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**PubH 7230 Section 103 Course #88039**  
**Emerging and Ecological Determinants of Vectorborne Disease**  
**May Term 2017**

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**Credits:** 1

**Meeting Days/Time:** June 5 9:00am – 12:00pm  
June 6, 7 & 9 8:00am - 12:00 pm  
All course assignments must be completed by June 18, 2017.

**Meeting Place:** Blegen Hall – Room 205

**Instructors:** Craig Hedberg, PhD  
Professor  
Division of Environmental Health Sciences  
School of Public Health, University of Minnesota

Jon Oliver, PhD  
Assistant Professor  
Division of Environmental Health Sciences  
School of Public Health, University of Minnesota

David Neitzel, M.S.  
Supervisor, Vectorborne Diseases Unit  
Infectious Disease Epidemiology, Prevention, and Control  
Minnesota Department of Health, St. Paul, MN

**Office Address:** Hedberg: Envrn Health Sciences  
MMC 807 Mayo  
420 Delaware St SE  
Minneapolis, MN 55455

**Office Phone:** Hedberg: (612) 626-4757

**E-mail:** Hedberg: [hedbe005@umn.edu](mailto:hedbe005@umn.edu)

**Office Hours:** By Appointment

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**I. Course Description**

This course will review problems of emerging vectorborne diseases from the perspective of the ecological determinants of disease transmission. The role of environmental factors including climate and land use patterns in the emergence of important mosquito and tickborne diseases will be explored. Case studies of emerging vectorborne diseases will be supplemented by field trips to explore vector ecology in MN.

The course addresses the assessment and basic sciences domain of The Core Competencies for Public Health Professionals; a consensus set of skills for the broad practice of public health, as defined by the 10

Essential Public Health Services. Similarly, the course addresses the Council on Education for Public Health (CEPH) foundational competencies on evidence-based approaches to public health and systems thinking.

## II. Course Prerequisites

None.

## III. Course Goals and Objectives

At the end of this course students will be able to:

- Explain the effects of environmental factors, including climate and land use, on the risk of vectorborne disease transmission.
- Explain biological factors involving agent-vector interactions on reservoir maintenance and vectorborne disease transmission.
- Explain social, political, and economic determinants that contribute to expansion or control of vectorborne disease transmission.
- Explain how globalization affects the spread of vectorborne diseases.
- Explain an ecological perspective on the connections among human health, animal health

## IV. Methods of Instruction and Work Expectations

This course combines lectures, class discussions, and group projects to explore the ecological determinants of vectorborne disease transmission, and two field trips to examine vector biology of mosquitoes and ticks in MN.

Students will be required to present a list of vectorborne diseases in MN on the first day of class, participate in classroom discussions, complete field biology worksheets, complete and present results of a group project, and take an on-line final exam.

100 points will be awarded during the class. Student grades will be assigned as follows:

1. Class participation (20 points). 5 points will be awarded for each day of class. Points will be awarded for asking questions, responding to instructor's questions, and commenting on classmates' questions, observations, and presentations.
2. Field biology worksheets (40 points). 20 points will be awarded for completion of each worksheet.
3. Group project (30 points). 25 points will be awarded for the presentation. 5 points will be awarded for soliciting and responding to peer review comments.
4. Final exam (10 points). On-line final will be available on the course Moodle site on Friday June 9, and must be completed by the end of Sunday, June 18.

## V. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site. Readings will be available on the course Moodle two weeks prior to the start of class.

### Access Course Moodle Site

- go to [www.umn.edu](http://www.umn.edu) click on the "myU" button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

## VI. Course Outline/Weekly Schedule

	Daily Schedule	Assignments
Pre-Course	<p>Explore the CDC Vector borne Disease website:  <a href="https://www.cdc.gov/ncezid/dvbd/">https://www.cdc.gov/ncezid/dvbd/</a></p> <p>Explore the MDH tickborne and mosquitoborne disease pages:  <a href="http://www.health.state.mn.us/divs/idepc/dtopics/tickborne/index.html">http://www.health.state.mn.us/divs/idepc/dtopics/tickborne/index.html</a>  <a href="http://www.health.state.mn.us/divs/idepc/dtopics/mosquitoborne/index.html">http://www.health.state.mn.us/divs/idepc/dtopics/mosquitoborne/index.html</a></p>	List the vectorborne diseases that are likely to be found in MN. Turn in at the start of class Day 1.
Day 1	<p>Ecological determinants of vectorborne disease distributions.</p> <ul style="list-style-type: none"> <li>• Agent characteristics</li> <li>• Vector characteristics, microbiome</li> <li>• Reservoir systems</li> <li>• Temperature</li> <li>• Rainfall</li> <li>• Land use patterns</li> <li>• Human behavior</li> </ul>	<p>Group project: Each group will select one vectorborne disease, describe the epidemiology of the disease in MN (if present) and across the United States, describe the ecological determinants of the disease distribution, and project likely changes in the distribution of the disease over the next 10 years.</p> <p>Each group will present their findings on Friday.</p>
Day 2	<p>Vector biology field trip- Mosquitoes</p> <ul style="list-style-type: none"> <li>• Breeding sites</li> <li>• Adult harborage</li> <li>• Control strategies</li> </ul>	<p>Compile field notes. Complete field biology worksheet. Turn in at the start of class Day 3.</p>
Day 3	<p>Vector biology field trip- Ticks</p> <ul style="list-style-type: none"> <li>• Life cycles and hosts</li> <li>• Questing behavior</li> <li>• Control strategies</li> </ul>	<p>Compile field notes. Complete field biology worksheet. Turn in at the start of class Day 4.</p>
Day 4	<p>Factors affecting expansion and emergence of vectorborne diseases.</p> <ul style="list-style-type: none"> <li>• Climate change</li> <li>• Urbanization</li> <li>• Population migrations</li> <li>• international travel and commerce</li> </ul>	<p>Groups will present findings in form of Power Point presentation including 10-15 slides. Solicit and respond to peer review comments.</p>
After course	<p>Upload final presentation and take final exam on course Moodle site, before 11:59 PM Sunday June 18, 2017.</p>	

## VII. Evaluation and Grading

100 points will be awarded during the class. Student grades will be assigned as follows:

1. Class participation (20 points). 5 points will be awarded for each day of class. Points will be awarded for asking questions, responding to instructor's questions, and commenting on classmates' questions, observations, and presentations.
2. Field biology worksheets (40 points). 20 points will be awarded for completion of each worksheet.
3. Group project (30 points). 25 points will be awarded for the presentation. 5 points will be awarded for soliciting and responding to peer review comments.
4. Final exam (10 points). On-line final will be available on the course Moodle site on Friday June 9, and must be completed by the end of Sunday, June 18.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following: Examples of point/percent equivalencies are also listed but they are suggestions only.

A	4.000 (94-100 points/percent) Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667 (90-93 points/percent)
B+	3.333 (87-89 points/percent)
B	3.000 (83-86 points/percent) Represents achievement that is significantly above the level necessary to meet course requirement
B-	2.667 (80-82 points/percent)
C+	2.333 (77-79 points/percent)
C	2.000 (73-76 points/percent) Represents achievement that meets the course requirements in every respect
C-	1.667 (70-72 points/percent)
D+	65-69 (points/percent) 1.333
D	1.000 (60-64 points/percent) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

### Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### **Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

### **University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## **VIII. Other Course Information and Policies**

### **Grade Option Change** (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### **Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without

faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

#### **Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

#### **Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

#### **Sexual Harassment:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

#### **Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

[http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

#### **Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or [drc@umn.edu](mailto:drc@umn.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

**Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**The Office of Student Affairs at the University of Minnesota:**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

**Academic Freedom and Responsibility: *for courses that do not involve students in research:***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

**OR:****Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

**Student Academic Success Services (SASS): <http://www.sass.umn.edu>:**

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

*Template update 9/2014*