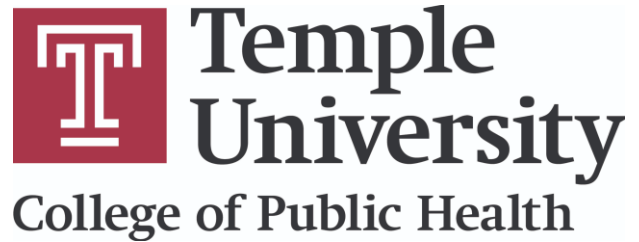


Disease Prevention and Control\*  
SBS 2101, Section 704  
Fall 2024  
3 Credits



### Instructor Information

Instructor: Ryan McKee, PhD  
Personal pronouns: he/him/his  
E-mail: [ryan.mckee0001@temple.edu](mailto:ryan.mckee0001@temple.edu)  
Telephone: Telephone: 215-204-6086  
Office Location: Ritter Hall Annex 970  
2:00-3:00 pm, Wednesdays 10:00-11:00 am, and Thursdays 2:00-3:00 pm or by appointment  
Zoom: <https://temple.zoom.us/j/4610028453>

Course Day(s): MW on Zoom, F asynchronous  
Course Time: 12:00-12:50pm  
Course Location: Zoom  
Office Hours (in person or on Zoom): Tuesdays

### Course Meetings:

**Our class will meet Mon/Wed from 12:00-12:50 on Zoom.**

Monday, August 26	Monday, October 21
Wednesday, August 28	Wednesday, October 23
Wednesday, September 4	Monday, October 28
Monday, September 9	Wednesday, October 30
Wednesday, September 11	Monday, November 4
Monday, September 16	Wednesday, November 6
Wednesday, September 18	Monday, November 11
Monday, September 23	Wednesday, November 13
Wednesday, September 25	Monday, November 18
Monday, September 30	Wednesday, November 20
Wednesday, October 2	Monday, December 2
Monday, October 7	Wednesday, December 4
Wednesday, October 9	Monday, December 9
Monday, October 14	
Wednesday, October 16	

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\* This syllabus was developed and revised by the many instructors who have taught SBS 2101 over the years. As such, unless otherwise noted, all rights are reserved. The "Quiz Prep" assignment, detailed below, is free to use under a Creative Commons Attribution License (CC-BY). If you are an instructor who would like to learn more about this assignment, enter Ryan McKee into the search bar at <https://scholarshare.temple.edu/>.

### **Course Prerequisites or Co-Requisites**

There are no pre-requisite or co-requisite courses associated with this course.

### **Course Description**

This course will focus on the public health study of the nature, prevention, treatment and control of common communicable and non-communicable human diseases, with an examination of the cultural, social, behavioral, biological, and environmental factors involved in promoting health and preventing disease. Public Health majors and minors must complete this course with a C or better.

### **Course Format/Instructional Methods (How the Course Will be Taught)**

This is an online class that utilizes synchronous meetings on zoom and on-line asynchronous course work. The rationale for the hybrid approach is that the asynchronous activities allow you the time to reflect on the course material and complete the associated assignments (posted in weekly modules on Canvas) on your own schedule. The zoom meetings allow us to engage in live discussions, and raise and answer questions that stem from the chapter topics. All course material will be provided on Canvas in each corresponding weekly Module. Please review the Canvas weekly Modules, as well as your posted grades, and let me know if you have any questions.

### **Course Expectations for Student Success**

I am here to support your learning goals in the class, and I want to see everyone succeed. I encourage you to use all available resources, including advisors, the Writing Center, and Library Resources to assist you with the course. On average, this course will require approximately 7-10 hours of your time per week. Please plan to spend approximately 5-8 hours each week reading materials, completing assignments, and watching assigned videos. Additionally, plan to spend an additional 2 hours/wk for the scheduled class meeting time; these expectations are based on the premise that 1) this course is a 3 credit course that meets for 2 hours each week for 15 weeks and 2) Temple's policy on credit hours states that 1-semester credit is equivalent to 1 hour (50 minutes) of faculty instruction 3 times per week for 15 weeks (inclusive of exam week) AND a minimum of 2 hours of out-of-class student work.

### **Statement on Diversity and Inclusion**

The College of Public Health supports and encourages diversity and inclusion. I am committed to the principle of universal learning which means that I will do all that I can to make our classrooms, our virtual meetings, and our interactions as inclusive as possible. To support universal learning, I

will promote an environment of mutual respect, civility in our interactions, and the ability to listen and observe others– I expect that all participants in the class will work towards the same goal. You have the right to be addressed by your preferred name and personal pronouns. Sharing your pronouns publicly is one way we can all honor each other’s preferences. I will address you how you wish to be addressed.

You have the right to full access to all course materials and you are welcome to translate the course materials (for example, you are welcome to use [translate.google.com](https://translate.google.com)). If you feel any form of harassment or discrimination, [please contact](#) our CPH and SW Equal Opportunity Ombudspeople. If you need accommodations based on a documented disability, please contact Disability Resources and Services in Howard Gittis Student Center room 420, 215-204-1280 or 215-204-1786 (TTY) or [drs@temple.edu](mailto:drs@temple.edu). Please reach out to me as soon as possible to discuss your needs and to share any documentation from DRS so that we can appropriately plan for success. (Accommodations are not retroactive). Please bear in mind that COVID-19 may result in a need for new or additional accommodations.

### **Course Technology Requirements**

You will be required to utilize Canvas extensively in this course to access all course materials and important course announcements. You must have access to a computer with speakers or headphones to listen to the posted videos that will be needed to complete associated assignments. Some of the weekly office hours will be conducted via Zoom. You will be expected to check your Temple email accounts regularly, as I will be sending frequent reminders and announcements. You are required to comply with Temple University’s Computer and Security Policy at <https://secretary.temple.edu/sites/secretary/files/policies/04.71.11.pdf>. You are also expected to adhere to the laptop requirement: <https://cphapps.temple.edu/wiki/it/student/laptop>.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUPortal and linked to the Dean of Students Support and Resources webpage. On-campus computer labs have resumed normal operations and are available for your use. The Affordable Connectivity Program is available to purchase discounted internet services and devices for qualified individuals. On-campus computer labs are available for student use. Note that there are technology resources available for students, including some software that is available for free download and other

specialty software that maybe available for remote access through ITS, laptop share, and battery share.

### **Statement on the Use of Generative AI in this course**

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, see these resources for APA guidance, and for other citation formats.

<https://apastyle.apa.org/blog/how-to-cite-chatgpt> (citations for use of other AI software, such as Claude should follow a similar format). Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to similar penalties as outlined in the Academic Honesty section of the syllabus (see below). When in doubt about permitted usage, please ask for clarification.

### **Statement on Open Educational Resources (OER)**

This course has been redesigned with support from the [Textbook Affordability Project](#) at [Temple University Libraries](#). Several of the assignments and/or assessments for this course will rely on the principles of open pedagogy. Open pedagogy is the practice of engaging with students as creators of information rather than simply consumers of it. It's a form of experiential learning in which

students demonstrate understanding through the act of creation. In this class we will be creating study guides and practice-question banks to assist you with preparing for end-of-module quizzes. The products of open pedagogy are student-centered and openly-licensed so that they may live outside of the classroom in a way that has an impact on the greater community. Basically, the materials you create will be shared freely with other instructors and students around the world. We will discuss what that means in the context of this course when we first meet.

### E-mail

To facilitate communication, the university requires you to have an e-mail account ending in @temple.edu (<https://secretary.temple.edu/sites/secretary/files/policies/04.74.11.pdf>). During the semester, I will try to return your e-mail within 36 hours unless I am out of the office or the university is closed. E-mails sent after noon on Fridays will generally not be returned until Monday—please plan accordingly. Please remember that e-mails regarding technological questions should be directed to Temple’s Help Desk at help@temple.edu

### Required Course Materials

There are no required textbooks for this course – all readings are provided on Canvas. The readings, videos, and other materials have been selected to provide broad exposure to major diseases which affect populations in developed and developing countries. In addition, you are encouraged to read or explore the non-required materials, as these will further broaden your understanding of health and disease.

### Course Objectives and Competencies

SBS 2101 addresses and assesses several learning objectives and core public health competencies. The following table is intended to be a pathway to guide you through the course so that you can see the connections between the course learning objectives and how you will be assessed.

#	LEARNING OBJECTIVE	DEGREE COMPETENCIES ADDRESSED	DIRECT/INDIRECT ASSESSMENT TOOL
1	Identify the more influential theories that have been conceived concerning the cause of disease and the main	Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society including:	Lecture Questions, Video Questions, and Quiz Prep/Quizzes

	contributions of science and medicine from the ancient times to the present.	<ul style="list-style-type: none"> <li>- Public Health History</li> <li>- Public Health Philosophy</li> <li>- Core PH Values</li> <li>- Core PH Concepts</li> </ul>	
2	Describe how the host, causative factors, and environment interaction influence the occurrence of disease.	<ul style="list-style-type: none"> <li>- Global Functions of Public Health</li> <li>- Societal Functions of Public Health</li> </ul> <p>Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations including:</p>	Lecture Questions, Video Questions, Quiz Prep/Quizzes, and Disease Project
3	Define clinical and epidemiological terminology and its relevance in terms of disease prevention, control, and health promotion.	<ul style="list-style-type: none"> <li>- Population Health</li> <li>- Introduction to Processes and Approaches to Identify Needs and Concerns of Populations</li> </ul>	Lecture Questions, Reading Questions, Class Work, Quiz Prep/Quizzes, and Disease Project
4	Explain the importance of health promotion in pursuit a healthy community.	<ul style="list-style-type: none"> <li>- Introduction to Approaches and Interventions to Address Needs and Concerns of Populations</li> </ul> <p>Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course including:</p>	Lecture Questions, Reading Questions, Class Work, Quiz Prep/Quizzes, and Disease Project
5	Identify viral and bacterial infections, their epidemiology, and discuss determining factors in the pathogenesis of infections, and ways to prevent them.	<ul style="list-style-type: none"> <li>- Science of Human Health and Disease</li> <li>- Health Promotion</li> <li>- Health Protection</li> </ul> <p>Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities including:</p>	Lecture Questions, Reading Questions, Class Work, Quiz Prep/Quizzes, and Disease Project
6	Define zoonoses, the role of vectors in their transmission, and importance of pest control and sanitation.	<ul style="list-style-type: none"> <li>- Socio-economic Impacts on Human Health and Health Disparities</li> </ul>	Lecture Questions, Reading Questions, Class Work, Quiz Prep/Quizzes, and Disease Project
7	Describe the etiology and pathogenesis of chronic diseases, risk factors, treatment, and prevention.	<ul style="list-style-type: none"> <li>- Behavioral Factors Impacts on Human Health and Health Disparities</li> <li>- Biological Factors Impacts on Human Health and Health Disparities</li> <li>- Environmental Factors Impacts on Human Health and Health Disparities</li> </ul>	Lecture Questions, Reading Questions, Class Work, Quiz Prep/Quizzes, and Disease Project

### Required Course Assignments

Below are brief descriptions of each of the course assignments. Please see Canvas for more detailed information on each assignment and the rubric used to grade it. Late assignments will receive a 10% deduction for each 24 hours they are late. Exceptions will be made if PRIOR arrangements have

been made with the instructor or under extraordinary circumstances. Students should expect feedback (and grades posted) on asynchronous activities within 3 weekdays of the due date and graded assignments within 10 weekdays of the due date.

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Participation/Attendance	Weekly	<b>5%</b>
Case Study Questions (5 @ 3% each)	Approximately Every 3 Weeks	<b>15%</b>
Disease Prevention and Control Project	Topic (3/3) Draft (3/31) Final Project (4/29)	<b>30%</b> 5% Topic 10% Draft Submission 15% Final Paper
Quiz Prep	Approximately Every 3 Weeks	<b>25%</b>
Quizzes (5 @ 5% Each)	Approximately Every 3 Weeks	<b>25%</b>

**Participation/Attendance:**

To do well and get the most from the course, you must be prepared and participate actively. This means you are expected to attend each class, be on time, and participate. Attendance will be taken at each class session.

**Case Study Questions:**

Approximately every three weeks, you will be assigned Case Study Questions. These will be answered based on the weekly lecture notes and activities. The lecture notes are to provide a framework of the weekly topic and readings. The format of these questions will vary. The overall purpose is to assess your engagement and understanding of the lecture material.

**Quiz Prep:**

Every week, you will be required to contribute to a class-wide study guide and draft at least one practice quiz question. The study guide and practice quiz bank will be made available to all students in various sections of Disease Prevention and Control, and eventually published as an open resource available for instructors and students around the world.

**Quizzes:**

Approximately every three weeks, there will be a timed Quiz given that will assess your understanding of the overall content of the respective previous weeks (since the last quiz), and are not cumulative. There will be five in total. You can use your notes to answer these questions. Questions will be in multiple choice, matching or true/false style format (no essays). The quiz questions will be randomly selected from a pool of questions (meaning, no test will be identical to another). Any quiz that is not completed by the deadline will receive a 0 score. Please note: there are no multiple attempts; you will only have one chance to take the exam. Please let me know if you have any questions or concerns prior to the deadline.

**Disease Prevention & Control Project:**

The Disease Prevention & Control Project is an opportunity to apply what you are learning in the course. For this project, you will select a disease or infection of your choice (preferably one discussed in the classroom). You will research, write, and present on the topic. Topics must be selected by no later than Week 6. A working draft (outline) of your project will be due by Week 9, and the final project will be due by Week 15. Please see the Course Schedule below and Canvas for more information.

**Grading Scale**

93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	63-66 D	
	80-82 B-	70-72 C-	60-62 D-	

Each assignment will receive a numerical grade and be weighted in the calculation of a final numerical grade as indicated above. "Rounding" of grades will only occur if the final grade is calculated at 0.5 of a point and above (e.g. an 89.52 would be rounded to a 90)

**Attendance Protocols and Your Health**

To achieve course learning goals, you must attend and participate in classes, If you feel unwell or if you are under quarantine or in isolation because you have been exposed to Covid-19 or tested positive for it, you should not come to campus or attend in-person classes or activities. It is your responsibility to contact your instructors to create a plan for participation and engagement in the course as soon as they can do so, and to plan to complete all assignments in a timely fashion when illness delays their completion.



It is your right to observe religious holidays without negative consequences within the course. Please reach out to discuss with your instructor at the start of the semester so that deadlines can be reviewed in advance of the religious observation. You will still be held responsible for course content and any assignments, but you will not lose points for attendance and participation that day.

### Course Minimum Grade

The College of Public Health requires that all undergraduate students achieve a minimum grade of “C” for all courses which are considered required for their major. Please check the undergraduate bulletin (<http://bulletin.temple.edu/undergraduate/>) to confirm if this class is a major requirement for your program. For further questions, please see your academic advisor.

### Course Schedule

Please note that the assignments, readings, quizzes, exams, activities, other evaluative assessments as well as preparation/studying are aligned with Temple University’s credit hour policy: 02.10.19 (<https://secretary.temple.edu/sites/secretary/files/policies/02.10.19.pdf>): “One semester credit is equivalent to one hour (50 minutes) of instruction time per week for 15 weeks, which includes one week for exams; and a minimum of two hours of out-of-class student work each week per credit hour. An equivalent amount of work is required for other academic activities such as laboratory work, internships, practica, studio work, or other academic work leading to the award of credit hours.”]

The course schedule may be subject to change with advanced written notification.

Week	Assignments	Due Date
<b>Part 1: Course Foundations</b>		
<b>Week 1 (Aug 26 – Sept 1) Course Introduction: What is Health? History of Disease</b>	Class Meeting Welcome to SBS 2101 Course Introduction & Overview <ul style="list-style-type: none"> <li>• Video: What is Health?</li> <li>• Video: How scientists transformed how we think about disease</li> <li>• Reading: The Definition of Health: Towards New Perspectives</li> </ul>	
	Health & History of Disease	
	Case Study Question 1	<b>Aug 30</b>
<b>Week 2 (Sept 2-8) Basics of Microbes &amp; Prevention</b>	Labor Day – No Class Meeting!	
	Class Meeting Topic Overview: Microbes and you; Parasites, bacteria, viruses	

	<ul style="list-style-type: none"> <li>• Read (skim): The Five Microbes</li> <li>• Video: A Tour of the Cell</li> <li>• Read (skim): Microbiology Online</li> <li>• Read: Why bacteria are more threatening than ever</li> </ul> <p>Video: After Antibiotics</p>	
<b>Week 3 (Sept 9-15)</b> <b>Basics of Epidemiology: Disease Prevention and Control</b>	Class Meeting Topic Overview: Epidemiology & Prevention <ul style="list-style-type: none"> <li>• Read: Intro to Epidemiology WHO</li> <li>• Read: Intro to Epidemiology CDC</li> <li>• Read: History of Disease Control</li> </ul>	
	Class Meeting Content Overview Surveillance & Control <ul style="list-style-type: none"> <li>• Read (Skim): CDC Disease Prevention</li> <li>• Video: Vaccines</li> <li>• Video: Public Health Surveillance</li> <li>• Video: WHO Herd Immunity</li> </ul>	
	Quiz Prep: Course Foundations	<b>Sept 12</b>
	Quiz 1: Course Foundations	<b>Sept 15</b>
<b>Part 2: Mental &amp; Environmental Health</b>		
<b>Week 4 (Sept 16-22)</b> <b>Mental Health</b>	Class Meeting Topic Overview Mental Health Causes & Outcomes <ul style="list-style-type: none"> <li>• Video: Introduction to Mental Disorders</li> </ul> <p>Video: Mental Illness in Families - Story of Resiliency</p>	
	Class Meeting Content Overview Mental Health and You <ul style="list-style-type: none"> <li>• Video: Mental Health &amp; College Athletics</li> <li>• Video: Eating Disorders, Mental Health, and Body Image</li> </ul> <p>Podcast: College Student Mental Health Epidemic</p>	
	<b>Week 5 (Sept 23-29)</b> <b>Environmental Health</b>	Class Meeting Topic Overview Global Warming, Climate Change <ul style="list-style-type: none"> <li>• Video: Environmental Impact on Disease</li> <li>• Video: Climate Change and Human Health</li> </ul> <p>Video: One Health and Climate Change</p>
	Class Meeting Content Overview Disasters and Impact on Health <ul style="list-style-type: none"> <li>• Read: CDC Natural Disasters</li> <li>• Read: Public Health Emergency Preparedness</li> </ul> <p>Video: Medical Needs after Disasters</p>	

	Quiz Prep 2: Mental and Environmental Health	<b>Sept 26</b>
	Case Study Question 2	<b>Sept 27</b>
	Quiz 2: Mental and Environmental Health	<b>Sept 29</b>
<b>Part 3: Tropical Diseases</b>		
<b>Week 6 (Sept 30 – Oct 6) Neglected Tropical Diseases</b>	Class Meeting Topic Overview: Helminths, Parasites, Worms <ul style="list-style-type: none"> <li>• Video: Forgotten Diseases</li> <li>• Read (Skim): WHO: NTD</li> </ul>	
	Class Meeting <ul style="list-style-type: none"> <li>• Read (Skim): Uniting to Combat NTDs</li> <li>• Video: Smallpox, Stop Pandemics</li> </ul>	
	Case Study Question 3	<b>Oct 4</b>
	Disease Project Topic Due	<b>Oct 6</b>
<b>Week 7 (Oct 7-13) Vectors and Zoonotic Disease</b>	Class Meeting Topic Overview: Vectors: Rats, Bats, and Beyond! <ul style="list-style-type: none"> <li>• Read: Vector Framework CDC</li> <li>• Video: One Health</li> <li>• Video WHO Vector Borne Disease</li> </ul>	
	Class Meeting Content Overview: Chagas, malaria, Lyme disease <ul style="list-style-type: none"> <li>• Video: Deadliest Parasite</li> <li>• Video: Malaria: No Ordinary Bite</li> </ul>	
<b>Week 8 (Oct 14-20) Emerging Infectious Diseases</b>	Class Meeting Topic Overview Infectious Disease <ul style="list-style-type: none"> <li>• Read (skim): Virus Explorer</li> <li>• Video: Infectious Diseases, An Introduction</li> </ul>	
	Class Meeting Content Overview Zika, Ebola, COVID-19 <ul style="list-style-type: none"> <li>• Read: Understanding Emerging and Reemerging Diseases</li> <li>• Video: Spillover</li> </ul>	
	Quiz Prep 3: Emerging Infectious Diseases	<b>Oct 17</b>
	Quiz 3: Emerging Infectious Diseases	<b>Oct 20</b>
<b>Part 4: Communicable Diseases</b>		
<b>Week 9 (Oct 21-27) Food and Water-Borne Illness</b>	Class Meeting Topic Overview: Waterborne Diseases <ul style="list-style-type: none"> <li>• Video: FDA Waterborne Disease</li> <li>• Video: Microbe Guts and Glory</li> <li>• Read: Waterborne Diseases &amp; Climate</li> </ul>	
	Class Meeting Content Overview Typhoid, Cholera, Hepatitis A/E <ul style="list-style-type: none"> <li>• Read: WASH – Unicef</li> <li>• Read: WASH - CDC</li> </ul>	
	Case Study Question 4	<b>Oct 25</b>

	Disease Project Draft Due	<b>Oct 27</b>
<b>Week 10 (Oct 28 – Nov 3) Sexually Transmitted Disease</b>	Class Meeting Topic Overview STDs <ul style="list-style-type: none"> <li>• Video: STD Overview</li> <li>• Read: Healthy People STDs</li> </ul>	
	Class Meeting Content Overview HIV Deep dive <ul style="list-style-type: none"> <li>• Read (Skim): HIV timeline</li> <li>• Video: Avert HIV</li> <li>• Video: HIV &amp; AIDS</li> </ul>	
<b>Week 11 (Nov 4-10) Respiratory and Lung Diseases</b>	Class Meeting Topic Overview Tuberculosis, MRSA, SARS <ul style="list-style-type: none"> <li>• Video: Meet the Lungs</li> <li>• Video: Pulmonary Diseases</li> </ul>	
	Class Meeting <ul style="list-style-type: none"> <li>• Video: Influenza</li> <li>• Video: Influenza: A. Shift</li> <li>• Video: Most Infectious TB</li> </ul>	
	Quiz Prep 4: Communicable Diseases	<b>Nov 7</b>
	Quiz 4: Communicable Diseases	<b>Nov 10</b>
<b>Part 5: Chronic Diseases</b>		
<b>Week 12 (Nov 11-17) Cardiovascular Diseases</b>	Class Meeting Topic Overview Heart Disease & Stroke <ul style="list-style-type: none"> <li>• Video: Heart Disease</li> <li>• Video: What is a stroke?</li> </ul>	
	Class Meeting Class Meeting Topic Overview Heart Disease & Stroke continued	
	Case Study Question 5	<b>Nov 15</b>
<b>Week 13 (Nov 18-24) Obesity, Diabetes</b>	Class Meeting Topic Overview Double Burden of Malnutrition <ul style="list-style-type: none"> <li>• Read: Global Nutrition Targets</li> <li>• Video: “ Guerrilla Gardener”</li> </ul>	
	Class Meeting Content Overview Diabetes <ul style="list-style-type: none"> <li>• Video: Harvard Why we Overeat</li> <li>• Video: Diabetes Epidemic</li> <li>• Video: CDC Obesity Epidemic</li> </ul>	
<b>Week 14 (Nov 25 – Dec 1)</b>	<b>Fall Break – No Classes</b>	
<b>Week 15 (Dec 2-8) Cancer</b>	Class Meeting Topic Overview Cancers A – Z <ul style="list-style-type: none"> <li>• Video: Animated Introduction to Cancer Biology</li> <li>• Video: Cancer Treatment Overview</li> </ul>	
	Class Meeting Content Overview Levels of Cancer Causes <ul style="list-style-type: none"> <li>• Read: Interactive Cancer</li> </ul>	

	<ul style="list-style-type: none"> <li>• Video: Why Curing Cancer is So Hard</li> </ul>	
	Quiz Prep 5: Chronic Diseases	<b>Dec 5</b>
	Quiz 5: Chronic Diseases	<b>Dec 8</b>
<b>Week 16 (Dec 9)</b> <b>Group Final Paper Due</b>	Class Meeting Wrap Up	
	Final Project Due	<b>Dec 9</b>

## General Policies

All University (<http://bulletin.temple.edu/undergraduate/academic-policies/>) and College of Public Health policies will be upheld. The *Undergraduate Student Handbook* for the College of Public Health details College expectations: (<http://cph.temple.edu/student-handbooks>)

## Temple and Covid-19

Temple University's motto is Perseverance Conquers and we will continue to meet the changing circumstances of the COVID pandemic with flexibility and resilience. For the most current information on Covid-related plans and policies, please refer to <https://www.temple.edu/coronavirus>. The best way to maintain a safe learning environment is for everyone to get fully vaccinated. For your general health, hand washing and monitoring your health are still highly recommended.

## Incomplete

You will be eligible for a grade of "Incomplete" only if you: 1) have completed at least 51% of the work at a passing level, 2) are unable to complete the work for a serious reason beyond his or her control, and 3) file a signed agreement with the instructor outlining the work to be completed and the timeframe in which that work will be completed. You are responsible for initiating this process and all incomplete forms must be sent to the Associate Dean for Academic Affairs before the start of study days in that semester. (Please refer to the following link for more details: <https://secretary.temple.edu/sites/secretary/files/policies/02.10.13.pdf>).

## Withdrawal from the Course

If you wish to withdraw from a course, it is your responsibility to meet the deadline for the last day to withdraw within the current semester ([www.temple.edu/registrar/documents/calendars/](http://www.temple.edu/registrar/documents/calendars/)). Please consult the University policy on withdrawals (<https://bulletin.temple.edu/undergraduate/academic-policies/withdrawal-policies/>).

## Statement on Academic Rights & Responsibilities

Freedom to teach and freedom to learn are inseparable facets of academic freedom. Please refer to the university policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), available at: <https://secretary.temple.edu/sites/secretary/files/policies/03.70.02.pdf>.

## Academic Honesty

According to the University Student Code of Conduct, you must not commit, attempt to commit, aid, encourage, facilitate, or solicit the commission of academic dishonesty and impropriety including plagiarism, academic cheating, and selling lecture notes or other information provided by

an instructor without the instructor's authorization. Violations may result in failing the assignment and/or failing the course, and/or other sanctions as enumerated in the University Code of Conduct, which can be accessed at <http://studentconduct.temple.edu/policies>.

### **Counseling & Other Support Services**

As the instructor of the course, I recognize that you may experience mental health challenges at times throughout the semester. I am committed to creating an inclusive and welcoming classroom space and encourage you to access resources provided by the university or speak with me privately if you need support connecting with appropriate resources. Here are some of the campus resources to assist you: Tuttleman Counseling Services (TCS) – <http://counseling.temple.edu> - (available for group and individual therapy, Resiliency Resource Center, drop-in groups, and referral services to students seeking long-term care or support outside of Pennsylvania); the Wellness Resource Center (WRC) – <http://wellness.temple.edu> (peer-led workshops, campus-wide events, and wellness consultations to connect students to resources and the Social Service Annex <https://cph.temple.edu/departments-research/departments/social-work/social-service-annex> (quiet area to relax and decompress, peer consultations and focus groups University and community resources)).

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry is in operation as well as a variety of resources from the Division of Student Affairs.

### **Sexual Misconduct**

Temple University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community, free from discriminatory conduct. Sexual harassment in any form or context is contrary to this commitment and will not be tolerated. Please refer to the University policy on sexual harassment at:

<https://secretary.temple.edu/sites/secretary/files/policies/04.82.02.pdf> Additional resources related to sexual harassment and ways in which to report an incident can be found at:

<http://sexualmisconduct.temple.edu/>

### **Permission to Record**

Please speak with the instructor in advance of recording a class to be respectful of classmates. Recording of lectures as a disability accommodation is permitted. You are not permitted to copy, publish, or redistribute any recordings without express permission from the instructor and any

students recorded; distribution without permission may be a violation of educational privacy laws (FERPA) and copyright laws. Any recordings permitted in this class can only be used for the student's personal educational use. Instructors may record live/synchronous class sessions to share through Canvas for students unable to attend class or as a study tool. The instructor will inform the class in advance and can pause the recording, upon request, if sensitive topics are being discussed. All instructor recordings are property of Temple University.

To record any personal, faculty or group meeting, students must have consent from everyone participating in the conversation whether in-person or via zoom.

### **Netiquette Statement**

It is important to foster a respectful and productive online learning environment. Our differences, some of which are outlined in the University's nondiscrimination statement, add richness to this learning experience. All opinions/experiences must be respected in the spirit of academic discourse. Treat your classmates and instructor with respect in all communication, class activities, and meetings; do not attack any individual. Avoid the use of profanity, sarcasm, slang, and the use of all capital letters in discussion threads, as these forms of communication, may be disruptive.

### **Library Resources**

You may request appointments with librarians who can provide targeted assistance at all stages of your project, including exploring a topic, Temple's academic research tools, and identifying and citing sources. A Subject Librarian has the skills to focus on your major or the class you are taking. Schedule appointments individually or in small groups. Easy access to program-specific resources may be found in Library research guides <http://guides.temple.edu/>

### **Continuity of Instruction in Event of Emergency**

Please register for the TUAAlert System (<https://safety.temple.edu/tusafe/tualert-registration>) to be made aware of university closures due to weather or emergencies and follow all university-wide emergencies instructions. In the event of an emergency, class materials/instructions will be provided in a web-based format via Canvas or zoom. Students registered for the class will be alerted to any other modifications from the instructor via email.