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Fall 2021

## PUBH 4233 – Topics in Global Epidemiology

Randall Ford Dr.

Georgia Southern University, Jiann-Ping Hsu College of Public Health, rf08112@georgiasouthern.edu

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

PUBH 4233A – Topics in Global Epidemiology  
Fall 2021

**This syllabus is subject to  
change as events  
(COVID-19-related or not)**

<b><u>Instructor:</u></b>	<b>Randall Ford, DDS, MA, MACSD</b>
<b><u>Office:</u></b>	Hendricks 3010
<b><u>Phone:</u></b>	(865) 591-4829
<b><u>E-Mail Address:</u></b>	rf08112@georgiasouthern.edu
<b><u>Office Hours:</u></b>	<b>Tuesday 9:00am-11:30am. Other hours by appointment.</b>

**Class Meets:** Monday/Wednesday/Friday, 8:00am – 8:50am Hendricks Hall 3001

Course Catalog available at:  
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>

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under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites:** Sophomore standing and a minimum grade of “C” in PUBH 3431.

**FOLIO Access:** <https://my.georgiasouthern.edu/portal/portal.php>

*Access to course materials are available for up to one year after graduation.*

**Catalog Description**

This course will introduce students to the field of epidemiology as applied in a global context. Students will be introduced to basic concepts of epidemiology as well as an overview of topics across the discipline. Special emphasis will be made on health issues in the low and middle income countries, and case studies will be used as examples to illustrate concepts and topics of epidemiology.

**Textbook:** Custom Topics in Global Epidemiology. E-Textbook. Jones and Bartlett Publishing; ISBN: 9781284012866. You may purchase it either via the University bookstore or directly via the publisher.

**Required readings:** Required readings will be provided via FOLIO.

**Required videos:** Links to required videos will be provided via FOLIO.

**Optional readings:** Other optional readings will be provided via FOLIO.

**BSPH Core Student Learning Outcomes (CORE)**

1. Students will demonstrate the ability to assess population needs, assets, and capacities that affect communities' health.
2. Students will apply public health evidence-based strategies to the development of health programs.
3. Students will demonstrate the ability to apply cultural competence strategies in public health practice and communication.
4. Students will create strategies for promoting health improvement and disease prevention.

**CEPH BSPH Competencies:**

1. Public Health Communication: The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
2. Information Literacy: The ability to locate, use, evaluate and synthesize public health information.

**Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)**

*List of course objectives.*

1. Students will demonstrate a basic understanding of the principles and terminology used in epidemiology as applied to global health, including public health concepts such as demographic transitions, epidemiological transitions, measures of health status, burden of disease, risk factors, and determinants of health.
2. Students will demonstrate a basic understanding of the epidemiology of infectious diseases in a global context.
3. Students will demonstrate their ability to synthesize biological, epidemiological, medical, mathematical and statistical information about infectious diseases for public health purposes in a global context. (SLO 1, 2, 3, 4) (Activities 1, 2, 3)
4. Students will discuss the importance of cooperation between various actors in global health in order to implement prevention and control strategies to reduce the burden of disease in different populations.
5. Students will demonstrate competence in the ability to perform calculations related to infectious disease epidemiology, e.g. incidence and prevalence of a disease; sensitivity, specificity, positive predictive value, and negative predictive value of diagnostic tests; vaccine efficacy. (SLO 1, 2) (Activities 1, 2, 3)
6. Students will demonstrate the ability of comprehension of scientific writing and of presenting scientific findings in a professional setting. (Activities 1, 2, 3)

## **Assessment of Student Learning**

*Detailed descriptions of assessments that are linked to student learning outcomes, competencies, and/or objectives.*

*Students who require accommodation due to COVID-19 and other health-related issues must submit documentations to the University and then contact the instructor in writing to discuss accommodation in assessment.*

**Assessment Activity 1: Tests and Final Exam.** Competence in the knowledge of the course materials (textbook, required readings, required videos, worksheets and etc.) will be evaluated using tests and examinations. In this class, they are formatted as quizzes on FOLIO. Tests and final exams are cumulative.

**Assessment Activity 2: Homework.** Students are asked to complete homework assignments as specified by the syllabus. Homework assignments will be graded.

**Assessment Activity 3: Project (Video presentation).** Students are asked to create and submit a video presentation about the epidemiology of COVID-19 in a country (or jurisdiction) of your choice, except the USA and mainland China. For students who have taken the instructor's COVID-19 Epidemiology course in Fall 2020, they need to choose as their topics, a country or jurisdiction that is different from that of their project in COVID-19 Epidemiology.

**Assessment Activity 4: Classroom discussion & worksheets.** Classroom discussion and worksheets will be led by the instructor. Participation will be counted towards the final grade.

**Assessment Activity 5: Discussion Forum.** Students are asked to introduce themselves in a discussion forum and reply to at least 1 post that is posted by another student.

*Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, **watch the recorded video lectures as prescribed in the syllabus, attend tutorials regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.***

**Overview of the content to be covered this semester: See Class schedule.**

### **Class schedule**

**The class schedule is listed in an appendix that is a separate document that will be frequently updated. For the exact dates of a specific lecture or class activity, please refer to the most updated version of the schedule in your FOLIO folder.**

### **Portfolio Inclusion**

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

### **Instructional Methods**

**This course is delivered in the traditional classroom format using the 'flip-the-classroom' pedagogical method. As part of the course, recorded video lectures will be made available through the links provided in FOLIO by the date(s) specified in the class schedule. Students are required to watch the video lectures and to read the recommended/required readings before attending class in person. Students should**

complete and submit their homework assignments by the due date. Students should prepare for and take their tests and final exam. Students are encouraged to actively participate in the classroom. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objectives of the course experience.

## **Grading**

### **Tests (Quizzes) and Final Examination (Individual assessment) (1200 of 2000 points):**

The tests and examinations are open-book tests and examinations that will be delivered online during a timeslot, specified in the syllabus and schedule.

Scope: All tests and the final examination are cumulative. This is to ensure that students will not forget the materials that are taught early in the semester.

All tests and examinations will be conducted online. They are set as FOLIO quizzes. Answers will be submitted to FOLIO.

All tests and examinations have a limit in time. Once students start the FOLIO quiz, the clock will start. Students have to complete the tests/exam before the time is up. Students have to take the FOLIO quiz within the time/date as specified in the syllabus and schedule.

A test or an examination is an individual assessment. Any form of communication, such as verbal, written or electronic, between students during a test or an examination is strictly prohibited.

### **Homework Assignments: (Individual assessment) (300 of 2000 points):**

Homework assignment 1a: Available on August 13, 2021 ; to be submitted to FOLIO on August 20, 2021 by 11.59pm.

Homework assignment 1b: Available on August 25, 2021 ; to be submitted to FOLIO on September 3, 2021 by 11.59pm.

Homework assignment 2: Available on September 15, 2021 (Wednesday); to be submitted to FOLIO on September 24, 2021 by 11.59pm (Thursday)

### **Project (Video presentation) (350 of 2000 points)**

Students are asked to create and submit a video presentation about the epidemiology of COVID-19 in a country (or jurisdiction) of your choice, except the USA and mainland China. For students who have taken the instructor's COVID-19 Epidemiology course in Fall 2020, they need to choose as their topics, a country or jurisdiction that is different from that of their project in COVID-19 Epidemiology.

Format: mp4 file.

Due date: Please submit your video to FOLIO, by November 29 (Monday) 11.59pm.

Further details will be provided in class.

### **Participation in Classroom (135 of 2000 points):**

Learning is an interactive, dynamic process. Activities are designed to help you practice the skills and knowledge that you acquired in lectures. Attendance in the classroom is required. Your participation will be evaluated.

**Participation in Discussion Forum on FOLIO (15 of 2000 points)**

Students are asked to introduce themselves in a Discussion Forum on FOLIO and to reply to at least 1 post posted by another student.

Due date: August 15, 2021 (Saturday), 11.59pm.

**Bonus points in addition to the points listed here may be offered for completion of additional tasks at the instructor's sole discretion.**

<b>Assignment</b>	<b>Points</b>
<b>Tests and Final Exam</b>	<b>1200</b>
Quiz for Week 1	10
Quiz for Week 2	20
Quiz for Week 3	30
Quiz for Week 4	40
Quiz for Week 5	50
Quiz for Week 6	60
Quiz for Week 7	60
Quiz for Week 8	60
Quiz for Week 9	60
Quiz for Week 11	60
Quiz for Week 12	60
Quiz for Week 13	60
Quiz for Week 14	60
Quiz for Week 15	60
Final Exam	510
<b>Homework Assignments</b>	<b>300</b>
Homework Assignment #1a:	100
Homework Assignment #1b:	100
Homework Assignment #2:	100
Project (Video presentation)	350
Participation in the Classroom (27 classroom sessions x 5 participation points)	135
Discussion posts	15
<b>Total</b>	<b>2000</b>

**2000 points = 100%**

<u>Percent</u>	<u>Grade</u>
90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
0 - 59%	F

**Late submission (excluding exams):** A reduction of 5% for every 24 hours. For example, for an assignment that is due on Monday at 11.59pm, if someone submits it on the following Wednesday at 11.59pm, i.e. 48 hours late, then: Adjusted Points = Points \* 90%

**General Expectations**

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.
5. Remember to check when assignments are due. 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.

### **Response Times**

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within two workdays (excluding weekends and holidays)
- Assignment grades: within one week of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

### **Course Expectations**

While learning Epidemiology will involve a considerable amount of mathematical calculations, Epidemiology is not just numbers. Understanding what the numbers you calculate *mean* and how they are interpreted is critical to your success in this course and as a public health professional. The presentation of your answers in a clear and concise manner is an expectation for all exams and assignments. In other words, your answer should have meaning when separated from the work leading up to the final answer. Additionally, when you are asked for an interpretation of an answer, you are expected to provide an interpretation relevant to the context of the problem.

As some calculations in this course will require multiple steps leading to a final number, it is strongly suggested that you carry FIVE decimal places after the decimal throughout the calculation. Rounding may affect your answer significantly and is often a source of confusion. This is never a good thing. Once you get to the final step, round to one/two decimal places depending on the magnitude of the association reported.

If you have ANY questions about how to report your results, write out your answers, carry decimal places, round off answers, select a constant, or anything else relevant to turning in assignments, ask me *before* turning in the assignment to avoid losing points.

### **Texting and Use of Cell Phones (and Other Technologies)**

Please do not text or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude, at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave the classroom / meeting.

### **Class Attendance and Participation Policy**

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

### **Academic Misconduct**

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

### **Plagiarism**

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

#### PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

##### **First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:

<http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

##### **First Offense - Not In Violation Plea (student does not admit the violation)**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

##### **Second Violation of Academic Dishonesty**

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

**If the student is found responsible, the following penalty will normally be imposed:**

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

##### NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### **CONFIDENTIALITY**

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

### **Disability-related Accommodations**

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester.

Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

### **COVID-19-related Accommodations**

If students request course accommodations due to COVID-19, please complete the student accommodations request form through the Office of Student Affairs. This form can be found on their website, <https://students.georgiasouthern.edu/sarc/>.

Additionally, students needing to request medical leave (i.e., medical withdrawal) should still follow the procedures outlined in the Counseling Center's website: <https://students.georgiasouthern.edu/counseling/medical-withdrawal/>.

### **Diversity statement**

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader

University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you feel that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

### **University Calendar for the Semester**

The University Calendar is located with the semester schedule, and can be found at:  
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

### **One Final Note**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any of such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

### **Appendix to the syllabus**

**The schedule for class is a separate document that is an appendix to this syllabus. The schedule is subject to changes during the semester. This is the student's responsibility to refer to FOLIO for the updated schedule. If you have any questions, please ask the instructor. The class schedule is available as a separate document. This is subject to adjustment or amendment in real-time depending on class progress or COVID-19-related accommodation.**

**STUDENT CONDUCT CODE**

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

**ACADEMIC DISHONESTY**

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

\_\_\_\_\_  
Student Name (print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date