

GEORGE MASON UNIVERSITY  
College of Health and Human Services

Course Number: GCH 440 (3:3:0)

Course Title: Community Health and Epidemiology

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Office Hours: Mon 2:00 – 3:30 pm; Thur, 10:30- Noon; or by appointment

Course Time and Location: Monday, 4:30 pm – 7:10 pm  
Robinson B 224

Course Description:

This course addresses population-focused healthcare and examines concepts of community and public health, and health policies affecting US populations. The course also emphasizes primary, secondary, and tertiary levels of prevention related to health problems/diseases.

Course Objectives:

Upon completion of the course, students will be able to::

1. Analyze principles of public health as they relate to the health of populations.
2. Examine epidemiological principles associated with the health of specific populations.
3. Differentiate public health's core functions and assess how they are operationalized in practice.
4. Examine the role of governmental and nongovernmental agencies in the management and prevention of disease and the promotion of health of US populations

5. Analyze primary, secondary, and tertiary levels of prevention that are appropriate for populations of interest.
6. Examine health policy's impact on health care delivery.
7. Examine the social, cultural, and behavioral factors that influence health behavior
8. Compare and contrast population-specific teaching and learning strategies
9. Examine the role of public health in emergency preparedness and response
10. Identify the key community health issues in the 21<sup>st</sup> century.

Required Textbook(s):

McKenzie, JF, Pinger, RR, & Kotecki, JE (2005). *An introduction to Community Health* (5<sup>th</sup> ed.). Boston: Jones & Bartlett. (ISBN: 0-7637-2953-1)

The Plague by Albert Camus

Other Course Materials:

**Additional Course Materials:** Additional course materials will be available online, distributed in class or posted on GMU E-Reserve or WebCT at <http://gmu.blackboard.com/webct/>

**Learning Methods:** Class time will consist of lectures, discussions in small and/or large groups, multimedia presentations (such as video clips), and other activities. You should expect to spend approximately 2 hours outside of class preparing for the next class session, with additional time set aside for completing assignments and preparing for exams. When reading is assigned you will need to read the material prior to the class and be prepared for the possibility of a short quiz.

**Academic Honesty:** George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (<http://www.gmu.edu/facstaff/handbook/aD.html>). If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

**Students with Disabilities:** All students with questions or concerns about this class are encouraged to set up a time to meet with the professor, preferably during the first 2 weeks of the semester. Students with disabilities should work with the Disabilities Resource Center (DRC) to identify appropriate accommodations and communicate those with the professor.

Course Requirements:

**GCH 440**  
**Global and Community Health**  
**Anticipated Schedule**

<b>Week</b>	<b>Topic</b>	<b>Readings/Activities</b>	<b>Assignments/Exams</b>
<b>UNIT 1: FOUNDATIONS OF COMMUNITY HEALTH</b>			
Jan 28	Introductions Syllabus Review Community Health: Yesterday, Today and Tomorrow	<b>McKenzie et al.</b> - Preface and Chapter 1  <i>Video: The Faces of Public Health</i>	
Feb 4	Public Health Organizations	<b>McKenzie et al.</b> - Chapter 2  <i>Video: Typhoid Mary: the Most Dangerous Woman in America</i>	Orientation to Public Health Online Exercise Due
Feb 11	Epidemiology: The Study of Disease, Injury, and Death	<b>McKenzie et al.</b> , - Chapter 3  <i>Video: Influenza 1918</i>	
Feb 18	Epidemiology: Prevention and Diseases Control	<b>McKenzie et al.</b> , - Chapter 4	Public Health Investigation Game: Outbreak at Watersedge Due
Feb 27	<b>EXAM 1</b>  Community Organizing and Health Promotion	<b>McKenzie et al.</b> , - Chapter 5	<b>EXAM 1</b>
Mar 3	Health Policy	<b>US Capital Visit - Details TBA</b>	Data Presentation Paper Due
Mar 10	<b>SPRING BREAK</b>		
<b>UNIT 2: THE NATION'S HEALTH</b>			
Mar 17	Maternal and Child Health   Senior Health	<b>McKenzie et al.</b> , - Chapter 7  Butterfoss et. al., article – E-Reserve  <i>Video: Equal Voices: A Community Coalition for Action.</i>  <b>McKenzie et al.</b> - Chapter 9	SOPHE Advocacy Summit  <b>Group Presentation</b>
Mar 24	Adolescents, Young Adults, and Adults  Alcohol, Tobacco and Other Drugs	<b>McKenzie et al.</b> - Chapter 8  <b>McKenzie et al.</b> - Chapter 12  <i>Video: The Future of Healthcare</i>	<b>Group Presentation</b>  Literature Review Paper Due
Mar 31	Health Disparities	<b>McKenzie et al;</b> - Chapter 10  Airhihenbuwa and Liburd article -	<b>Group Presentation</b>

		E-Reserve Pokras and Baquet Article- E-Reserve	
<b>UNIT 3 - HEALTH CARE DELIVERY</b>			
Apr 7	<b>EXAM 2</b> Healthcare System: Structure	<b>McKenzie et al;</b> - Chapter 13	<b>EXAM 2</b>
Apr 14	Healthcare System: Function	<b>McKenzie et al;</b> - Chapter 14  Video: The High Price of Health	<b>Group Presentation</b>
<b>UNIT 4: ENVIRONMENTAL HEALTH AND SAFETY</b>			
Apr 21	Environmental Health	<b>McKenzie et al.,</b> - Chapter 15  <b>McKenzie et al.,</b> - Chapter 16	<b>Group Presentation</b>
Apr 28	Injuries and Workplace Safety	<b>McKenzie et al.,</b> - Chapter 17  <b>McKenzie et al.,</b> - Chapter 18	<b>Group Presentation</b>
May 5	Public Health Preparedness	<b>Turnock</b> - Chapter 8 - E-Reserve  Klitzman and Freudenberg Article -E-Reserve	<b>Group Presentation</b>
May 12	<b>EXAM 3</b>	<b>Final Exam Week</b>	<b>EXAM 3</b>

**Assessment**

<b>Component</b>	<b>Points</b>	<b>Percent</b>
2 Exams	200	40
5 Quizzes	50	10
Data Presentation Paper	50	10
Literature Review Paper	50	10
"The Plague" Response Paper	25	5
Group Activity	75	15
Class Participation	50	10
<b>TOTAL</b>	500	100

<b>Grade</b>	<b>Points</b>	<b>Percent</b>	<b>Grade</b>	<b>Points</b>	<b>Percent</b>
<b>A</b>	<b>465 - 500</b>	<b>93- 100</b>	<b>C</b>	<b>365 - 384</b>	<b>73 - 76</b>
<b>A-</b>	<b>450 - 464</b>	<b>90 - 92</b>	<b>C-</b>	<b>350 - 364</b>	<b>70 - 72</b>
<b>B+</b>	<b>435 - 449</b>	<b>87 - 89</b>	<b>D+</b>	<b>335 - 349</b>	<b>67 - 69</b>
<b>B</b>	<b>415 - 434</b>	<b>83- 86</b>	<b>D</b>	<b>300 - 334</b>	<b>60 -66</b>
<b>B-</b>	<b>400 - 414</b>	<b>80 - 82</b>	<b>F</b>	<b>0 - 299</b>	<b>0 - 59</b>
<b>C+</b>	<b>385 -399</b>	<b>77 - 79</b>			

## **COURSE REQUIREMENTS:**

### **Course Exams**

Three (3) exams will be given during the semester and could include multiple-choice, true-false, matching, short answer, and essay questions. Exams will be designed to test knowledge of key concepts and ability to synthesize, analyze, and apply what the student has learned. The instructor will drop the exam with the lowest score for each student and assess student using the remaining two (2) exams. If a student misses one (1) exam for any unexcused, un-authorized reason, they will receive a grade of "0" for that exam and it will serve as their lowest exam score. Students with a valid pre-authorized excuse will be allowed to take a make up exam. Except in special cases and with the instructor's permission, the make-up exam must be taken within one week following the scheduled exam date.

### **Pop Quizzes**

Six (6) pop quizzes based on readings, lectures, and class discussions will be given at unannounced times during the semester. Pop quizzes will consist of objective and/or short-answer questions that will be completed within 10-15 minutes of class time. The pop quizzes are meant to help the student learn material, and encourage the student to remain current in reading, arrive to class on time, and attend class regularly. Selected pop quiz questions will appear on the subsequent exam. There will be no make-up pop quizzes. The instructor will drop the lowest pop quiz score and assess student performance based on the remaining five (5) quizzes.

### **Class Assignments**

There are three (3) major assignments for this course. Two (2) assignments will be done individually by each student. The third assignment will be in a group. The instructor will provide details of the assignments as the semester progresses. Late assignments will be docked 10 points for each day late including weekends

### **Class Participation**

Students are expected to stay current in readings and assignments and to actively participate in class discussions. Because this course emphasizes the application of community and public health practice in the context of populations, lectures will be geared toward supplementing information available in the text (and on the slides). Other in-class time will be spent working on exercises (which might be graded) addressing key concepts and principles. If a student misses a lecture without a valid excuse s/he is responsible for getting additional notes (not included in the ppt slides) from a classmate.

Although I do not count attendance as part of the student's final grade, I will pass around an attendance sheet at each lecture. I will only use this information for students on the borderline between grades for the final grade.