Time: 3:00-5:30 PM Mondays

Location: Phoenix – 2206, Building 2, Phoenix Biomedical Campus, 550 E. 7th st, Phoenix, AZ 85008

Course Director:
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Course Co-Directors:
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Office Hours: By appointment.

Catalogue Description: This course will describe the major causes of morbidity and mortality in the United States and the public health interventions used to address them. Contemporary public health issues, trends and controversies will be covered.

Course Description: This course will provide a basic understanding of the methodologies and interventions used in public health as applied to major, current, public health issues. It will describe the major causes of morbidity and mortality in the United States and Arizona and the public health interventions used to address them. Contemporary public health issues, trends, and controversies will be discussed for major infectious diseases,
chronic diseases, environment-related conditions, substance abuse, occupational diseases and behavior-related conditions. The evidence for and against the effectiveness of public health interventions, as well as the political, legal and ethical controversies that arise in public health practice, will be covered. The course will be based on actual public health cases and involve active student participation in problem solving with the involvement of outside professional guests who work in public health daily.

Course Prerequisites: The course is available to MD/MPH students at the Phoenix Campus and MPH students in the Public Health Practice Program. MD/MPH students need to have completed Issues and Trends in Public Health.

MPH Competencies Covered: (refer to https://publichealth.arizona.edu/sites/publichealth.arizona.edu/files/academics/MPH%20Competencies.pdf)
- Analytical Skills: A1-7
- Communication Skills: B1-7
- Policy Skills: C1-6
- Cultural Skills: D2-5
- Basic Public Health Science Skills: E1-4
- Financial Skills: F2,3,6

Public Health Practice Competencies Covered:
- Utilize the broad range of public health strategies to decrease health disparities.
- Provide leadership to the administration of public health programs.
- Incorporate quantitative public health skills to evaluate programs and reported studies in terms of rigor, relevance and importance to professional practice.
- Identify appropriate strategies to promote positive health behavior changes in various populations.
- Analyze public health issues and discourse on public health issues.

Teaching methods: There will be readings assigned for each class except the first. Students will be expected to complete the readings before the class. In each class the assigned public health topics will be described epidemiologically; to include mortality and morbidity rates, time trends, who is most affected, what the causes are. These statistics will be prepared and presented by the students. (See the description of how to prepare your presentation later in the syllabus). Then, a series of real public health situations and cases will be presented and all students will work with the course directors and outside guests to come up with potential solutions.

Text Books: There are no required textbooks. There are several references and online resources that will be utilized frequently and these include:
3. Community Preventive Services Task Force (CPSTF)  
   http://www.thecommunityguide.org/
4. U.S. Preventive Services Task Force (USPSTF)  
   http://www.uspreventiveservicestaskforce.org/

In addition, The Elements of Style, by William Strunk and E.B. White, is strongly recommended as a guide to grammar and good writing.

While the Morbidity and Mortality Weekly Report is not required reading, it is strongly suggested that students go online (http://www.cdc.gov/mmwr/) and obtain a free electronic subscription to this publication to keep up-to-date on contemporary public health events.

Readings and Power Point Presentations:

The power point presentations and readings (except text chapters) will be posted to D2L http://d2l.arizona.edu under Content according to session (week).

Grading:

- Final evaluation – (50%)  This will be a proctored test using a short essay format.
- Topic paper – (30%)  See discussion below
- Class participation – (5%)  Based on attendance and the quality of comments, not the quantity.
- Presentation of epidemiological data on assigned topic—(15%)  See discussion below

Grades= A= 90-100%, B=80-89%, C=70-79%, D=60-69%
Pass/Fail  Pass = ≥70%

It is strongly recommended that you do not postpone preparing for the final exam. It is best to review the learning objectives and readings each week as we progress through the course. It is also recommended that you begin work on your topic paper more than a month before the deadline. **This is not a paper you can complete in a few days.**

Class Attendance:  Students are expected to attend all classes. Excused absences include holidays or special events observed by organized religions for those students who show affiliation with that particular religion, absences pre-approved by the UA Dean of Students and those due to Illnesses and family and personal emergencies. Excused absences will be granted if the student notifies the course director prior to class, or for emergencies, as soon as possible after class. Unexcused absences will result in lost points
from the participation score. Up to 3 absences are allowed (excused and unexcused). After that number of absences the student will need to discuss with the course director the possibility of dropping the course or taking an incomplete.

Class schedule:

Session 1: January 25: Foundations of Public Health and Course Introduction

Session 2: February 1: The Media and Public Health
   Guests: Cara Christ (ADHS)

Session 3: February 8: Influenza and Vaccine Preventable Diseases (pertussis, measles, meningococcus)
   Guest: Karen Lewis (ADHS)

Session 4: February 15: HIV, STDs (Syphilis, Chlamydia), Hepatitis C
   Guest: Lisa Villarroel (ADHS)

Session 5: February 22: Vector Born Diseases
   Guest: Craig Levy (MCDPH), Hayley Yaglom (ADHS)

   Paper description due by end of day 2-22-2016

Session 6: February 29: Food and Water Borne Disease
   Guest: Joli Weiss (ADHS) Ron Klein (MCDPH)

Session 7: March 7: Bioterrorism and PH Preparedness (nuclear, natural disasters, infectious outbreaks)
   Guest: Rosa Lira (ADHS), Rebecca Sunenshine (CDC/MCDPH)

March 14: Spring Break, no class

Session 8: March 21: Correctional Health, TB
   Guest: Eric Hawkins (ADHS)

Session 9: March 28: Rabies, Animal Control and Zoonotic Diseases
   Guest: Craig Levy (MCDPH), Hayley Yaglom (ADHS)

Session 10: April 4: Chronic Disease Prevention (heart disease, lung disease and diabetes)
   Guest: Anna Alonzo, Omar Contreras (ADHS)

Session 11: April 11: Environmental Health
   Guest: Brigitte Dufour (ADHS)
Project papers due

Session 12: April 18: Drug Abuse (alcohol, tobacco, illicit drugs)
Guest: Kelly Charbonneau (ADHS)

Session 13: April 25: Violence, Suicide and Gun-Related Injuries
Guest: Jennifer Dudek (ADHS)

Session 14: May 2: Cancer
Guest: Tim Flood (ADHS)

Session 15: May 9 – Final examination

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Learning Objectives:

Session 1 – Introduction

1) Describe the course format and requirements.
2) Describe the course grading methods.
3) Describe the required epidemiology presentations.
4) Describe the required paper and where to find the paper format and suggestions for a better paper.
5) Describe the structure of the US public health system
6) For the following resources know what they contain and where they can be found:
   a) United States Preventive Services Task Force
   b) Task Force on Community Preventive Services
   c) Center for Disease Control and Prevention
   d) Control of Communicable Diseases Manual
7) Describe the pyramid of evidence and how it is used to evaluate evidence regarding possible public health interventions.
8) Define police power and how it applies to public health.
9) Describe the policy issues involved with balancing individual freedoms and protecting the health of the public.
10) Define nuisance abatement, isolation, quarantine, confiscation, licensure, inspection.
11) Define “least restrictive alternative” and why it is important.
12) Review the public health method of defining the problem, implementing an intervention and assessing the results.
13) Define primary, secondary and tertiary prevention and provide examples of each.

Session 2—The Media and Public Health

1) Describe the different media now available for disseminating information to the public and the specific advantages and challenges of each.
2) Discuss how to prepare for and conduct a media interview including an example of a ‘SOCO’
3) Discuss how to prepare a public information announcement.
4) Discuss how to counter inaccurate public information.
5) Describe how social media (facebook, twitter, others) can be used for public health purposes.

Session 3 – Influenza and Vaccine Preventable Diseases

1) Describe the yearly epidemiology of seasonal influenza
2) Describe the public health interventions used to minimize the impact of influenza.
3) Describe the epidemiology of three vaccine preventable diseases: pertussis, measles, meningococcal meningitis.
4) Describe vaccination rates for pertussis, measles and meningococcal meningitis among Arizonans
5) Describe the local public health response to an outbreak of pertussis, measles, and meningococcal meningitis.

Session 4 – HIV, STD’s, Hepatitis C

1) Describe the epidemiology of HIV infection in the USA compared with the global epidemic.
2) List and describe the interventions available to prevent the spread of HIV.
3) Describe the evidence regarding needle exchange as a method of HIV prevention.
4) Describe the difference between “opt out” and “opt in” applied to testing for HIV infection.
5) Describe the ways HIV infection control has been addressed differently from other STD’s and whether that has contributed to or hindered disease control efforts.
6) Discuss the pros and cons of using pre exposure chemoprophylaxis to prevent HIV infection among discordant couples and among those with multiple sex partners.
7) Describe the epidemiology of syphilis and chlamydia.
8) List and describe the intervention available to prevent and control Syphilis and Chlamydia.
9) Describe what is meant by partner notification and how it is conducted and how effective it is.
10) Describe how effective condoms are in preventing STD’s.
11) Describe what works and what does not to prevent STD’s in adolescents.
12) Describe the epidemiology of Hepatitis C virus (HCV).
13) Describe the public health interventions available to control the spread of HCV.

Session 5—Vector Born Diseases

1) Describe the epidemiology of West Nile virus (WNV).
2) Discuss how WNV was introduced into the U.S.
3) Describe the public health interventions available to prevent WNV infection.
4) Describe the pros and cons of insecticide use in the control of WNV and other diseases transmitted by mosquitoes.
5) Discuss why the U.S. does not have endemically-transmitted malaria.
6) Describe recent outbreaks of Dengue and Chikungunya in the western hemisphere and discuss the implications for the U.S..
7) Discuss the epidemiology of Lyme disease in Arizona including “chronic Lyme disease”.

Session 6 – Food born and Water-borne Diseases

1) Describe the epidemiology of foodborne diseases in the U.S.
2) Describe what the Food and Drug Administration and the US Department of Agriculture do to protect the food supply.
3) Describe what agencies are involved in protecting the drinking water supply.
4) Compare the safety of tap water and bottled water.
5) Describe how a wide spread foodborne or waterborne outbreak would be detected.
6) Describe how restaurants are inspected and how well that protects the safety of the food prepared there.
7) Describe what is known about the safety and effectiveness of food irradiation.
8) Describe what is known about the safety of genetically altered food sources.
9) Describe the benefits of pasteurization and level of evidence of harms caused by pasteurization.

Session 7 – Bioterrorism and Public Health Preparedness

1) Describe two recent bioterrorism incidents that have occurred in the U.S.
2) Describe level A, B and C biological agents as classified by the CDC.
3) List the three biological agents that would cause the most societal disruption if used in the U.S.
4) Describe what components of the public health infrastructure would need to be at full capacity to maximally address a major biological attack.
5) Describe the differences and similarities between natural and intentionally-caused infectious disease public health emergencies.
6) Describe the public health response to a release of radioactive material from a nuclear power plant and list the agencies involved in the response.
7) Describe the public health response that would be needed to natural disaster such as a flood, earthquake, or hurricane.
8) Discuss the legal and ethical issues in responding to a mass casualty event when resources are limited.

Session 8 – Correctional Health and Tuberculosis

1) Describe the demographics of the U.S. and Arizona prison populations.
2) Describe the diseases that inmates are at high risk of contracting.
3) Describe the impact of diseases contracted in the correctional system on the community.
4) Discuss who has responsibility for providing health care and public health protection to inmates.
5) Discuss the ways that infectious diseases could be prevented among inmates and the ethical, legal and economic implications of these interventions.
6) Discuss the effect of mental illness and drug abuse on the correctional system and the health needs created by these issues.
7) Describe the epidemiology of tuberculosis in the U.S.
8) Describe the public health interventions used to reduce the incidence of tuberculosis in the U.S.

Session 9 – Rabies, Animal Control and Zoonotic Diseases

1) Discuss the different types of diseases that can be transmitted to humans from animals
2) Describe the epidemiology of rabies in animals and humans in the U.S. and worldwide
3) Describe the local public health response to a potential exposure to a rabid animal.
4) Discuss how rabies is controlled among wild and domestic animals.
5) Discuss the ethical and logistical issues involved with animal control programs.
6) Discuss the public health implications of exotic pets.
7) Describe the importance of veterinary public health to human health.

Session 10 – Chronic Disease Prevention

1) Describe the epidemiology of heart disease, diabetes and chronic lung disease.
2) Discuss the challenges faced by the public health system in addressing the obesity epidemic.
3) Describe the contribution of tobacco use to chronic disease morbidity and mortality.
4) Discuss ways to minimize the community health effects of tobacco and their effectiveness.
5) Discuss the ethical, legal and political issues faced by local health departments when addressing chronic disease prevention.
6) Describe what is known about the effectiveness of community interventions to prevent chronic diseases.

Session 11 - Environmental Health

1) Describe 3 public health problems with a proven environmental cause.
2) Describe what a cancer cluster is, how often we would expect them by chance and what the difficulties are in trying to find causes for them.
3) Describe what we know about the contribution of radiation and viruses to cancer incidence.
4) Describe the precautionary principle and the arguments for and against its application in environmental health issues.
5) Discuss the effects of the built environment on the public’s health.
6) Describe what an environmental risk assessment is and how it is performed.
7) Describe the effects of poor air quality on health.
8) Describe the time trends in asthma incidence and risks
9) Describe the incidence of lead poisoning and how it is prevented
10) Describe where you can find information on potential health effects from an environmental contaminant.

Session 12- Drug Abuse (alcohol, illicit drugs)

1) Describe the epidemiology of alcohol use in the U.S.
2) Describe the epidemiology of marijuana, cocaine, heroin and methamphetamine use in the U.S.
3) Describe the health effects of alcohol abuse, tobacco use and illicit drug use.
4) Describe what is currently known about the primary and secondary prevention of alcohol, tobacco and illicit drug use.
5) Describe the epidemiology of prescription drug abuse and its health effects.
6) Discuss the pros and cons of legalizing or decriminalizing illicit drugs.
7) Discuss the pros and cons of needle exchange programs.
8) Describe the link between illicit drug abuse, commercial sex workers and the following:
   a) STD’s
   b) Hepatitis A,B,C
   c) HIV
9) Discuss the possible interventions available to a local health department to address drug abuse in the community, including prescription drug abuse.

Session 13 – Violence, Suicide and Gun-Related Injuries

1) Describe the epidemiology of suicides and homicides.
2) Discuss the interventions a local health department could use to decrease the incidence of homicide and suicide.
3) Describe the epidemiology of domestic violence.
4) List and describe proven primary and secondary interventions targeting domestic violence.
5) Describe the pros and cons of mandatory reporting of domestic violence.
6) Describe the contribution of guns to violence mortality and morbidity.
7) Debate the pros and cons of a gun-related injury database.
8) Describe both sides of the debate over laws to limit public access to guns, from a public health perspective.
9) Describe the contribution of alcohol use to the incidence of violence.

Session 14 – Cancer

1) Describe the 5 most common cancers and the 3 leading causes of cancer deaths in men and women.
2) Describe the known causes of cancer (such as smoking, radiation exposure, sun exposure and viruses)
3) Describe risk factors for the 5 most common cancers.
4) Describe race/ethnic disparities in cancer incidence and mortality for the leading types of cancer.
5) Describe interventions available for the primary prevention of cancer with good evidence of effectiveness.
6) Describe community interventions recommended by the CPSTF for the primary and secondary prevention of cancer.
7) Describe the controversies behind the differing screening recommendations for breast cancer, and prostate cancer.

Readings:
Readings should be considered required and fair game for test questions unless they are labeled as “resources”, which means they are listed to inform you of their availability for potential future use. Sometimes the full citation is not required reading, but the abstract is, and these will be so indicated. Of course the full article can add additional information for those interested.

Session 1
• MRL chapters 3, 77

Session 2
• MRL chapter 58
• APHA Media Advocacy Manual
• Social Media and the CDC. http://www.cdc.gov/socialmedia/ (Resource)
• Health news review organization. http://www.healthnewsreview.org/ (Resource)

Session 3
• Healthcare-associated measles outbreak in the United States after an importation. Journal of Infectious diseases 2011; 203 (11) 1517–1525
• CDC. Prevention and control of meningococcal diseases: recommendations of the ACIP, 2013. MMWR 2013; 62(RR02);1-22.
• Control of Communicable Disease Manual chapters on influenza, measles, pertussis.
Session 4

- CDC. Syringe exchange programs U.S. 2008. MMWR; 2010;50 (49);1488-1491.
- Control of Communicable Diseases Manual chapters on HIV/AIDS, syphilis, chlamydia, hepatitis C virus.

Session 5

- Control of Communicable Diseases Manual chapters on Lyme disease, Chikungunya, WNV and Dengue
- Dengue interactive map http://www.cdc.gov/dengue/ (Resource)

Session 6

- MRL chapter 47
- MRL chapter 48 (Resource)
- Foodborne disease web site at CDC. (Resource) http://www.cdc.gov/ncidod/diseases/food/index.htm#overviews
- Water born disease web site at CDC. (Resource) http://www.cdc.gov/healthywater/

Session 7

Session 8
• Control of Communicable Disease Manual chapter on TB

Session 9
• CDC. Public health response to a rabid kitten—four states, 2007. MMWR 2008;56(51):1337-1340.

Session 10
• Community Preventive Services Task Force sections on tobacco, nutrition, obesity, and activity. http://www.thecommunityguide.org/index.html (Resource)

Session 11
• CDC. Recommendations for blood lead screening of Medicaid eligible age children age 1-5 years: an updated approach to targeting a group at high risk. MMWR 2009:58 (RR09);1-11.
• CDC. Asthma surveillance data. http://www.cdc.gov/asthma/asthmadata.htm
• MRL chapter 21
• ATSDR web site http://www.atsdr.cdc.gov/ (Resource)

Session 12
• Smith LA, Gates S, Foxcroft D. Therapeutic communities for substance related disorder. Cochrane Database of Systematic Reviews. 2006 (Summary)
• Gates S, McCambridge J, Smith LA, Foxcroft DR. Interventions for prevention of drug use by young people delivered in non-school settings. Cochrane Database of Systematic Reviews, 2006. (Summary)
• Community Preventive Services Task Force section on alcohol and tobacco http://www.thecommunityguide.org/index.html
• MRL chapter 56

Session 13
• MRL chapters 80,81

Session 14
• Community Preventive Services Task Force web site on cancer http://www.thecommunityguide.org/cancer/index.html
• Zhang SM. Effect of combined folic acid, vitamin B6, and vitamin B12 on cancer risk in women. JAMA 2008;300:2012-2021. (abstract only)
• ACS web site, cancer prevention http://www.cancer.org/docroot/PED/ped_1.asp (Resource)

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Individual Research Paper

There are six objectives for this assignment:

1. To think analytically about a public health problem in Arizona and/or the U.S.;
2. To learn to use and evaluate the medical and public health literature and evidence-based resources;
3. To critically analyze the literature and reach conclusions;
4. To think creatively about possible solutions to public health problems;
5. To write clearly and concisely;
6. To learn about one topic in depth;

Format:

The paper should address a public health issue in the state of Arizona. You must submit a brief (1 page) description of your proposed topic and references found by the deadline listed on the class schedule. This is to insure that your topic is appropriate and not too large and that you are utilizing appropriate resources. Send it to the course director via email.

All papers should follow the format described below. Papers not following the format will be returned to be reworked with a 10% reduction in score. Papers should be a maximum of 10 pages of text (not including title page, references and tables/figures), double spaced, with one inch margins, using 12 font. Number each page of text by placing a page number at the bottom and center. The paper should be turned in as a word document (not a pdf file) attached to an email to the course director.
The paper should include the following:

I. Title page- To include:
   a. Title
   b. Your name
   c. Class name and number
   d. Date completed

II. Text – Each section listed (a-e) must be included and labeled. You do not need to label each subsection.
   a. Introduction (brief summary of the topic and its importance)
   b. Description of the problem. Include the following, when available:
      i. Epidemiology
         1. age/gender distribution
         2. geographic distribution
         3. race/ethnicity distribution
         4. historical time trends
      ii. Description of the public health impacts
         1. deaths
         2. morbidity
         3. quality of life
         4. costs
   c. Potential intervention. What has been tried, in Arizona and elsewhere, what the results have been. The available evidence for effectiveness should be discussed and assessed.
   e. Conclusion—Summary of b-d

II. Tables and figures
   a. Put them at the end of the text as a group and number them in the order they are referred to in the text.
   b. Clearly title each.
   c. Label all axes on graphs and make sure tables and figures can be interpreted easily.
   d. The source of information should be referenced below the actual table or figure.
   e. Tables and figures are not required. If you use them, include no more than 4 tables and figures; 4 total, combined.
   f. Use tables and figures to clarify statistical issues or to present a lot of data in a concise format. If you use tables and figures correctly you will write a better paper.
   g. If you reproduce a table or figure from another source, make sure it really makes a point pertinent to your paper and cite the source.

III. References
a. You should cite about 10-15 references but no more than 20.

b. The quality of references is important. Choose the best ones to cite. Research articles and systematic reviews of research are better than opinions, case reports, and anecdotes. Do not use newspaper articles, magazines, advocacy web sites or personal interviews.

c. One article is considered one reference no matter how many times you cite it. Number the citations in the order that you cite them. Once cited, that reference will retain the same number each time cited. Refer to the following publication for how to list references. Uniform Requirements for Manuscripts Submitted to Biomedical Journals. JAMA 1997;277:927-934 or on the internet at http://www.nlm.nih.gov/bsd/uniform_requirements.html. You must list and cite references using this format.

Plagiarism:

If you quote from any source be sure to place it in quotations and provide the proper citation. If you refer to someone else's work be sure to cite it properly. Copying from other works without citation is considered unethical academic behavior and will result in no credit for the assignment. What counts as plagiarism?

• Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
• Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
• Quoting a passage without quotation marks or citations, so that it looks like your own.
• Paraphrasing a passage without citing it, so that it looks like your own.
• Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

Grading:

The paper grade will be assigned based on the following formula:

- Description of the problem (correct use of any statistics) - 25%
- Correct interpretation of the literature - 25%
- Justification for conclusions - 25%
- Organization (following the directions) - 10%
- References (proper style, correct use of citations, pertinence of references) - 10%
- Grammar - 5%

Points deducted for lateness. -2% for each day late. A day begins at one second after midnight.

- Pay particular attention to grammar. Poor grammar will cost points.

Re-writing the paper:
If you are not satisfied with the grade on your paper you have the opportunity to re-write it for 95% credit of the new score received. For instance, if your re-write achieves a score of 90% you will be awarded 85.5%. (.95 x 90) To improve your score you should address all the deficiencies mentioned in the written feedback from the course director. If all you do is “accept changes” to correct the grammatical errors, this will not result in an improved score. Any points deducted for lateness in the original paper will be carried over to the re-write. The time limit for the re-write is up until midnight of August 1, 2015.

Tips for approaching the research paper assignment:

1. Research your topic with an open mind. **Don't start with your mind already made up and then seek out references to support your view.** I can tell pretty quickly if you have done this.
2. Be thorough in your research. Don't stop after the first 10 references. Go to the Medline and other sources and look at all the articles on your subject. Pick out the best ones.
3. Use science-based references. Science means the methods are described so others can try to duplicate the results. Newspaper and magazine articles are not good references and you will be marked down for using them. Advocacy web sites often are worse than newspaper articles. Lectures and conversations with individuals should not be used as references.
4. Be aware of potential biases in all your sources of information.
5. If you are having difficulty interpreting the literature, ask for help.
6. Don't cite secondary sources as primary references. For instance, if one of your references cites others to make a point, don't cite the first reference as proving the point. Go to the original citation and check it out to see if it was interpreted correctly and then cite it. If you cite a summary or systematic review that comes to some conclusion mention in the text that it is a summary article. You can cite the review instead of all the studies included in it.
7. Critique the literature. Don’t just accept the conclusions. If a study claims effectiveness, describe how much improvement was gained and why one should think the intervention was responsible for it, or not. Don’t say something like “obesity is a risk factor for diabetes”. Tell me how much increased risk there is for diabetes in an obese person. Use absolute risk instead of relative risk whenever possible (An increased risk of 2/1000, going from 2/1000 to 4/1000, would be describing absolute risk. Saying it is a 100% increase is stating the relative risk. Both statements are correct but the first gives you a much more accurate picture)
8. Use proper reference citations. Refer to the reference instructions. If you are not sure how to apply them look up some articles in the American Journal of Public Health and study how the references are listed and cited.
9. After you have written your first draft, **go back and proof read it**, looking for grammar and spelling errors. Don't depend on spell and grammar checks; they are frequently wrong.
10. Use tables and graphs to illustrate data when it helps to make your point. If you don't need them, don't use them. However, they can often simplify the presentation of data and can show time trends much better than written descriptions.

11. Title each table and graph so one can fully understand what it contains without looking in the body of the paper.

12. Do not reproduce others' tables and graphs and present them as your own.

13. Be careful with your statistics. They should actually support the position you are taking and should not just be thrown in because they are required. Make sure different statistics don't contradict each other.

14. Read and carefully follow all the instructions.

15. Use language that is precise and clear.

16. Ask if you are not sure.

Epidemiology Presentations

Topics for Presentation:

Each student will choose 2 topics to present to the class. Take note of when your topic is scheduled to be discussed in class by looking at the class schedule.

Topics will include:

1) Session 3
   a) Seasonal influenza
   b) Measles
   c) Pertussis
   d) Meningococcal meningitis
2) Session 4
   a) Hepatitis C
   b) Chlamydia
   c) Syphilis
   d) HIV/AIDS
3) Session 5
   a) West Nile virus
   b) Dengue (Western Hemisphere)
   c) Malaria (USA)
   d) Lyme disease and RMSF
4) Session 6
   a) Food borne diseases (5 most common)
   b) Documented health effects of food irradiation and genetically altered foods.
   c) Water born infectious diseases (3 most common)
5) Session 8
   a) HIV, TB and HCV in inmates
   b) Mental health and drug abuse disorders among inmates
6) Session 9
a) Animal and human rabies  
b) Plague in humans (USA)

7) Session 10  
a) Coronary Heart Disease  
b) Obesity and type 2 Diabetes  
c) Chronic lung disease

8) Session 11  
a) Elevated lead levels  
b) Asthma

9) Session 12  
a) Alcohol abuse  
b) Tobacco use (all forms)  
c) Illicit drug abuse part 1  
   i) Marijuana  
   ii) Cocaine  
d) Illicit drug use part 1  
   i) Heroine  
   ii) Opiates, prescription

10) Session 13  
a) Homicide and suicide  
b) Domestic Violence  
c) Child abuse and elder abuse  
d) Motor vehicle crash fatalities and injuries

11) Session 14  
a) Cancer in males (all cancers)  
b) Cancer in females (all cancers)  
c) Prostate cancer (in depth)  
d) Breast cancer (in depth)

**Questions to answer in the presentation:**

The statistics presented should be for the United States only (unless stated otherwise) and should answer the questions:

1) What causes the illness or condition (microorganism or physiological disorder)?
2) What is the incidence and prevalence?
3) What is the mortality rate according to each variable (if available)?
   a) age  
   b) gender  
   c) race/ethnicity  
   d) geographic area  
   e) income
4) What morbidity does it cause?  
   a) Describe the types of morbidity.  
   b) What is the incidence of the morbidity?
5) What are the time trends in mortality and morbidity?
6) What are the risk factors for the condition?
Process for preparing your presentation:

1) Search information sources. (Be prepared to cite your sources)
2) Develop your power point presentation (8 slides maximum). **Do not cram 3-4 tables/graphs onto one power point slide.**
3) Send the PPP to the course director as an email attachment at least 3 days prior to class. Feedback will be provided within two days.
4) Make suggested changes.
5) Present to the class on the assigned day and send the final PPP to the course director.
   a) Plan on a 7 minute presentation. Longer presentations will result in lost points.
   b) Be exact and concise

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Course Policies:

**Communications:** You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [http://www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm)

**Disability Accommodation:** If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: [http://catalog.arizona.edu/2014%2D15/policies/disability.htm](http://catalog.arizona.edu/2014%2D15/policies/disability.htm)

**Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas) The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: [http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines](http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines)

Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional) and the Policy on Threatening Behavior by Students found at:
Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy: http://catalog.arizona.edu/2014-15/policies/gradappeal.htm

UA Smoking and Tobacco Policy:
The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: http://policy.arizona.edu/sites/default/files/Tobacco-Free.pdf

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.