

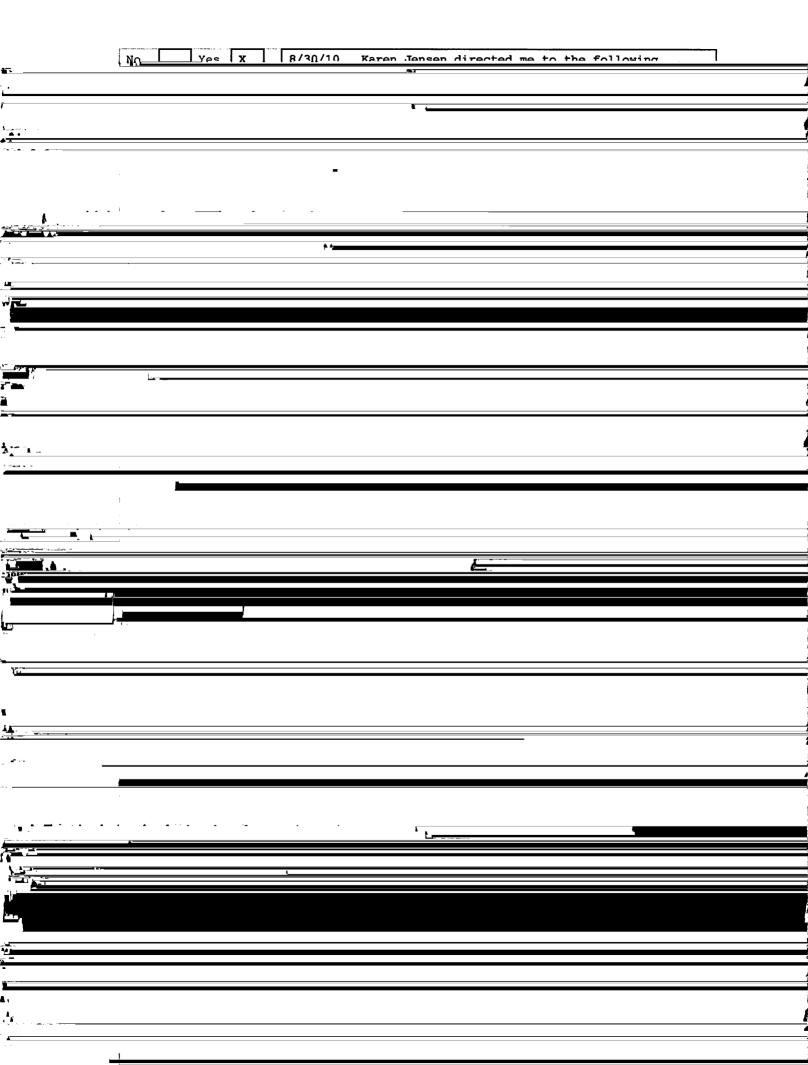
or less, if possible): BIOL 394, Principles of Epidemiology, 3 credits. Introduction to the basic concepts of epidemiology, with examples from human and veterinary medicine, including chronic and infectious disease epidemiology, social epidemiology, outbreak investigation, properties of tests, and an introduction to study design and surveillance. sheet.) H = Humanities S = Social Sciences Will this course be used to fulfill a requirement NO for the baccalaureate core? IF YES, check which core requirements it could be used to fulfill: O = Oral Intensive, W = Writing Intensive, Natural Science,

Format 7

Format 8

Format 6

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words





\*BIOLOGY 3XX \*PRINCIPLES OF EPIDEMINUSEY. Street: 254 AARB Telephone: (907)474-6129 Office Hours . Mariana na 1177 manaya mariana na 1177 manaya mariana marian <u>؞ᠰ᠁᠁᠁</u>ᡎᡓᢖᢐᢐ<u>ᡒ᠉ᢓᢢᡧᡙ</u>ᢂᡇᡎᢍᡥ<mark>ᠾᡀ<sub>ᢇ</sub>ᠰᢩ᠇ᢅᡣ᠊ᢩᢞᡧᠬᡀᢅᡤᠾᢧᠮᢁᡓᠲᠬᡰᢥ᠅ᠵᡒᠾᢁᡅᡙᢛᢛ</mark> · Lindingly mathematical mathem Marson III

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adings and accionments. Student norticination is important and this requires that all students
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ome prepared having read the required readings in advance.
ourse Readings
equired:
Gordis L. <i>Epidemiology</i> , 4th ed: Saunders Elsevier, 2008
Additional readings will be assigned to supplement the main textbook or as part of

Demographic and health surveys (DHS) <a href="http://www.measuredhs.com/">http://www.measuredhs.com/</a>
Health Systems Database: <a href="http://healthsystems2020.healthsystemsdatabase.org">http://healthsystems2020.healthsystemsdatabase.org</a>
CDC Morbidity and Mortality Weekly Report: <a href="http://www.cdc.gov/mmwr/">http://www.cdc.gov/mmwr/</a>

Alaska Health and Social Services Department of Epidemiology: <a href="http://www.epi.hss.state.ak.us/">http://www.epi.hss.state.ak.us/</a>

### **Student Evaluation**

### Points Possible:

Exams	3 @100 points
Assignments	10@ 10 points each
Content Reviews	50 points

Total Possible Points: 450

Grades will be on a straight percentage basis.

A= 94-100%; A-=90-93.9%

B+= 87-89.9%; B= 84-86.9%; B-= 80-83.9%

C+= 77-79%; C= 74-76.9% ; C-= 70-73.9 %

DI - 67 6000 D - 61 66 0% D\_- 60 62 0%

F= 59% and below

Instructor and course evaluation:

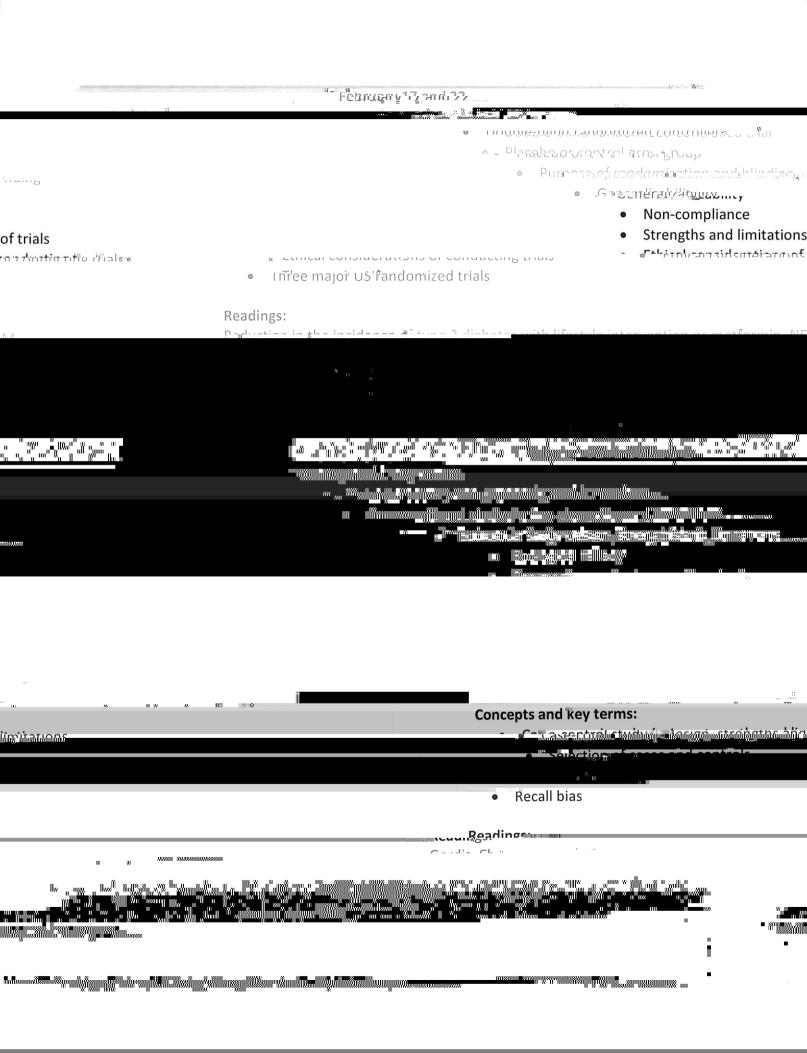
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	Students will be required to give one 20 minute presentation that reviews the content from an
	earlier lecture. This presentation will not simply review of the lecture, but should incorporate
	examples from outside readings or sources (e.g. journal articles, textbooks, government websites). Students will also provide the class with an <b>in-class activity</b> that supports the learning
	and understanding of the concept as well as one-page review sheet. These presentations will be
	done in groups. Sign-ups will occur the second week of class. This is worth 50 points.
	Reaction cards:
	At the end of each class session on Thursdays, please write a short (two to three sentences) question or comment pertaining to the class discussion or provide feedback on how the class is
	going for you. Write your comment or question on a 3x5 card with your full name and date
	printed clearly at the top of the card. Please give your card to me before leaving the class. You

	Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable
	accommodation to students with disabilities. ** If you require any assistance due to
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**UAF Disability Services** 

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Concepts and key terms are provided for each week of the course, and these should be used to	
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Mineral Communication (1997). The second of	À
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Introduction to Epidemiology	
Introduction to Epidemiology	





- Relationship between exposures and outcomes
- Odds ratio and a relative risk
- Absolute risk
- Attributable risk

### Readings:

Gordis, Chapter 11 and 12

# Spring Break March 15 and 17

# Causal Inference March 22

# Concepts and key terms:

- Association vs. causation
- Criteria for causality, Koch's postulates
- Real or spurious association

# Readings: Gordis, Chapter 14 Rias Confounding and Interaction



Efficacy, effectiveness, and efficiency Steps involved in health planning

examples of disease prevention and health promotion strategies

Sources and impact of uncertainty

# Readings:

Francis, JA, et al. (2006) Challenging the epidemiologic evidence on passive smoking: tactics of tobacco industry expert witnesses. Tobacco control. 15 (Suppl IV)

Taubes G. Do we really know what makes us healthy? *The NY Times Magazine*. Sept. 16, 2007. <a href="http://www.nytimes.com/2007/09/16/magazine/16epidemiology-t.html">http://www.nytimes.com/2007/09/16/magazine/16epidemiology-t.html</a> Gordis, Chapter 19

