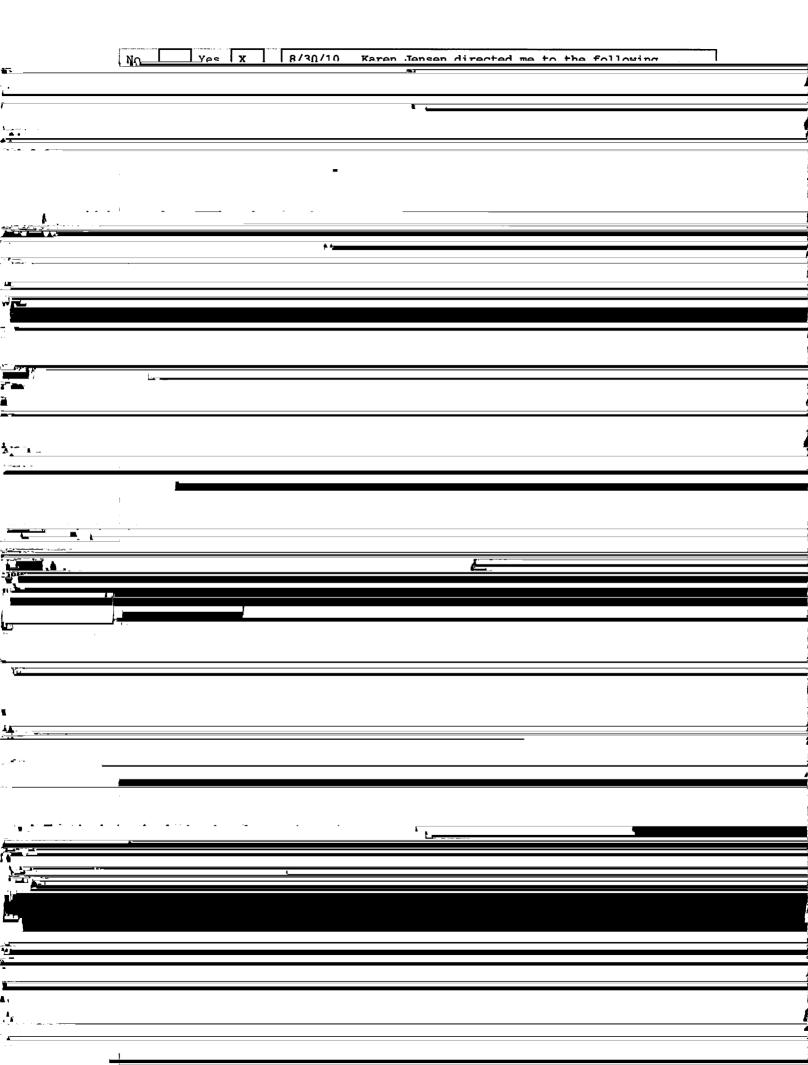


	10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):	
٤	BIQUE 394 Principles of Foldemiology 3 credits Introduction to the basic concepts of	
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*BIOLOGY 3XX *PRINCIPLES OF EPIDEMINUSEY. Strice: 254 AHRB Telephone: (907)474-6129 Office Hours ANIOLOGY VETRE CTILATES AT TARE ALCOMOTERA SA on I londingly well-whaten and the control of the c on the standard contribution of the contributi Mausumumusuu.

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	Instructional Methods
	The course will include lectures, class discussions, case studies, text book and journal article
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	roadings and assignments. Student norticination is important and this requires that all students
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	come prepared having read the required readings in advance.
	Course Readings
	Required:
	 Gordis L. Epidemiology, 4th ed: Saunders Elsevier, 2008
	Additional readings will be assigned to supplement the main textbook or as part of

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

Alaska Health and Social Services Department of Epidemiology: http://www.epi.hss.state.ak.us/

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:

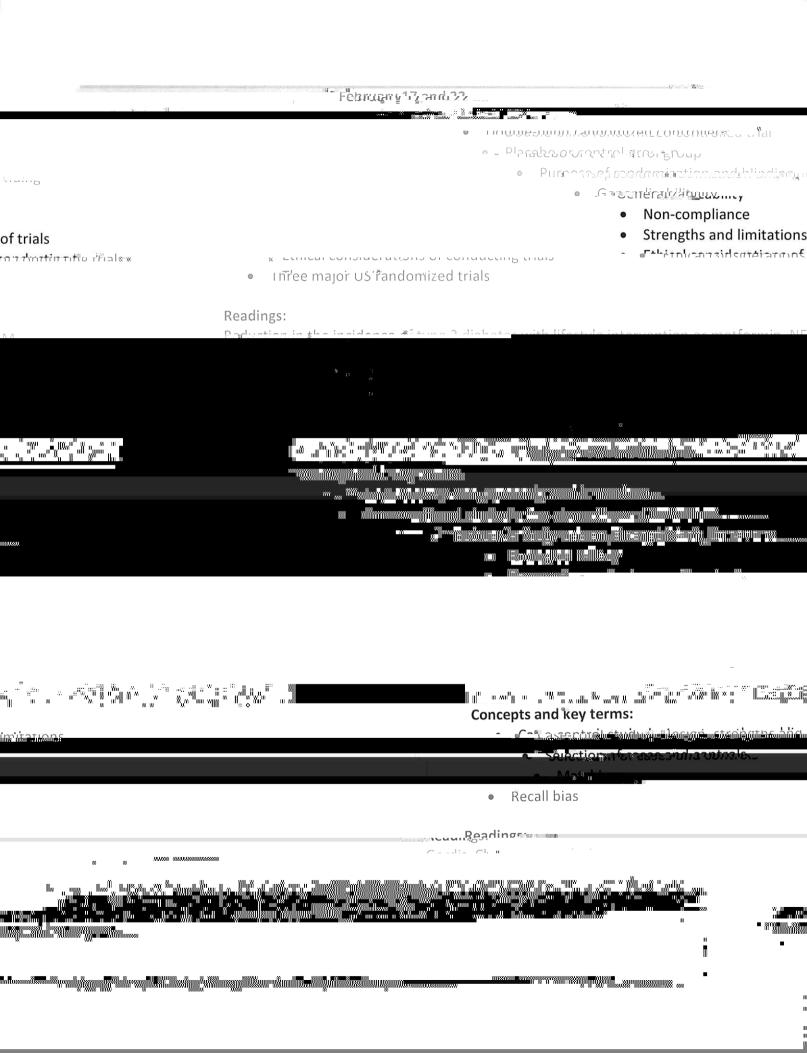
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	Students will be required to give one 20 minute presentation that reviews the content from an
	earlier lecture. This presentation will not simply review of the lecture, but should incorporate
	examples from outside readings or sources (e.g. journal articles, textbooks, government websites). Students will also provide the class with an in-class activity 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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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:
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	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. http://www.nytimes.com/2007/09/16/magazine/16epidemiology-t.html
	Gordis, Chapter19
	Use of the contract of the con
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