  6. (Knowledge) Identify and describe emerging diseases, re-emerging diseases, and the local burden of disease and disability in the United States and worldwide. | | | | | | |
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| **PROGRAM COMPETENCIES IN PUBLIC HEALTH:** | | | | | |  |
| Upon satisfactory completion of the degree in **Public Health,** the students will have met the program competencies found at <http://health.oregonstate.edu/degrees/competencies> | | | | | | |

**Evaluation of Student Performance: (**These points are approximate and we may not complete all

of them).

Graded (in and out of class) writing assignments 50 points

Group Project 50 points

Midterm Exam 1 50 points

Midterm Exam 2 50 points

Final Exam 100 points

**300 points**

**NOTE:**

Unannounced points are given throughout the term in the form of discussion/ blog activity, usually in 5-point increments. These points count toward your final grade. It is in your best interest to keep track throughout the term of how many points are being accumulated, and to double-check with your own calculations.

**Final Grades:**

94-100% = A

90-93% = A-

87-89% = B+

84-86% = B

80-83% = B-

77-79% = C+

74-76% = C

70-73% = C-

67-69% = D+

64-66% = D

60-63% = D-

Below 60% = F

**SPECIAL NOTES/EXPECTATIONS:**

1. The subject of all emails should be **H320**. If this is not in the subject, there is no guarantee that you will receive a response. Please allow 48 hours for a response. Also note, emails sent on Fridays and/or weekends, may not be seen until Monday.
2. All citations utilized in papers/assignments must be clearly noted using the American Psychological Association (APA - 5th or 6th edition) format. Plagiarism and all forms of academic dishonesty will result in a FAILING grade for the course. If you have questions about the details of OSU's academic dishonesty policies, please review the OSU website.
3. All assignments must be typed using the following requirements: 1.5 spacing, 12 point Times-Roman font, and 1 inch margins, using APA citations (**unless otherwise specified**). A hardcopy will be turned into to me by the due date/time, usually at the beginning of class. **No emailed assignments** will be accepted. **No late work will be accepted**. Any requests to deviate from this policy must be approved well in advance of the due date. I will not give incompletes in this course except under University approved exemptions (death, injury, health, etc.).
4. I will keep graded assignments for one term after the completion of the course. If you would like your assignment, you need to pick it up by the end of the following term. After that, they will be shredded and recycled.
5. Unless approved by the instructor, all computers, tablets, and cell phones are not to be used during class lectures.
6. It is the student’s responsibility to get completed class lectures in case of missed classes. Please do not email the instructor or TA with absence messages and requests for missed materials.

**Statement Regarding Students with Disabilities**

"Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098."

Link to Statement of Expectations for Student Conduct  
[http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm%20)

**Diversity Statement:**

The College of Public Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**Religious Holiday Statement**

Oregon State University strives to respect all religious practices.  If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

***TENTATIVE* COURSE OUTLINE- H320-Spring Term 2015**

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| ***Weeks*** | ***Topics*** | ***Readings*** |
| *Week 1:* March 30th – April 3rd | **Mon:** Introduction to the course / Group Project Selection  **Wed:** Introduction to Public Health  **Fri:** Introduction to Public Health cont. / Public Health Controversies | Ch. 1-3 *Schneider Textbook*  CNN Health Link, “Retracted autism study an ‘elaborate fraud,' British journal finds”  Watch TED talk: Michael Specter – “The danger of science denial” |
| *Week 2:* April 6th – April 10th | **Mon:** Epidemiology / and Into to Stats  **Wed:** Bacterial Diseases  **Fri:** Movie: *Unnatural Causes* | Ch. 4-8 *Schneider Textbook* |
| *Week 3:* April 13th – April 17th | **Mon:** Viral Diseases  **Wed:** Fungi/ Protozoan/Metazoan/Prions Diseases  **Fri:** Vaccine Controversies: Let the Science Speak | Ch. 9-10 *Schneider Textbook*  Watch Ted talk: Bruce Aylward – “How we’ll stop polio for good” |
| *Week 4:* April 20th – April 24th | **Mon:** Movie: *The Vaccine War*  **Wed:** **Midterm Exam 1**  **Fri:** Introduction to Chronic Diseases | Ch. 11 *Schneider Textbook* |
| *Week 5:* April 27th – May 1st | **Mon:** Choice and Psychosocial Factors **Wed:** Tobacco  **Fri:** Diet and Physical Activity | Ch. 13-16 *Schneider Textbook* |
| *Week 6:* May 4th – May 8th | **Mon:** Diabetes  **Wed:** Movie: *Bad Sugar*  **Fri:** **Midterm Exam 2** | Watch TED talk: Peter Attia – “Is the obesity crisis hiding a bigger problem” |
| *Week 7:* May 11th – May 15 | **Mon:** Environmental Health – Intro and Air Pollution  **Wed:** Environmental Health – Water Pollution and Solid Waste  **Fri:** Food and Drug Safety | Ch. 20 - 25 *Schneider Textbook* |
| *Week 8:* May 18th – May 22nd | **Mon:** Aging and Disease, Mental Health  **Wed:** Maternal/Child Health  **Fri:** Disaster Preparedness and Bioterrorism | Ch. 18 – 19 and 29 - 30 *Schneider Textbook* |
| *Week 9:* May 25th – May 29th | **Mon: No school Memorial Day**  **Wed:** Genetic Diseases  **Fri:** PH Genomics/ Intro to Gene & Stem Cell Therapy | Ch. 12 *Schneider Textbook*  Watch TED talks:  1) Susan Solomon – “The promise of research with stem cells”  2) Nick Leschly – “Gene Therapy—The time is now” |
| *Week 10:* June 1st – June 5th | **Mon:** Group Presentations  **Wed:**Group Presentations  **Fri:**Group Presentations and Optional Review |  |
| *Finals Week* | **Monday 2:00 (A hard copy of the exam must be turned in).** |  |

**Note:** Class lectures are intended to supplement, expand and deepen topics related to public health. Students are expected to review the textbook, attend class lectures, pay attention to class films and guest speakers, and read supplementary articles. Full understanding of class topics cannot be obtained through only reading the text or only attending class. **Textbook and class information** are fair game for exams and homework.