REV160GS
Public Health and Epidemiology I
Syllabus
4 Credit Unit Summer Course
Date to be decided

Instructor and Course Director: Wael Al-Delaimy MD PhD, Professor,
Department of Family and Preventive Medicine, UCSD

UCSD Global Seminar 2014- Amman, Jordan

Prerequisite: Upper Division standing

Course Objective:
- To attain the knowledge of the science and discipline of population health
- To compare the different sub-specialties of public health and their research methods
- To identify the impact of public health research on the wellbeing of the world population in the past
- To assess the approaches to future public health challenges and the tools needed to address them

The public health course (REV160GS) will be focusing on introducing students to the overall understanding of public health, the issues this science deals with, and the methodology needed to pursue it. There will be lectures covering the basic public health topics described below followed by discussion of the reading material by the students. This will be the theory that will be needed to understand the practice in the field by the students in the companion course on Epidemiology. The practical work for this course will involve preparation of research questions and literature review needed to carry out data collection. It will also involve visits to the Ministry of Health in Jordan, the World Health Organization, the main teaching hospital, and other public health institutions in Jordan.

This course will be very useful for premedical students who want to pursue medicine or health related graduate studies and careers. It can also apply to policy and international affairs students who would like to pursue health policy and international relief and non-governmental organizations (NGOs) careers. The structure of the course will be similar to Medical School and Public Health graduate courses covering this area but at a slightly lower level of complexity and detail. However, premedical students taking this course will be more advanced than their peers in their understanding of public health as a science. This course and experience will likely help support their applications to many medical schools that has research emphasis for admissions.
There will be lectures covering the basic public health topics described below followed by discussion by students of the reading material. This will be the theory that will be needed to understand the practice in the field by the students in the companion course Public Health and Epidemiology II. The practical work for this course will involve preparation of research questions and literature review needed to carry out data collection for Public Health and Epidemiology II. It will also involve visits to the Ministry of Health, the World Health Organization and other public health institutions in Jordan after obtaining approvals for such visits.

Course Schedule: See attached course schedule (Bolded)

Estimated Weekly hours:
6 hrs lecture, 6hrs visit (count as 3), 15hrs home work (3hrs per day)

Evaluation:
Evaluation will be based on participation in the course, discussion and presentation of assignments and a final exam in the material described in the class.

Grade Distribution: 2 quizzes (5% each to total 10%): These will be in the 2nd and 4th weeks of the course and take 15-30 minutes. The grades help students assess their level and weaknesses to better prepare for the midterms and finals. Most of those who do well in quizzes do well in the major exams.
Mid term (20%): is inclusive of all material from the beginning of the course till the time of the exam. If one wants an A, they need to do well in this exam. The exam usually takes 30 minutes on average but those who read the material and know the answers can easily finish it in 15 minutes.
Final (35%): is the same format of true false and multiple choice questions and inclusive of all the material of the course. The questions in all exams are put to differentiate the level of students and their preparation, including topics not in the lecture slides but emphasized in the discussion of lecture. Therefore the exam requires careful reading of the chapters and the discussion.
Discussion and class participation (10%): The discussion grade is the most overlooked grade by students in the past. Every class is an opportunity to increase the average of the overall grade. Not asking or answering appropriately and not participating will make the student earn 0 out of 10 discussion grades for that class. A student who answers a few questions and is actively participating in the class can earn 5 or 7 grades out of 10. A student who answers almost all questions asked or answers a difficult question when no other student was able to do that can earn a full score for that class. The final discussion grade is an average of all these scores for each of these lectures.
Written assignments (15%): These assignments are meant to help students with extra credits and most students do well if they present a viable and well-articulated idea in response to the assignment questions. Those who get a full grade would have done literature and background reading and presents a sophisticated discussion and presentation of their perspective on the topic that is elevated to a scholarly written piece of work.
Class attendance (5%): students who miss one or two classes in the course will lose this grade and those who miss three classes without appropriate excuse taken before their absence, unless it was something beyond their control, can be dismissed from the course and get an F.

Extracurricular and field work (5%): This is to cover the attendance and participation of the site visits and most do well but a few get full marks if they are actively involved in the discussion. Those who miss such visits or behave in an inappropriate manner can lose all or part of this grade. This grade also covers inappropriate incidents outside the class that can negatively affect the reputation of the GS seminar and UCSD among the host organizations and associated entities.

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<th>Grade</th>
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<tr>
<td>A+</td>
<td>4.0</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A–</td>
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A+ (97-100) = 4.0  
A (93-96) = 4.0  
A– (90-92) = 3.7  
B+ (87-89) = 3.3  
B (83-86) = 3.0  
B– (80-82) = 2.7  
C+ (77-79) = 2.3  
C (73-76) = 2.0  
C– (70-72) = 1.7  
D+ (67-69) = 1.3  
D (65-66) = 1.0  
E/F (below 65) = 0.0

Passing grade is C–

If the large majority of grades of students are below C+ grade of 79, a C+ curve will be used to assign the grades to the class where the median class grade becomes equivalent to C+ and one standard deviation above it is equivalent to a B, and two standard deviations above it is equivalent to an A. One standard deviation below the median would be equivalent to a C and two standard deviations below the median would be equivalent to a D. Failure to make the two standard deviations below the median when using a C+ curve or failing to complete the GS course can result in an F.

The UCSD Standards and policies about student conduct will be strictly enforced. Although less likely to happen due to the screening and preparation of GS students, any misconduct, including cheating, inappropriate class behavior, or
other criteria as outlined by the UCSD student conduct policies can result in
disciplinary action as well as obtaining an F in the class and discontinuation of
participation in the Global Seminar course and its related facilities in Amman.

*About the seminar location:* Amman is a vibrant city in the Middle East with a
wide difference in health disparity and socioeconomic status within its population.
It has a good summer weather, with few hot days that can reach 95 F, and can
be considered one of the safest cities in the region (if appropriate caution is
taken) and therefore the destination of thousands of tourists from all over the
world for its culture and historical sites that dates back to pre-Roman era. It also
has the largest Palestinian Refugee population displaced by the Wars in 1948
and 1967 who have now settled in poor suburbs around Amman. In recent years
it has become the destination of Iraqi refugees, and more recently Syrian refugee
escaping the violence in their respective countries. A large majority of Jordanians
are Muslim Arabs and their culture is similar to other Arab countries. Generally a
conservative but open society which also has a colorful array of activities and
venues to cater for Western tourists and the younger Westernized Jordanian
generations. The students should observe modesty and respect in their dress
and behavior and be a good ambassador of the US to the people they meet in
Jordan.

The course will cover the following topics during the 5 week period *but these can
undergo changes by the professor prior to starting the class, or during the class
when needed to accommodate changes in the program:*

*(additional reading material and assignment TBD)*

**Week 1:**
- Introduction to Public health (Chapter 1)
- Public Health Practice
- Site Visit

**Week 2:**
- Infectious diseases (Ref 1 below)
- Cancer Epidemiology (Chapter 11)
- Nutrition (Chapter 6)
- Site Visit (Quiz 1)

**Week 3:**
- Health Behavior (Ref 2 below)
- Water -Environmental Health (Chapter 5)
- Advocacy (Chapter 9)
- Site Visit (MID TERM)

**Week 4:**
- Culture and Health
- Ethics (Chapter 16, Ch 20 Gordis)
- CITI
- Site Visit (Quiz 2 for Public Health)
Week 5:
Primary Care (Chapter 7)
Mental Health (Ref 3 below)
Peace Through Health (Ref 4 below)
Final exam

Books:
Understanding Global Health 1st edition
By Markle, Fisher and Smego

References
1. http://www.rwjuh.edu/health_information/adult_infectious_common.html
2. Read part 2 in this document: “Theory at a Glance”