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PUBH 3131 - Chronic Disease: A Modern Epidemic

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

PUBH 3131—Chronic Disease: A Modern Epidemic (Fall 2017)

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(outside office hours: by appointment)

Teaching Assistant: Abraham Deng

Office: 2009 in Hendricks Hall

Office Hours: Monday 10 am – 1 pm or by appointment made via email

E-mail Address: ad06211@georgiasouthern.edu

Please NOTE: Your FIRST point of contact is the Teaching Assistant (TA). You can meet with the TA in person, by phone, or via Internet. Every effort will be made to respond in a timely manner (within 48 hours or less of receiving; except weekends). If you need a follow-up appointment, please contact the instructor.

Course Prerequisite:

Completion of Human Anatomy and Physiology 1 (KINS 2531) with a grade of C or better or Permission of the instructor.

Course Description:

Chronic conditions (e.g. diabetes, cardiovascular disease, renal disease, obesity) are currently responsible for 60% of the global burden of disease and the World Health Organization predicts this to rise to 80% by the year 2020. This is one of the greatest challenges facing health care systems throughout the world and it places long-term health and economic demands on health care systems as the population ages. This course will provide students with the opportunity to study specific issues related to chronic disease epidemiology and management and their links to practice.

Required Texts:

1. *Epidemiology of Chronic Disease: Global Perspectives*. Harris, Randall E. (2013). Jones and Bartlett Publishing. ISBN: 9781449653286

2. ***Chronic Disease Epidemiology, Prevention, and Control (4th edition)***. Remington, Patrick L., Brownson, Ross C., & Wegner, Mark V. (2016). American Public Health Association. ISBN: 9780875532776

These texts are available in the bookstore and can also be purchased online.

Optional:

Last, John M. *A Dictionary of Epidemiology (4th edition)*.

Supplemental Material:

Some of the concepts covered in your required texts will be supplemented by articles, book chapters, and other materials posted in Folio.

Recommended Textbook:

Human Disease and Health Promotion. Beale, Leslie. (2017). John Wiley & Sons. ISBN: 9780470589083

Course Objectives:

The course will examine major chronic conditions affecting 25 million Americans and others all over the world living with chronic disease: diabetes, cardiovascular disease, cancer, respiratory diseases, renal disease, obesity, depression, chronic pain, neurodegenerative diseases and HIV/AIDS.

Following successful completion of this course, you should be able to do the following:

1. Describe the epidemiology, risk factors, typical disease process and current strategies for treatment of the aforementioned conditions.
2. Recognize and describe quality of life issues and the impact of health care disparities on illnesses.
3. Recognize and describe the public health burden of chronic diseases.
4. Examine the ways individuals cope with and live with chronic illness.
5. Discuss patient education and self-management techniques and strategies.

Instructional Methods:

This undergraduate level course is offered completely online. Hence, there will be no face-to-face meetings. Multiple assessments of your learning (described below in more details) constitute the basis of student evaluation. Students are expected to make use of Teaching Assistant's (TA's) and instructor's office hours to discuss concepts, difficulties they may have, or successes they wish to share.

Topic Outline and Readings

Date/Week	Topics	Readings/Assignments
All Quizzes are DUE by Sunday 11:59 pm PM!		
<i>August 14</i> <i>Week 1</i>	Attendance verification/Introductions/Current Issues and Challenges in Chronic Disease Prevention and Control	<ul style="list-style-type: none"> ▪ Please see the “welcome” message posted online. Read through the syllabus and other materials in Course Orientation. ▪ Please complete Module 1 – The Epidemiological Transition (Ch 1 in Harris, Chs 1-2 in Remington et al.). ▪ Quiz 1.
<i>August 21</i> <i>Week 2</i>	Public Health Approaches to Chronic Disease Prevention and Control	<ul style="list-style-type: none"> ▪ Please complete Module 2 – Public Health Approaches to Chronic Disease Prevention and Control (Chs 3-5 in Remington et al.). ▪ Quiz 2.
<i>August 28</i>	Individual projects/papers	<p>Post the topic of your individual paper/project and describe it in 3-4 sentences <u>by 11:59 pm on August 28</u>. Your topic selection is on first come first serve basis. In other words, specific topics and their descriptions should not be repeated/the same. Please read your course mates’ posts prior to posting your selection. The TA and I will review and provide feedback. <u>If we approve your topic selection and description (based on quality and thoughtful work), you will earn 10 points.</u></p>
<i>August 28</i> <i>Week 3</i>	Cardiovascular Diseases (Part I): Epidemiology	<ul style="list-style-type: none"> ▪ Please complete Module 3 – Cardiovascular Diseases (Ch 2 in Harris, Chs 13-15 in Remington et al.) ▪ Quiz 3.
<i>September 4</i> <i>Week 4</i>	Cardiovascular Diseases (Part II): Specific Conditions	<ul style="list-style-type: none"> ▪ Please complete Module 4 – Cardiovascular Diseases (Chs 3-6 in Harris) ▪ Quiz 4.
<i>September 11</i> <i>Week 5</i>	Cancers (Part I): Epidemiology	<ul style="list-style-type: none"> ▪ Please complete Module 5 – Cancers (Chs 7-11, Ch 16 in Remington et al.) ▪ Quiz 5.
<i>September 18</i> <i>Week 6</i>	Cancer (Part II): Types	<ul style="list-style-type: none"> ▪ Please complete Module 6 – Cancers (Chs 12, 14-18, 23, 24 in Harris) ▪ Quiz 6.
<i>September 25</i> <i>Week 7</i>	Cancer (Part III): Types	<ul style="list-style-type: none"> ▪ Please complete Module 7 – Cancers (Chs 19-22, 25-29 in Harris) ▪ Quiz 7.
<i>October 2</i> <i>Week 8</i>	Respiratory Diseases: Asthma & COPD	<ul style="list-style-type: none"> ▪ Please complete Module 8 – Respiratory Diseases (Chs 30-31 in Harris, Ch 17 in Remington et al.) ▪ Quiz 8.
<i>October 9</i>	Exam 1	<ul style="list-style-type: none"> ▪ Review all the material from weeks 1-8 and take the exam <u>DUE 11:59 pm on October 9</u>.

Date/Week	Topics	Readings/Assignments
October 9 <i>Week 9</i>	Diabetes, Kidney Disease & Cirrhosis of the Liver	<ul style="list-style-type: none"> ▪ Please complete Module 9 – Diabetes & Kidney Disease (Chs 32, 35-36 in Harris) ▪ Quiz 7.
October 16 <i>Week 10</i>	Obesity, Mental Disorders, Depression, & Suicide	<ul style="list-style-type: none"> ▪ Please complete Module 10 – Obesity, Mental Disorders, and Depression (Chs 33-44 in Harris, Chs 11, 18 in Remington) ▪ Quiz 8.
October 23 <i>Week 11</i>	Osteoporosis & Arthritis	<ul style="list-style-type: none"> ▪ Please complete Module 11 – Osteoporosis & Arthritis (Chs 37-38 in Harris, Ch 20 in Remington) ▪ Quiz 10.
October 30	Drafts of individual projects/papers	If you want me to provide feedback on your individual projects/papers before they are officially due, please submit the drafts in the Dropbox <u>by 11:59 pm on October 30</u>. You will get my feedback and can earn up to 30 points!
October 30 <i>Week 12</i>	Neurodegenerative Diseases: Alzheimer's, Parkinson's, & MS	<ul style="list-style-type: none"> ▪ Please complete Module 12 – Neurodegenerative Diseases (Chs 39, 40-43 in Harris, Ch 19 in Remington) ▪ Quiz 11.
November 6 <i>Week 13</i>	Oral Diseases	<ul style="list-style-type: none"> ▪ Please complete Module 13 – Oral Diseases (Ch 14 in Harris and Supplemental Readings posted online) ▪ Quiz 12.
November 13 <i>Week 14</i>	HIV/AIDS, Tuberculosis, & Malaria	<ul style="list-style-type: none"> ▪ Please complete Module 14 – HIV/AIDS, Tuberculosis, & Malaria (Chs 45-47 in Harris) ▪ Quiz 13.
November 20 <i>Week 15</i>	THANKSGIVING!!!	GIVE THANKS!!!
November 27 <i>Week 16</i>	Review for exam 2	<ul style="list-style-type: none"> ▪ Review for exam 2. ▪ Finish your work on <u>individual projects</u> (if you haven't already) <u>DUE 11:59 pm on December 4.</u> ▪ Finish your review of the supplemental materials on <u>Multiple Chronic Conditions</u> (if you have not already) and be ready to discuss.
December 4	Discussion on Epidemiology of Multiple Chronic Conditions and Their Management	<ul style="list-style-type: none"> ▪ Review the supplemental materials posted online and discuss them with your course mates <u>DUE 11:59 pm on December 5.</u>
December 7	Exam 2	<ul style="list-style-type: none"> ▪ Review all the materials from weeks 9-17 and take the exam.

This schedule is subject to change depending on the schedules of the faculty, as well as perceived need to make improvements to the course flow. Students will be given notice in the event that a change needs to be made to the schedule.

Samples of your work may be reproduced including, but not limited to, inclusion in the

professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Assessments and Evaluation:

Your final course grade will be assigned according to the following:

- A (100% – 90%; 900 – 1000points) – high achievement;
- B (89% – 80%; 800-899 points) – satisfactory achievement;
- C (79% – 70%; 700 – 799 points) – minimum passing grade; Failing grade ($\leq 69\%$; ≤ 699 points)

Course grades will be based upon evaluation of the following activities:

Assessments	Points
Weekly Quizzes (13 Quizzes)	30 each or 390 total
Exam 1	150
Exam 2	150
Individual papers	
Discussion post of the topic and brief description	10
Submission of the draft	30
Final paper/project	170
Discussion of Multiple Chronic Conditions	100
TOTAL	1000

PLEASE NOTE THE LAST DAY TO WITHDRAW without ACADEMIC PENALTY is October 9, 2017.

Blinded grading will be employed throughout the course for material submitted via Dropbox. Be sure to put the last 4 digits of your Eagle ID on your writing assignments instead of your name. **Any assignments with names or without proper identification will be ungraded until corrected and subject to the late submission policy.**

Late Submissions are penalized at 15 points (out of total number of points for the assignment) for each calendar day late. The maximum penalty is 2 calendar days late; after that, your assignment will not be graded and counted as "0" points.

Grade Appeals, Question, etc Questions about grades, including requests to revise a grade, will only be considered if submitted in writing in a form of a Memo addressed to both, your instructor and TA. Such memos will be reviewed only if submitted within 72 hours after the grade in question has been posted. See examples of Memos at <https://owl.english.purdue.edu/owl/resource/590/04/>. Each Memo should have To, From, Date, Subject fields completed. It should clearly state the questions and supporting arguments.

Quizzes

There will be a weekly quiz for each module/topic. Regular quizzes will consist of 10-20 questions. Questions in each quiz are randomized. Quizzes are timed depending on the number of questions given (e.g., ranging from 10-20 minutes) to allow for all types of readers to finish them if you have prepared by reading the provided materials. You are strongly encouraged to take the practice quizzes (e.g., those available via Student Resources online) **BEFORE** taking your official quizzes. You will not be allowed to

assess the subsequent modules until you have completed the prior quiz. There are 13 quizzes. More details are posted in Folio (see instructions before each quiz). Please note: the Quiz WILL NOT be visible/accessible until you review (i.e., open and read through or listen to, as appropriate) all the Module components.

Exams

There are 2 regular exams. Questions in each exam are randomized. Each exam is timed (please follow instructions for the exams posted in Folio). Exams are not cumulative and only represent the material covered as listed on the topic outline above. Each exam is available for a one day; it will open on Monday morning (12:00am) of its scheduled week and close at 11:59 pm. **You have one attempt for each exam.** More details may be posted in Folio (see instructions before each exam).

Individual papers

At the beginning of the course you will have to choose a topic and think of a question or problem you wish to explore throughout the course. You will then explore it throughout the course and describe your 'exploration' in writing, which will become your individual paper or project. *For example*, you may be interested in what multiple chronic conditions (MCC) are and their implications. To pursue this interest, you will have to look for additional articles and other legitimate materials (online – in PubMed, provided through the GSU library, etc.) to examine this topic in more details and summarize your examination in writing using proper references/citations. More details will be posted in Folio.

Please note:

1. You will need to post the topic of your individual paper/project and describe it in 3-4 sentences by 11:59 pm on August 28. Your topic selection is on first come first serve basis. In other words, specific topics and their descriptions should not be repeated/the same. Please read your course mates' posts prior to posting your selection.

The TA and I will review and provide feedback.

2. If you want me to provide feedback on your individual projects/papers before they are officially due, please submit the drafts in the Dropbox by 11:59 pm on October 30.

Discussion of Multiple Chronic Conditions

To provide you with an additional opportunity to interact with your course mates in an online environment, please review supplemental materials on MCC and discuss in a specially designated Folio section for Discussion. More details will be posted in Folio.

Instructor Expectations

1. I expect you to submit written assignments using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The University Writing Center is available to anyone who may need assistance (<http://class.georgiasouthern.edu/writingc/>). Grammar, syntax, and spelling will account for 10% of the grade for each assignment.
2. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
3. I expect (and encourage) you to share the responsibility for making this course an enjoyable and beneficial learning experience.
4. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
5. I require that each learner will be consistent in his/her usage of referencing/citation, formatting style, etc. as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Academic Conduct:

The minimum penalty for a violation of the Honor Code is an “F” for the course. In an on-line class, an example of this would be if you hired, allowed, or “bribed” a second party to take your quizzes and exams. There are methods that can be used to check this through the Center for On-line Learning. However, to date, this has not been an issue in this course, nor do I expect it to be this term. This is one reason why there are time limits on the quizzes and exams. In addition, all medical, legal and other allied health professions have a “Code of Ethics”. If you violate your professional (as a student) ethical behavior now, what does this say about how you will conduct yourself in the future?

*As members of the campus community, students are encouraged to actively support academic honesty and integrity in both the classroom and on-line. Academic misconduct will be dealt with according to Georgia Southern University policy. Students are encouraged to read and be familiar with such policies. These policies can be found in the *GSU Student Code of Conduct Policies and Procedures, 2015-2017*.*

Policies and Procedures:

- *Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at (912) 478-1566 or TDD: 478-0666*

Professional Dispositions:

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH4132), and
 - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate, positive, helpful interactions with others.
- Collaboration: Student collaborates with others on tasks or projects, accepts others’ suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.

- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

**If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.

Academic Handbook:

Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an “F” in the course and/or be referred for disciplinary action.

University Calendar for the Semester:

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

Attendance Policy:

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period.

Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Student Disability Resource Center (<http://students.georgiasouthern.edu/disability/>). If you have not already done so, please register with the Student Disability Resource Center for coordination of campus disability services available to students with disabilities.

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. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.