Time: Thursdays 9:30 AM - 12:20 PM
Location: Drachman Hall, Room A116

Instructors: Christina Laukaitis, MD, PhD
Office: Arizona Cancer Center/Levy Building Room 0943
Phone: (520) 626-5845
Email: cmlaukai@email.arizona.edu

Burris ‘Duke’ Duncan, MD
Office: Drachman Hall, Room A 204
Phone: (520) 907-7865
Email: brduncan@email.arizona.edu

Guest Lecturers are listed in the sequence of lectures below.

Office Hours: Drs. Laukaitis and Duncan are available by appointment.

Teaching Assistant: Amy Muchna
Email: amuchna@email.arizona.edu
Office: Drachman Hall, Cubicle #3

TA Office Hours: Tues. 1 PM - 3:30 PM
Thurs. 4 PM - 5 PM
By appointment

Catalog Description: This course introduces non-biologists to human disease and its impact on public health. Major diseases with significant public health relevance illustrate basic biological concepts, and students are asked to relate this to the impact of the disease on society. Graduate-level requirements include analysis of the primary literature.

Course Description: This course is designed for non-biology majors. It will provide the basic physiological background to various disease states or conditions discussed by the instructors and students. The students will be taught how to do background research on the biology of a disease, summarize it, and present it along with a current disease state or condition of public health importance. The necessity of understanding basic biology will be demonstrated in clinical lectures through data analysis and discussion of treatment or available interventions. The public health aspects will be discussed by the instructors and illuminated by individuals who have the condition being discussed.
The students will have a unique opportunity of listening to the story of a person with the condition and asking questions to further clarify what it is like to have the condition; its effect on the individual, on the family dynamics, and on the community.

The students will review articles and public health reports of their choosing relevant to the condition they are most interested in learning more about. Students will also have the opportunity of explaining the condition from the biological and public health perspective orally to their peers and in written form to the instructors.

**Course Prerequisites:** None.

**Course Learning Objectives:**
At the end of the course students will be able to:
1. Evaluate biochemical and physiological literature for its biomedical importance to the individual and its public health implications.
2. Present in oral and written forms a concise summary of the biological mechanisms and public health consequences involved in a disease state or condition.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Related MEZCOPH Core Competencies for MPH</th>
<th>Method of Assessment</th>
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</thead>
<tbody>
<tr>
<td>1. Evaluate biochemical and physiological literature for its biomedical importance to the individual and its public health implications.</td>
<td>A 2,3,5,6,7 B 2</td>
<td>Individual participation in class discussions, quality of the questions submitted each week, and final examination</td>
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<tr>
<td>2. Give an oral presentation based on a review of the biologic and ‘gray’ literature of the biological mechanisms and public health consequences involved in a disease state or condition.</td>
<td>A 1,2,3,4,5,6,7 B 1,2,3,5,6</td>
<td>Individual presentation to your peers</td>
</tr>
<tr>
<td>3. Write a concise summary of the biological mechanisms and public health consequences involved in a disease state or condition.</td>
<td>B 1,2,3</td>
<td>Quality of an individual written report (completeness, logical sequence,</td>
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</table>

**UNDERGRADUATE COMPETENCIES**
- Provide a biological description for the major causes of communicable and non-communicable diseases and their pathology.
- Write appropriately for an entry level position in the field of public health.
- Identify individual and community behavioral health theories and their use in public health practice.

**Course Notes:** None.

**Recommended Texts/Readings:** Posted on D2L.
Course Requirements:

- Instructors and guest lecturers will present the biology (individual) of each condition followed by the effect the condition has on the family and on the community (public health). (9:30-10:20)
- Whenever possible a person with the condition will present their story and explain how the condition has personally affected them, their family dynamics, and the ease or dis-ease they have had fitting into the community and the level of acceptance from the community. (10:30-11:25)

Students will select the topic that most interests them and work in teams.

- On the week following the presentation of the topic by the instructor or the invited guest, the team working on the topic presented the previous week will present their review of the biological and gray literature on that topic and give their perspective of the condition from the standpoint of the individual, the family, and the community. (11:25-12:20)
- A good portion of the presentation will be suggestions of what they as a public health professional might do to minimize the effect of the condition. Whereas each section should be distinct, the pieces should fit together in a logical composite with a central theme. (25 points)
- Each student will write and submit a separate report the week of their presentation. Whereas each section should be distinct, the pieces should fit together in a logical composite with a central theme. The written report should be no more than 5 double-spaced pages excluding references. It is expected that the report be concise and that the flow of ideas and concepts is presented in a logical sequence. It is to be submitted electronically on the day of the oral presentation. If the report is not submitted on the day of the presentation, 2 points will be subtracted for each day that the report is late. (25 points)
- Readings – 30-50 pages each week taken from book chapters and/or articles
- At the end of each session, students will submit three (3) questions that have been stimulated from their readings (some of the questions may be used on the final exam).

Grading/Student Evaluation:

A. Undergraduate Student Evaluation Points
1. Oral presentation 25 points
2. Written report 25 points
3. Class participation 25 points
4. Final quiz 50 points

Total Points Possible 125

B. Grading System
Points Grade, Undergraduate
A 112 – 125
B 100 – 111
C 87 – 99
D 75 – 86
F < 75

Graduate Student Evaluation Points
1. Oral presentation 25 points
2. Written report 25 points
3. Class participation 25 points
4. Article summaries 30 points
5. Final quiz 50 points

Total Points Possible 155

Final quiz will include multiple choice and short essay questions taken from reading in hand-outs (~50%) and lectures/class presentations (~50%).

B. Grading System
Points Grade, Graduate
A 140 - 155
B 124 - 139
C 108 - 123
D 93 - 122
F < 93
C. Extra Credit
Five points of extra credit will be awarded to the student writing a question used on the Final quiz.

400/500 Co-Convened Courses:
Graduate students will be asked to complete all requirements expected of undergraduates. They will work in the graduate-student only groups and increased emphasis will be placed on citation and interpretation of the primary literature. **Additionally, graduate students will be expected to summarize three course topics.** The student is to scan the literature for a recent (past 5 years) article on each topic that he/she feel is important from a public health standpoint, to summarize the article and write a commentary of why they felt the article was important. The summary is limited to 250 words and the commentary to 500 words. The commentary should contain at least 5 references. One summary is due October 4, the second on November 1, and the third at the final exam on December 12.

Class Attendance/Participation:
It is expected that students will attend all lectures and to participate in all discussions. All holidays and special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students will be honored.

Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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| Week 1 8/23 | Introduction to the syllabus and the course (9:30–9:50)  
Pregnancy (9:50-11:20)  
Effect of catastrophic illness/injury individual, family, community  
Biology of transverse myelitis and an individual with TM (11:30–12:20) | Ghosts from the Nursery Ch. 2 |

<table>
<thead>
<tr>
<th>Topic</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>How to search the literature: biologic and gray literature</td>
<td>Annabelle Nunez, Research Librarian MEZCOPH</td>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructors</th>
<th>Readings</th>
<th>Student topic for presentation</th>
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</table>
| Week 2 8/30 | Infancy and child | Duke Duncan | Ghosts from the Nursery Ch. 3 & 4  
Genetics of Developmental Disabilities Ch. 18 | Pregnancy |
| Week 3 9/6 | Chronic disabilities for childhood: cerebral palsy and Down syndrome | CM Laukaitis  
Duke Duncan | Infancy and child |

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<tr>
<th>Date</th>
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<th>Instructors</th>
<th>Readings</th>
<th>Student topic for presentation</th>
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<tbody>
<tr>
<td>Week 5</td>
<td>Child abuse</td>
<td>Duke Duncan</td>
<td>Chronic disabilities</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Speaker/Role</td>
<td>Notes</td>
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<td>9/20</td>
<td>for childhood: cerebral palsy and Down's</td>
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<td>synd.</td>
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<td>Week 6</td>
<td>HIV/AIDS</td>
<td>Tirdad Zangeneh, MD</td>
<td>Child abuse</td>
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<td>9/27</td>
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<td>Week 7-10</td>
<td>Mental Health</td>
<td>Patricia Harrison-</td>
<td>HIV/AIDS 1st MPH summary due</td>
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<td>10/7</td>
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<td>Monroe, PhD</td>
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<td>Week 8</td>
<td>Cardiovascular disease</td>
<td>Gordon Ewy, MD</td>
<td>Mental Health</td>
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<td>10/11</td>
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<td>Week 9</td>
<td>Obesity – the epidemic</td>
<td>Cindy Thomson, PhD, RD</td>
<td>Cardiovascular disease</td>
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<td>10/18</td>
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<td>(9:30 – 10:20)</td>
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<td>Week 10</td>
<td>Autism the spectrum</td>
<td>Sydney Rice, MD</td>
<td>Obesity</td>
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<td>10/25</td>
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<tr>
<td>Week 11</td>
<td>Diabetes</td>
<td>Betsy Dokken, NP, PhD</td>
<td>Autism the spectrum 2nd MPH summary due</td>
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<td>11/1</td>
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<td>Week 12</td>
<td>Cancer</td>
<td>CM Laukaitis</td>
<td>Everyone’s guide to Cancer</td>
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<td>11/8</td>
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<td>Diabetes</td>
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<td>Week 13</td>
<td>Aging</td>
<td>TBA</td>
<td>Cancer</td>
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<td>11/15</td>
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<td>Week 14</td>
<td>Thanksgiving Holiday</td>
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<td>11/22</td>
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<td>Week 15</td>
<td>Movie &amp; discussion</td>
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<td>Aging (9:30 - 10:20)</td>
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<td>11/29</td>
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<td>Week 16</td>
<td>Final Quiz</td>
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<td>3rd MPH summary due</td>
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<td>12/12</td>
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**Required Statements:**

**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/2012%2D13/policies/disability.htm](http://catalog.arizona.edu/2012%2D13/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

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

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 and the Policy on Threatening Behavior by Students found at: http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf

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/2012-13/policies/gradappeal.htm

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.

Telephone and Computer Use: Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor. Computers may only be used for class-related work. They must be closed when guests with a medical condition are speaking, or whenever asked by the lecturer.

Plagiarism: 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.

Reports containing plagiarized material will be awarded no credit. If you have questions about how to cite reference material, talk with the TA or instructors.