



**CUMMING SCHOOL OF MEDICINE
GRADUATE COURSE OUTLINE**

COURSE TITLE:			
Course Name and Number	MDCH 646 Introduction to Public Health Surveillance This is an online course		
Pre/Co-Requisites	Community Health Sciences 610 and 640 or Medical Science 643.01 and 647.01 and admission to the Community Health Sciences graduate program or consent of the program. Credit for Community Health Sciences 646 and Medical Science 647.12 will not be allowed. *Students from other universities must send the course outline/syllabus of courses taken at other universities when requesting instructor permission to assess determine if the students has the appropriate background prior to giving approval to register in the course.		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Dr. M.L. Russell	Email	mlrussel@ucalgary.ca
Office Location	3D17 TRW Bldg	Office Hours	Wednesdays 1-3 pm Mountain time Dr. Russell is always online for office hours on Wednesday's 1-3 pm Mountain time. Students may also book times outside this period if not able to 'meet' during office hours. These are 'virtual' office hours.
Instructor Email Policy	<ul style="list-style-type: none"> • Responds to emails within 24 hours on weekdays • Initial response may be message to student to acknowledge receipt of message, followed by more detailed response. • Students must acknowledge receipt of all course/instructor email. 		
Telephone No.	+1 403 220 4279 (Canada code is +1, don't use unless calling from outside of Canada). ALWAYS LEAVE A MESSAGE IF INSTRUCTOR DOES NOT ANSWER (messages show in instructor email)		
TA Name	Not applicable (N/A)	Email	Not applicable (N/A)
Class Term, Days	W 2021 Monday January 11, 2021 – Monday April 12 2021 (however additional session may be held Wednesday April 14 2021, see Course Timetable below)		
Class Times	Mondays 1-4 PM		
Class Location	This course is taught using a virtual classroom on D2L; live lectures and student oral presentations are done via Zoom. Use of a headset is strongly encouraged. All written assignments will be handed in via D2L and all assignments and data sets will be posted on D2L. All students must complete D2L & Zoom orientation PRIOR to first day of classes. Help and information on training can be found elearn.ucalgary.ca/		



	Live lectures and student oral presentations are SYNCHRONOUS, however all lectures are recorded. Students must post on the D2L discussion board weekly for most weeks of class. These are asynchronous postings; due n Fridays each week.
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For online courses:

Include a statement related to how learning will occur in both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.) contexts. Ensure that the dates and times for all synchronous sessions are indicated clearly in the course outline. All synchronous sessions must be scheduled during the dates and times already timetabled for this course.

<p>For example:</p> <p>This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). There will be 4 synchronous Zoom sessions throughout the term (include the time and dates or as indicated in the course schedule), and each will be recorded</p>

COURSE INFORMATION/DESCRIPTION OF THE COURSE
<ul style="list-style-type: none"> Public health surveillance has been defined to be the “Ongoing, systematic collection, analysis, and interpretation of health-related data essential to the planning, implementation, and evaluation of public health practice, closely integrated with the timely dissemination of these data to those responsible for prevention and control”. It is a public health function that is sometimes difficult to distinguish from research. This graduate level course addresses issues and methods in public health surveillance, including considerations in planning, operating and evaluating a surveillance system. Particular (e.g., legal) issues and examples from the context of Alberta/Canada will be used. Some of the course content is delivered via the readings and discussions and not fully (or even partly) covered by in-class lectures. It is essential that mandatory reading be done prior to each class. Teaching strategies include directed readings, small group discussion using D2L, and in-class presentations by both students and faculty (using Zoom). Use of a headset is strongly encouraged. Students must whenever possible, participate in the ‘live’ Monday classes. Monday lectures are recorded for students who cannot attend live classes. All students are required to make postings on the D2L discussion board each week. Several guest lecturers will participate who are leading or have participated in cutting edge public health surveillance activities and issues. E.g., Course co-evaluator and guest lecturer: Sarah Edwards PhD.
LEARNING RESOURCES/REQUIRED READING

There is no one textbook that is sufficient for this course. However, the recommended text is: Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB., eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press; 2010. Required readings include both book chapters and journal articles. Students will be provided with a listing of additional required (mandatory) and optional readings during the course. Required and optional readings will be available through the course restricted access D2L website. Required readings are required! Optional readings are truly optional but may be enriching for interested students.

COURSE OBJECTIVES/LEARNING OUTCOMES

- Distinguish between research and public health surveillance
- Explain considerations in planning a surveillance system, including syndromic surveillance systems
- Appraise the utility of population health indicators for health surveillance.
- Propose and defend sources of data for health surveillance.
- Identify issues in the management and quality control of surveillance systems
- Analyze and interpret surveillance data
- Explain ethical and legal issues relevant to surveillance systems.
- Apply principles for communicating surveillance information both orally and in writing
- Apply a given framework for the evaluation of surveillance systems to a given surveillance system

Assumptions about incoming students

- Some but not all students will have expertise and experience with multiple linear regression or logistic regression.
- Few or none of the students will have had training and experience with survival analysis, time series analysis, 'smoothing'.
- Some but not all will have heard the term "GIS". It is not expected that participants will have training or experience with geographic information systems.
- Some but not all participants will be health professionals or have experience working in a healthcare or public health setting

Participants will have attained these competencies prior to this course:

- Appropriately use and interpret measures of disease frequency.
- Describe and design basic epidemiologic studies, and list the advantages and disadvantages of each design.
- Appropriately analyze, evaluate and interpret epidemiologic data using tabular approaches and standardization of rates.
- Define major sources of error/bias in epidemiologic studies, identify specific sources of these errors/bias and approaches to minimize their impact.
- Use epidemiologic reasoning to evaluate causal inference in epidemiologic studies and to critically review epidemiologic scientific literature.
- List the steps in outbreak investigation
- Propose and defend criteria for a 'background rate' to be used in an outbreak investigation

Communication:

Brightspace ("D2L") is located on the University of Calgary server and will be used extensively for communication with Students. A link to the Zoom class (Mondays) and office hours (Wednesdays) will be provided on D2L. It is the student's responsibility to ensure that they receive all posted communications and



documents and that they receive e-mails send by instructors of fellow students through D2L. Only your @ucalgary.ca e-mail address maybe linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account

Learning Technology Requirements

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Please see the following for a detailed explanation of the minimal required technology for online learning <https://elearn.ucalgary.ca/technology-requirements-for-students/>

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

If your technology requirements are different from what is noted above, please advise in this section

The University of Calgary Cumming School of Medicine would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

CUT POINTS FOR GRADES			
This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Grades of A+ and A are not distinguished in the calculation of GPAs. Percentage/letter grade conversion used for this course is as follows			
Grade	Grade Point Value	Percentage Conversion	Graduate Description

A+	4.00	95-100	Outstanding
A	4.00	85-94	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.70	80-84	Very Good Performance
B+	3.30	75-79	Good Performance
B	3.00	70-74	Satisfactory Performance
B-	2.70	65-69	Minimum Pass for Students in the Faculty of Graduate Studies
C+	2.30	55-64	All grades below 'B-' are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements
C	2.00	50-54	

Assessment Components: The University policy on grading related matters is outlined in the 2020-2021 Calendar .			
Assessment Methods	Description	Weight %	Due Date and Time
Assignment 1 Written paper	Health indicators: Should the Minister of Health adopt a (specified by instructor) health indicator for Alberta?	20	Friday Feb 5 at 9 AM
Assignment 2 Written paper	Analyze data and write a surveillance report	25	Friday March 5 at 9 AM
Assignment 3: Written + Oral	<p>Communicating surveillance data: all students must brief 2 separate audiences, both orally and in writing. Each student will make 2 oral presentations and produce a total of 3 written documents.</p> <ul style="list-style-type: none"> • <u>All</u> students must brief the Minister (i.e., a 'high level decision maker'). • Students may select their 2nd audience to be either a scientific audience or the press (media) <p><u>Ministerial Briefing</u></p> <ul style="list-style-type: none"> • Oral presentation • Written Ministerial Briefing note • Written press release <p><u>Scientific Audience</u></p> <ul style="list-style-type: none"> • Oral presentation • Written structured abstract 	25 (Each oral presentation is worth 5% of course grade. Each written document is worth 5% of course grade)	<p>Friday March 26 at 9 AM: Assignment 3 all written documents due.</p> <p>Friday March 26 at 9 AM: slides (ppt) for oral presentations due</p> <p>Oral presentations: Tuesday, April 12 2021 (1-4 PM) and as needed Wednesday April 14 2021 (1-4 PM)</p>

	<u>Press Audience</u> <ul style="list-style-type: none"> • Oral media briefing Written FAQ		
Assignment 4 Written	Evaluate surveillance system (written paper)	20	Monday April 12, 9 AM
Assignment 5 Written	Participation: students post weekly discussion comments on D2L. Some of these require students to post as individuals, while for some students may choose to participate as members of a group. Student participation will be assessed by whether or not students post.	10	Weekly: Fridays at 12 noon unless the university is closed on a Friday, then due by 12 noon on the following Monday

ASSESSMENT AND EVALUATION INFORMATION

PARTICIPATION EXPECTATIONS:

Students are expected to either attend live (synchronous) weekly lectures (preferred) or to review the recorded lecture (i.e., asynchronous participation) only if participation live is not possible. Students are expected to do weekly readings and to participate in weekly discussion postings.

GUIDELINES FOR SUBMITTING ASSIGNMENTS:

Assignments must be submitted through Dropbox. However, if for any reason it is not possible to do so, a) notify instructor at once and b) email assignment to instructor at once. Oral presentations will be synchronous, student presentation order will be randomly allocated within type of audience addressed.

FINAL EXAMINATIONS: No final examination

EXPECTATIONS FOR WRITING:

All written assignments must be word processed, double spaced and written in formal English.

- All pages must be numbered consecutively starting with the cover sheet.
- Student identification for assignments must be placed on the cover sheet.
- Page limits for all assignments are exclusive of cover sheet and references
- Instructor will stop marking submitted written assignments when the specified page length is reached (i.e., will neither read nor mark material that is presented in pages in excess of required length of assignment).
- Papers must be submitted in electronic format via the course D2L website, in rich text or pdf file format (to ensure it is readable by instructor).
- The file names of assignments MUST be of format Assignment X_StudentSurname
- Citing references: [URL's current as of Oct 2 2020]. Students may select a format of their own choice between Vancouver style or A.P.A. Go to <https://www.ucalgary.ca/student-services/student-success/writing-support> and scroll down to Citation styles under RESOURCES: WRITING SUPPORT for descriptions and examples.
- o Students must identify the format and use it consistently and correctly.

LATE AND/OR MISSING ASSIGNMENTS:

- Assignments are due on the specified date by 9 AM except for the weekly 'discussion board posting' which is due by noon. Students who hand in assignments late will be penalized 5% per day for handing in late. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.
- Students may hand in assignments late without penalty under the following circumstances:
 - The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension OR
 - There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. This information can be found in the University Calendar



Is a passing grade on a particular component essential to pass the course as a whole? NO

		CLASS SCHEDULE	
Course Schedule Date	Topic, Activities & Readings	Instructor	Assignments/ Due Dates & Times
Classes start for W term 2021 on January 11.			
Monday Jan 11 synchronous	<p>Course policies, evaluation. Surveillance introduction & overview</p> <p>Chambers LW, Ehrlich A, O'Connor KS, Edwards P, Hockin J. Health surveillance: an essential tool to protect and promote the health of the public. <i>Can J Public Health</i>. 2006 May-Jun;97(3):suppl 2- 8.</p>	Dr. M.L. Russell	Discussion board posting required by noon Friday Jan 15
Monday Jan 18 synchronous	<p>Data Sources & Health Indicators</p> <p>Young KT. Chapter 3. Measuring health and disease in populations (II). In: <i>Population health: concepts and methods</i>. 2nd ed. NY: Oxford University Press, 2005.</p> <p>Etches V., et al. Measuring population health: a review of indicators. <i>Annual Review of Public Health</i> 2006; 27:29-55.</p> <p>Indicators Overview – this is the original Health Indicators Framework as published in 2000. It is a very brief summary of the Framework</p> <p>Appendix B (page 19) of the 2013 Health System Performance Framework.</p> <ul style="list-style-type: none"> Over time, the framework and indicators have evolved both in numbers of indicators and how they are measured. In 2013, the original Health Indicators Framework was replaced by a health system performance framework. The relationship between the Health System 	Dr. Sarah Edwards	Discussion board posting required by noon Friday Jan 22

	<p>Performance Measures and the original Indicators Framework is shown in Appendix B of the Performance Measures Framework.</p>		
<p>Monday Jan 25 synchronous</p>	<p>Principles of Planning a surveillance system Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press;2010</p> <ul style="list-style-type: none"> • Chapter 2 Considerations in planning a surveillance system, • Chapter 4 Collecting public health surveillance data: creating a surveillance system <p>Kue Young T. Population health: concepts and methods. 2nd ed. NY:Oxford University Press; 2005.</p> <ul style="list-style-type: none"> • Chapter 2: Measuring health and disease in populations (I) 	<p>Dr. M.L. Russell</p>	<p>Discussion board posting required by noon Friday Jan 29</p>
<p>Monday Feb 1 synchronous</p>	<p>Analysing and Displaying Public Health Surveillance Data Miquel S Porta; Sander Greenland 1951-; Miguel Hernán; Isabel dos Santos Silva; John M. Last 1926-; ebrary, Inc. A dictionary of epidemiology. Oxford: Oxford University Press 2014. This is a standard reference that may be useful to students whenever they need to address a definition.</p> <p>Janes GR, Hutwagner L, Cates W, Stroup DF, Williamson GD. Chapter 6. Descriptive epidemiology: analysing and interpreting surveillance data. In: Teutsch SM, Churchill RE eds. Principles and practice of public health surveillance 2nd ed. Oxford: Oxford University Press;2000)</p> <p>Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. (2010) Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press.</p> <ul style="list-style-type: none"> • Chapter 6. Analyzing and Interpreting Public Health Surveillance Data <p>Lesson 5 and Lesson 6. CDC. Principles of Epidemiology in Public Health Practice 3rd ed.</p>	<p>Guest: Dr. Doug Dover, University of Alberta</p>	<p>ASSIGNMENT 1 Health Indicators due 9 am Friday Feb 5. AND Discussion board posting required by noon Friday Feb 5</p>

<p>Monday Feb 8 synchronous</p>	<p>Communicating for Action</p> <p>Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press;2010.</p> <ul style="list-style-type: none"> •Chapter 7 Communicating Public Health Surveillance Information for Action <p>The bridging templates in the wall chart version of the World Health Organization (2005) document: Effective Media Communication during public health emergencies: A WHO Field Guide.</p> <p>“How to write a Briefing Note” from English 302, Writing for Government (University of Victoria)</p> <p>English 303: Notes on writing a press release</p> <p>Simply Put: A guide for creating easy to understand materials</p> <p>How to Cut the Gobbledegook (2006)</p>	<p>Dr. M.L. Russell</p>	<p>Discussion board posting required by noon Friday Feb 12</p>
<p>Monday Feb 15 is a statutory holiday in Alberta. It is also during the U Calgary term break. Term Break, no classes Sunday-Saturday, February 14-20</p>			
<p>Monday Feb 22 synchronous</p>	<p>Communicable disease (CD) issues (human), provincial, national & international obligations</p> <p>Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB., eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press; 2010.</p> <ul style="list-style-type: none"> • Chapter 11. Chris A. Van Beneden, and Ruth Lynfield. Public Health Surveillance for Infectious Diseases • Chapter 2. Steven M. Teutsch. Considerations in Planning a Surveillance System <p>Alberta Queen’s printer Laws Online catalogue at http://www.qp.alberta.ca/Laws_Online.cfm</p> <ul style="list-style-type: none"> • Public Health Act • Communicable Diseases Regulation, • Emergency Powers Regulation <p>McNabb SJ, Chungong S, Ryan M, Wuhib T, Nsubuga P, Alemu W, Carande-Kulis V, Rodier G. Conceptual framework of public health surveillance and action and its application in health sector reform. BMC Public Health. 2002;2:2. Epub 2002 Jan 29.</p>	<p>Dr. M.L. Russell</p>	<p>Discussion board posting required by noon Friday Feb 26</p>

	<p>Choi J, Cho Y, Shim E, Woo H. Web-based infectious disease surveillance systems and public health perspectives: a systematic review. BMC Public Health. 2016 Dec 8;16(1):1238.</p>		
<p>Monday March 1 synchronous</p>	<p>One health, animal health surveillance Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press;2010.</p> <ul style="list-style-type: none"> Chapter 11 Public Health Surveillance for Infectious Diseases <p>Peiris, J S M, L L M Poon, and Y Guan. "Public health. Surveillance of animal influenza for pandemic preparedness." Science 335.6073 (2012):1173-1174.</p> <p>Zinsstag. "Mainstreaming one health." Ecohealth 9.2 (2012):107-10.</p> <p>Peiris, J S M, L L M Poon, and Y Guan. "Public health. Surveillance of animal influenza for pandemic preparedness." Science 335.6073 (2012):1173-1174.</p> <p>Provincial</p> <p>https://www.alberta.ca/reportable-and-notifiable-diseases.aspx</p> <p>Federal (lists federal reportable and notifiable for animals): go to URL below and click on "Federally Reportable Diseases in Canada"</p> <p>http://www.inspection.gc.ca/english/anima/disemala/guidee.shtml</p> <p>International (links to legislation and to OIE listed diseases)</p> <p>http://www.oie.int/international-standard-setting/terrestrial-code/access-online/</p> <p>https://www.oie.int/en/animal-health-in-the-world/oie-listed-diseases-2020/</p>	<p>Guest: Dr. Sylvia Checkley, Veterinary Medicine, University of Calgary</p>	<p>ASSIGNMENT 2 Data analysis due 9 am Friday March 5 AND Discussion board posting required by noon Friday March 5</p>

<p>Monday, March 8 synchronous</p>	<p>Law & Ethics</p> <p>Gibson E. & Dewhirst K. Chapter 5. Public health information privacy and confidentiality in: Canadian public health law and policy 4th edition. In: Tracey Bailey T, Sheldon TC, Shelley JJ Eds. LexisNexis Markham Ontario 2019.</p> <p>Alberta Public Health Act & Health Information Acts</p> <p>Heilig CM, Sweeney P. Chapter 9. Ethics in Public Health Surveillance. In: Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press;2010</p> <p><u>TCPS 2 Tutorial Course on Research Ethics (CORE)</u> http://pre.ethics.gc.ca/eng/education_tutorial-didacticiel.html</p> <p>TCPS 2 Interpretations can be found at http://pre.ethics.gc.ca/eng/policy-politique_interpretations.html</p>	<p>Guest: Mr. Alvin George, Government of Alberta</p>	<p>Discussion board posting required by 9 am Monday March 8 AND Discussion board posting required by noon Friday March 12</p>
<p>Monday, March 15 synchronous</p>	<p>Management of the surveillance system & quality control of data</p> <p>Krishnamurthy RS, St. Louis ME. Ch 5 Informatics and management of surveillance data. In Lee LM, Teutsch SM, Thacker SB, St. Louis ME (eds.). Principles and practice of public health surveillance, 3rd edition. New York: Oxford University Press, 2010</p> <p>Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press;2010</p> <ul style="list-style-type: none"> Chapter 15: Healthcare Quality and Safety: The Monitoring of Administrative Information Systems and the Interface with Public Health Surveillance 	<p>Dr. M.L. Russell</p>	<p>Discussion board posting required by noon Friday March 19</p>

<p>Monday, March 22 synchronous</p>	<p>Evaluating surveillance systems</p> <p>Lee Lisa M, Teutsch SM, Thacker SB, St. Louis SB. eds. Principles and practice of public health surveillance 3rd ed. Oxford: Oxford University Press;2010.</p> <ul style="list-style-type: none"> Chapter 8 Evaluating Public Health Surveillance <p>Guidelines Working Group. Updated guidelines for evaluating public health surveillance systems: recommendations from the Guidelines Working Group. MMWR 2001;50(RR13):1-35.</p> <p>Health Surveillance Coordinating Committee (HSCC), Population and Public Health Branch, Health Canada. Framework and tools for evaluating health surveillance systems. March 2004</p> <p>Wijayasri S, Li YA, Squires SG, Martin I, Demczuk W, Mukhi S. Evaluation of the enhanced Invasive Pneumococcal Disease Surveillance System (eIPDSS) pilot project. Can Comm Dis Rep 2016; 42:81 -5.</p>	<p>Dr. M.L. Russell</p>	<p>ASSIGNMENT 3 Communicating Surveillance Data: ALL written documents + SLIDES for oral presentations due 9 am Friday March 26 AND Discussion board posting required by noon Friday March 26</p>
<p>Monday, March 29 synchronous</p>	<p>Surveillance in disasters and emergencies + Recent issues: COVID 19</p> <p>Landesman, LY. Public health management of disasters: the practice guide 4th ed APHA Press 2017</p> <ul style="list-style-type: none"> Ch 1 Types of disaster and their consequences <p>Landesman, LY. Public health management of disasters : the practice guide 4th ed APHA Press 2017</p> <ul style="list-style-type: none"> Ch 5 Disaster surveillance and emergency information systems <p>Sosin DM, Hopkins RS. Public health surveillance for preparedness and emergency response: biosurveillance for human health. In Lee LM, Teutsch SM, Thacker SB, St. Louis ME (eds.). Principles and Practice of Public</p>	<p>Dr. M.L. Russell and Guest: Dr. Kimberley Simmonds. Alberta Ministry of Health</p>	<p>None</p>



	Health Surveillance. New York: Oxford University Press, 2010.		
Friday April 2 is a recognized holiday by U Calgary. The university is closed. Monday April 5 is a recognized holiday by U Calgary. The university is closed. No class			
Monday, April 12 synchronous	Class oral Presentations (Assignment 3)	Dr. M.L. Russell, Dr. S. Edwards	ASSIGNMENT 4: Evaluate a Surveillance system due 9 am MONDAY April 12
Wednesday April 14 synchronous	Class oral Presentations (Assignment 3)	Dr. M.L. Russell, Dr. S. Edwards	
Thursday April 15 is the last day of classes for W term 2021			

Please create a detailed schedule for your course and customize this table if need be.

For online, remote or blended courses include whether course activities are synchronous or asynchronous.

It is recommended that important dates including the first day of classes, holidays, term breaks and last day of classes also be included.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a ‘live’ video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student



Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/policies/forms/title>.

Equity, Diversity and Inclusion

The Cumming School of Medicine recognizes that equity, diversity, and inclusion benefits and strengthens all communities, including the medical community and those served by it. We aim to actively engage all learners, particularly those from equity seeking groups including women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ+. While our faculty continues to learn about more equitable, diverse, and inclusive approaches to education, we welcome and appreciate suggestions to help us ensure that all learners are well served by our courses.

To help cultivate learning environments that support diverse and inclusive perspectives and lived experiences, learners are invited to let instructors know if:

- they have names and/or pronouns they would prefer to use that differ from those that appear on official records
- scheduled class meetings conflict with religious events so that alternative arrangements can be made



If they are not already, learners are also encouraged to become familiar with the various opportunities for diverse engagement, learning, and support on campus, including, but not limited to the following resources:

The Office of Equity, Diversity and Inclusion

<https://www.ucalgary.ca/equity-diversity-inclusion>

The Q Centre

<https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/>

The Writing Symbols Lodge

<https://www.ucalgary.ca/student-services/writing-symbols/home>

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Facebook, YouTube). Students are responsible for being aware of the University's Internet and email use policy, which can be found at

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf>

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS

Media recording for lesson capture

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Media recording for self-assessment of teaching practices



The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Student Recording of Lectures

Audio or video/visual recording of lectures is prohibited except where explicit permission has been received from the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

IMPORTANT INFORMATION

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy

ACADEMIC INTEGRITY

The Cumming School of Medicine expects intellectual honesty from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are



found in the printed Faculty of Graduate Studies Calendar, or online under Academic Regulations in the Faculty of Graduate Studies Calendar, available at [Faculty of Graduate Studies Academic Regulations](#)

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at www.ucalgary.ca/pubs/calendar/current/k.html

EMERGENCY EVACUATION AND ASSEMBLY POINTS

Assembly points for emergencies have been identified across campus. The primary assembly points for South Campus (Health Science Centre (HSC); Health & Research Innovation Centre (HRIC); Heritage Medical Research Building (HMRB) and Teaching, Research and Wellness (TRW)) are:

- HSC and HMRB: HRIC Atrium (alternate assembly point is Parking Lot 6)
- HRIC: HMRB Atrium (alternate assembly point is Parking Lot 6)
- TRW: McCaig Tower (alternate assembly point is HMRB – Atrium)

APPEALS

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section N of the Faculty of Graduate Studies Calendar. Students must follow the official process and should contact the Student Ombuds Office (www.ucalgary.ca/student-services/ombuds) for assistance with this and with any other academic concerns, including academic and non-academic misconduct

THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP) ACT

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission

WELLNESS AND MENTAL HEALTH RESOURCES

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre, at www.ucalgary.ca/wellnesscentre/services/mental-health-services and the Campus Mental Health Strategy website at www.ucalgary.ca/mentalhealth/

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Student Ombudsman: The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca



Student Union: The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives can be found here: www.su.ucalgary.ca/

Graduate Student's Association: The GSA Vice-President Academic can be reached at (403) 220- 5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: gsa.ucalgary.ca

SAFEWALK

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit www.ucalgary.ca/security/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.