*NOTES ABOUT THE USE OF THIS FORM:*

1. *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
2. *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
3. *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
4. *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
5. *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
6. *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
7. *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
8. *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the* ***process****.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know* ***why*** *they are engaging with the content.*

There are 2 templates on the following pages. The **Module-level template**should be completed once, and the **Unit-level template** should be completed in respect of each of the Units (or Sections, or Weeks) in the Module

MODULE-LEVEL TEMPLATE

|  |  |
| --- | --- |
| **Details of institution that has developed the module** | |
| Name of University | The State University of Zanzibar (SUZA) |
| Name of institutional contact | Dr Maryam Jaffar Ismail |
| Email address of institutional contact | maryam.ismail@suza.ac.tz |

|  |  |
| --- | --- |
| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | When using the content, you must attribute the developers in accordance with the terms of the Creative Commons License. |

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| --- | --- |
| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Original author (if applicable) | **School of Health and Medical Science** |
| Lead author (+ email address) | **Khadija Ramadhan Makame** |
| *Responsible for:* | **Course Contents** |
| Co-author/co-contributor | **Huba Rashid Khamis** |
| *Responsible for:* | **Course Contents** |
| Co-author/co-contributor  *Responsible for:* | **Umayra M. Said El Nabahany** |
| **Instructional Technology** |
| Co-author/co-contributor | **Said Ali Said Yunus** |
| *Responsible for:* | **Instructional Technology** |
| Co-author/co-contributor | **Ali Abdulla Abdulla** |
| *Responsible for:* | **LMS Administration** |
| Co-author/co-contributor | **Maryam Jaffar Ismail** |
| *Responsible for:* | **Pedagogy** |
| Co-author/co-contributor | **Hassan Rashid Ali** |
| *Responsible for:* | **Pedagogy** |

Co author/Coordinator Responsible for Quality Assurance; Iddi A.Iddi and Suluhu A. Hamza

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) |  |
| Will a Moodle common cartridge be uploaded as well? | Yes |

*(A Moodle common cartridge is a . ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | |
| Module title: | Epidemiology | | |
| Under- or Postgraduate? | Under-graduate | Year of study: | 2 nd year |
| Class contact time (hours): | 60 | Number of credits: | 12 |
| Private/online study hours: | 60 | Number of weeks of study: | 15 |
| Total student learning hours: | 120 | Number of units of study: | 4 |

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| Programme(s) which might include this Module: | Bachelor of Science in Environmental Health Sciences, Bachelor Degree in Public Health, Doctor of Medicine, Bachelor of Science in Nursing, Doctor of Dental Surgery, Bachelor of Medical Laboratory Sciences, Bachelor of Pharmaceutical Sciences, Bachelor Degree in Physiotherapy, Bachelor Degree in Health Information Management System, Bachelor Degree in Disaster management, Bachelor Degree in Biomedical Engineering and Bachelor Degree in Human Nutrition |
| Prerequisite student abilities and knowledge: | Infectious diseases, Computer Application, Anatomy and Pathology, Health Promotion, |
| Prerequisite (or co-requisite) modules: | Communication skills, Communicable disease |

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| Aim of the module: | This course intends to enable students to apply epidemiological principles in measuring population health, epidemiologic study designs, measures of association, and interpretation of epidemiological data and evaluation of public health interventions and screening tests. |
| Brief description of module: | This course covers the theory and principles in epidemiology for health sciences professionals. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Explain the role of epidemiology in the field of public health. 2. Apply epidemiological criteria needed to establish causal relationships 3. Calculate epidemiological measures used to define and quantify health problems in and across defined populations. 4. Describe the range of epidemiologic study designs used to examine the health status of a population and be able to evaluate the strengths and limitations of each. 5. Describe major sources of bias in epidemiologic research and determine how such biases can be reduced. 6. Discuss the concepts of screening and testing in a range of health and other settings. 7. Design and conduct outbreak investigation and public health surveillance |
| Indicative content: | 1. Introduction and foundation of epidemiology 2. Models of disease causation 3. Natural history of disease and levels of prevention 4. Measurements of health, morbidity and mortality 5. Overview of Epidemiological study designs 6. Rates and standardisation of rates 7. Evaluation of screening/diagnostic tests 8. Public Health Surveillance 9. Outbreak Investigation 10. Epidemiology of Major Diseases in Tanzania |
| Form of final/summative assessment: | In this course, you will be assessed formatively and summatively.  Formative assessment will carry 50% of the marks, and 50% will be for summative. The formative assessment will consist of:   * Tests                                                                        10 %, * Seminar Presentation                                                10%, * Online Assessment and Quiz 5% * Forum discussion, Reflective journals 10%, * Surveillance report                                                     15%, * End of Semester Examinations                               50% * Total                                                                       100%   Summative assessment will be through University Examination which consists of 50% marks.  At Least a 40% score is expected from a student for formative assessment to be allowed to sit for the final University Examination. |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Explain the role of epidemiology in the field of public health. | Quiz |
| 1. Apply epidemiological criteria needed to establish causal relationships | Quiz |
| 1. Calculate epidemiological measures used to define and quantify health problems in and across defined populations. | Assignment |
| 1. Describe the range of epidemiologic study designs used to examine the health status of a population and be able to evaluate the strengths and limitations of each. | Assignment |
| 1. Describe major sources of bias in epidemiologic research and determine how such biases can be reduced. | Quiz |
| 1. Discuss the concepts of screening and testing in a range of health and other settings. | Assignment |
| 1. Design and conduct outbreak investigation and public health surveillance | Field report and presentation |

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| **Significant features or elements of module** |
| Students to be able to Calculate and interpret different measures of diseases occurrence and measures of risk and association, also be able to design and conduct various epidemiological studies, performing outbreak investigation and conducting public health/disease surveillance |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | Students who study health-related degrees |
| What **skills** should a *student* have **already** mastered before starting this Module? | Computer application, laboratory skills, and academic writing /communication skills courses |
| What **prior knowledge** of the subject matter should a *student* have? | Basic science, e.g. Anatomy, physiology, Disease principles |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  should *facilitators* have **already** mastered before delivering this Module? | Teaching methodology, Research methods, Computer application, disease surveillance |
| What **skills** do *support staff* need to support the delivery of this module? | Computer application |

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| **Quality assurance matters** | | |
| How will feedback on modules be obtained from students? | Student survey, Student Representative meetings with QA officers and Student Consultation with the course instructor | |
| How will student feedback be used to improve modules? | For reviewing the course outline based on contents, assessment method and teaching-learning materials through University QAs. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Introduction and foundation of epidemiology | | |
| Aim of the topic: | To enable students to describe the concept of epidemiology, keywords in the definition of epidemiology, historical evaluation of epidemiology and importance of studying epidemiology for public health professionals. | | |
| This topic covers: | * Keywords in the definition of epidemiology * History of Epidemiology * Importance of studying epidemiology for public health professionals | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Define Epidemiology and the critical issues in the definition 2. Identify prominent major epidemiologists and their contribution in epidemiology 3. Understand the importance of studying epidemiology for public health professionals | | |

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| Overview of student activity: | * Pre-reading activity * Face to face lecture and class discussion * Reflective journal |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define Epidemiology and the key issues in the definition | 1 | Pre-reading | Online reflective journal |
| 1. Identify major epidemiologists and their contribution in epidemiology | 1 | Class discussion | Questions and answers in class and online reflective journal |
| 1. Understand the importance of studying epidemiology for public health professionals | 1 | Class discussion and Face to face lecture | Questions and answers in class and online reflective journal |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1 | | | |
| Purpose of the unit/week/section: | | | |
| To introduce epidemiology, keywords in the definition of epidemiology, historical evaluation of epidemiology and importance of studying epidemiology for public health professionals. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students!  Welcome to the Epidemiology course. Epidemiology essential knowledge to health science practitioners. The course aims to help public health practitioners develop and strengthen their knowledge and skills to make better-informed public health decisions.   * Describe disease and other health-related event patterns in human populations. * Identify the causes of diseases and other health-related events (also known as aetiology). * Provide data essential for the management, evaluation and planning of services for the prevention, control and treatment of disease and other health related events | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Student Activity 1:  Dear students, you are provided with the video links of <https://youtu.be/4oaQUAnA6nY> (55 minutes long). The video links give you the meaning, key definitions and uses of epidemiology.   * Please watch the video, follow the link and take short notes on the key issues and terminologies in the definition of epidemiology, the importance of epidemiology and the history and evolution of epidemiology. * Share your notes on the platform and then Read through what your colleagues have posted and pick new ideas that you had not considered.   ***Bring your answers in class for discussion.***  Dear students!  You are provided with a book link <https://www.cdc.gov/csels/dsepd/ss1978/SS1978.pdf>  Go through *Lesson One Introduction to Epidemiology page 1-1 to page 1-17* of the book link provided:  Make summary notes on the following:   * Keywords in the definition of epidemiology, * Scientists who contribute to the evolution of epidemiology. * Why is it necessary to study epidemiology? | | | |
| Face to face time: *(if applicable)* | | Number of hours | 4 |
| My dear students, during class, we are going to discuss the critical issues in the definition of epidemiology, uses and historical evolution of epidemiology-based on what you read and watch in the pre-reading activities.  Each student must participate in the discussion by answering questions and commenting where needed. | | | |
| Online activity: | | Number of hours | 1 |
| What should students do? | Write a paragraph of 150 words about the following:   * The meaning of epidemiology * Five famous scientists who contributed to the evolution of epidemiology. * Why is it necessary to study epidemiology?   Please post in a forum. | | |
| Where do they do it? | Online learning platform (LMS) | | |
| When should they do it? | By the end of the first week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| The student should participate in Questions and answers in class and an online reflective journal. | | | |
| How does this section link to other sections of the module? | | | |
| This section is the essential introduction for the upcoming module. | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008.  2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom.  3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004.  4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003.  6. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002.  7. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions, including Forum Discussion, Chatting and Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with the Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disabilities. Also, through the Centre for Digital Learning – CDL, special content such as audio and recorded videos will be made available. |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways, such as peer to peer feedback, teacher to students’ feedback. These can be both Online and face to face. |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve module facilitation and designation of the contents for the current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates to have one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** | **2** |
| Topic name: | **PRINCIPLES OF DISEASE TRANSMISSION AND CONTROL** | | |
| Aim of the topic: | To facilitate students with the fundamental knowledge on theories of disease transmission and control based on the models of disease causation, the natural history of disease and methods levels of prevention and control. | | |
| This topic covers: | * Ecology of disease and models of disease causation * Natural history of disease * Methods and levels of prevention and control | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe the Natural history of diseases and models of disease causation 2. Relate the role of agent, host and environment in diseases transmission 3. Identify different disease prevention and control methods | | |

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| Overview of student activity: | * Pre-reading * Face-to-face lecture * Assignment |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe Natural history of diseases and models of disease causation | 1 | Class group assignment, online discussion forum and Quiz | Class group assignment |
| 1. Relate the role of agent, host and environment in diseases transmission | 1 | Class group assignment, online discussion forum and Quiz | Online discussion forum and Quiz |
| 1. Identify different disease prevention and control methods | 1 | Class group assignment, online discussion forum and Quiz | Online discussion forum and Quiz |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1 | | | |
| Purpose of the unit/week/section: | | | |
| To introduce theories of diseases transmission and control basing on the models of disease causation, natural history of disease and methods levels of prevention and control | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students!  In this section you are going to do two tasks,which are:   * Engaging in the face-to-face lecture session * Attempt online tasks which are online discussion forum and online quiz. | | | |
| Pre-topic activity: | | Number of hours | 2 |
| * Please go through the book in the link from page 9 to page 24 of the book [Epidemiology Lecture Notes](https://drive.google.com/file/d/1m8cHEoEaZnKQBMsY0F8wE1Zk5IZnx-C_/view?usp=sharing) *by* J Killewo et al, Muhimbili University College of Health Sciences Institute of Public Health Department of Epidemiology and Biostatistics Dar es salaam, 1995 * And also read an article [LEctures in Epidemiology](https://drive.google.com/file/d/1HUg5YGU3zPbZC8DoLP5j5cA-vCepg9MT/view?usp=sharing) page 1 to 16 and make notes on the following: * Modes of disease transmission * Chain of infection * Levels of prevention * Methods and strategies for disease control | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| We will have a lecture presentation regarding the topic on which each student should pay attention and take notes on the lecture presentation as the crucial outlines of the topic will be discussed.  After the class session, you are going to do a group task:  In the class, you are going to be arranged into three groups and then discuss how the concept of multiple causation and prevention and control strategies concerning the following diseases   * Ascariasis * Tetanus * Typhoid   Each group will present the task in class and upload it to the online platform.  Lecture notes can be found in the reading resources | | | |
| Online activity: | | Number of hours | 1 |
| What should students do? | **Online Forum Discussion**  **In the online LMS**  *“How the concept of multiple causations applies to the condition of tetanus.”*  Please visit this week's forum and:   * + - 1. Make a new thread where you give your answer | | |
| Where do they do it? | Online (Through LMS) | | |
| When should they do it? | By the end of second week | | |
| E-moderator/tutor role | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| * + - 1. The learning outcomes will be assessed through online quiz       2. **Online Quiz**   After this topic, please attempt an online quiz to check that you have understood the main learning points. Please follow this link  Link to Quiz in Week 2: <https://drive.google.com/file/d/1lgvbHoQVxV-lPQkyOrSpuBa2QF7sFOHL/view?usp=sharing> | | | |
| How does this section link to other sections of the module? | | | |
| This unit is crucial for the upcoming unit. | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008.  2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom.  3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004.  4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003.  6. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002.  7. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? | Access the LMS through there institution email and passwords |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussion, Chatting and Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with the Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disabilities. Also, through Centre for Digital Learning – CDL, where special content such as audio and recorded videos will made available |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. These can be in both Online and face to face. |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve module facilitation and designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** | **3.** |
| Topic name: | **MEASUREMENTS OF HEALTH MORBIDITY** | | |
| Aim of the topic: | To enable students understand and calculate different measures of health and mobility | | |
| This topic covers: | * Ratios * Rates * Proportions * Incidence * Prevalence | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to calculate and interpret different measures* of health and mobility, these are:   1. *Ratio* 2. *Rates* 3. *Proportion* 4. *Incidence* 5. *Prevalence* | | |

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| Overview of student activity: | In this week Students will engage in:   * Self-study, * class discussion and * practical assignment |

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| --- | --- | --- | --- |
| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Calculate ratios, rates and proportions | 3 | Pre reading class discussion | Hands-on Practice assignment |
| 1. Calculate incidence and prevalence | 3 | Pre reading class discussion | Hands-on Practice assignment |
| 1. Differentiate between incidence and prevalence | 3 | Pre reading class discussion | Hands-on Practice assignment |
| 1. Identify useful/application of incidence and prevalence | 3 | Pre reading class discussion | Hands-on Practice assignment |

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| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 3 | | | |
| Purpose of the unit/week/section: | | | |
| To enable students understand and calculate different measures of health and mobility | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students, In this week you are going to study different measures of morbidity  You are required to read the book links as illustrated and take notes as well as attempt practical work examples | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Read chapter [Principles of Epidemiology in Public Health Practice, Third Edition: An Introduction](https://www.cdc.gov/csels/dsepd/ss1978/SS1978.pdf) lesson three (measure of risk) from page 3-1 to 3-15 and this link [Lectures in Epidemiology](https://drive.google.com/file/d/1m8cHEoEaZnKQBMsY0F8wE1Zk5IZnx-C_/view?usp=sharing) from page 25-30  From the reading, make notes on the meaning and how to calculate and interpret the following measures of morbidity:  Ratios, Rates, Proportions, Incidence, Prevalence | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| In the class you are going to work together to solve different questions and calculations on measures of health and morbidity as a practical assignment, please pay attention to the formula!  <https://drive.google.com/file/d/1tgsms0Xl1ENLk7ZyJAX4cKUhAAz_KFBU/view?usp=sharing> | | | |
| Online activity: | | Number of hours | 2 |
| What should students do? | Pre reading and assignment | | |
| Where do they do it? | Online (Through LMS) | | |
| When should they do it? | By the end of the fourth week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| Dear students, in this activity you will answer individual assignments which include questions that require you to calculate different measures of morbidity you have studied in this week and upload your answer in the LMS not later than the indicated date  **Link to the Assignment:** <https://docs.google.com/document/d/1HVQnrXaUBNCGSvXptkKQrvioxw8sjQgjCkF5qChPoFI/edit?usp=sharing> | | | |
| How does this section link to other sections of the module? | | | |
| This unit is crucial for the upcoming unit. | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008. 2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom. 3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004. 4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003. 5. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002. 6. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with the Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disabilities. Additionally, Centre for Digital Learning(CDL) will be used to create special digital contents (with audio recorded and videos) |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Mortality Frequency Measures | | |
| Aim of the topic: | To enable students understand and calculate different measures mortality | | |
| This topic covers: | * Crude mortality rate (crude death rate) * Cause-specific mortality rate * Age-specific mortality rate * Infant mortality rate * Neonatal mortality rate * Maternal mortality rate * Sex-specific mortality rate | | |
| Intended learning outcomes: | *After studying this lesson and answering the questions in the exercises, you will be able to calculate and interpret the following mortality measures:*   1. Crude mortality rate (crude death rate) 2. Cause-specific mortality rate 3. Age-specific mortality rate 4. Infant mortality rate 5. Neonatal mortality rate 6. Maternal mortality rate 7. Sex-specific mortality rate | | |

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| Overview of student activity: | * Pre-reading * Face-to-face lecture * Class practice assignment * Online quiz |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to calculate and interpret:*** | | | |
| 1. Crude mortality rate (crude death rate) | 3 | Pre reading  Face to face lecture | Practical assignment |
| 1. Cause-specific mortality rate | 3 | Pre reading  Face to face lecture | Practical assignment |
| 1. Age-specific mortality rate | 3 | Pre reading  Face to face lecture | Practical assignment |
| 1. Infant mortality rate | 3 | Pre reading  Face to face lecture | Practical assignment |
| 1. Neonatal mortality rate | 3 | Pre reading  Face to face lecture | Practical assignment |
| 1. Maternal mortality rate | 3 | Pre reading  Face to face lecture | Practical assignment |
| 1. Sex-specific mortality rate | 3 | Pre reading  Face to face lecture | Practical assignment |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 3 | | | |
| Purpose of the unit/week/section: | | | |
| To enable students to understand and calculate different measures of mortality | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this week you are required to read the article in the pre-reading section and completing the assignment in the link provided | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Dear students, please read [Principles of Epidemiology in Public Health Practice, Third Edition: An Introduction](https://www.cdc.gov/csels/dsepd/ss1978/SS1978.pdf), lesson three from page 3-16 to page 3-48 please put your concentration by making short notes on the following points:-   * Crude mortality rate (crude death rate) * Cause-specific mortality rate * Age-specific mortality rate * Infant mortality rate * Neonatal mortality rate * Maternal mortality rate * Sex-specific mortality rate | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| **Measurements of Mortality**  In this lecture, you will learn how to solve different questions and calculations on measures of morbidity.  Link to the lecture - [Measures of Mortality ppt](https://drive.google.com/file/d/1RtsaVtZ2l4BUla5yAxX8guN9Kt4-YknQ/view?usp=sharing) | | | |
| Online activity: | | Number of hours | 1 |
| What should students do? | **Individual Assignment**  Dear students,in this activity you will answer individual assignments which include questions that require you to calculate measures of morbidity you have studied in this week and upload your answer in the LMS not later than the indicated date | | |
| Where do they do it? | Online (Through LMS) | | |
| When should they do it? | By the end of the fourth week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| **Individual Assignment**  Please answer individual assignments which include questions that require you to calculate measures of morbidity you have studied in this week and upload your answer in the LMS not later than the indicated date  **Link to the Assignment:**  [Week 5 - Assignment.docx](https://drive.google.com/file/d/1IMuiqETIGQbuJwTMemITCGqAKbMyRZN_/view?usp=sharing) | | | |
| How does this section link to other sections of the module? | | | |
| This provides the base for upcoming topics | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008. 2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom. 3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004. 4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003. 5. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002. 6. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **5.** |
| Topic name: | EPIDEMIOLOGICAL STUDY DESIGNS | | |
| Aim of the topic: | To make students understand the different epidemiological study types and strengths and limitations for each. | | |
| This topic covers: | * Descriptive study designs (ecological and cross-sectional studies) * Analytic studies (case control, cohort and experimental studies) | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   * Understand the different epidemiological study types * Get to know what is involved in each type of study * Understand the strengths and Limitations of each study type | | |

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| Overview of student activity: | Online self-studies  Class discussion  Online quiz |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Understand the different epidemiological study types | 3 and 4 | Online self-studies  Class discussion | Online quiz |
| 1. Get to know what is involved in each type of study | 3 and 4 | Online self-studies  Class discussion | Online quiz |
| 1. Understand the strengths and Limitations of each study type | 3 and 4 | Online self-studies  Class discussion | Online quiz |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 3 and 4 | | | |
| Purpose of the unit/week/section: | | | |
| To provide overview of different epidemiological study designs | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students, this week you are going to study an overview of different epidemiological study designs  In epidemiology, researchers are interested in measuring or assessing the relationship of exposure with a disease or an outcome. As a first step, they define the hypothesis based on the research question and then decide which study design will suit that question. How the researcher conducts the investigation is directed by the chosen study design. | | | |
| Pre-topic activity: | | Number of hours | 3 |
| Follow this link [introduction to Epidemiology study designs](https://drive.google.com/file/d/1bGdUvNfIMe2McEn6JQqeUMjS_s_VELMZ/view?usp=sharing) in this link you are required to read the noted-on study designs:  The main focus is on the following study designs:   * Ecological * Cross section * Case control * Cohort and * Experimental studies   Your task is to make summary notes for each study design basing on the following:   * Types of study designs * Characteristics of the study design * Measure of effect or association * Strength and weakness of that particular study design | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| Dear students, in the class we are going to arrange into five group  **Group task:**  Each group will work on one study design in which you will prepare presentation basing on the notes created in the pre reading activity, the presentation will focus on the following:   * Types of study designs * Characteristics of the study design * Measure of effect or association * Strength and weakness of that particular study design   The presentation will include question from the instructor as well as your fellow students | | | |
| Online activity: | | Number of hours | 1 |
| What should students do? | Pre reading the article in the [introduction to Epidemiology study designs](https://drive.google.com/file/d/1bGdUvNfIMe2McEn6JQqeUMjS_s_VELMZ/view?usp=sharing) link and doing online quiz | | |
| Where do they do it? | On the LMS | | |
| When should they do it? | By the end of fifth week | | |
| E-moderator/tutor role | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| Follow the link to self-testing quiz  [study design quiz](https://drive.google.com/file/d/1zzP54UGzbgHzC4_X_6pviX4zqKn1wdX-/view?usp=sharing) | | | |
| How does this section link to other sections of the module? | | | |
| This provides the base for upcoming topics | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008.  2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom.  3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004.  4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003.  6. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002.  7. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussion, Chatting and Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with the Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disabilities. Also, through Centre for Digital Learning – CDL, where special content such as audio and recorded videos will made available |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. These can be in both Online and face to face. |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve module facilitation and designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **6** |
| Topic name: | Screening tests for disease | | |
| Aim of the topic: | To introduce the concepts of sensitivity, specificity and predictive value and how to calculate and apply in assessing the validity of screening test | | |
| This topic covers: | * Sensitivity * Specificity * Predictive value | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe the concept of specificity, sensitivity and predictive values 2. Calculate specificity, sensitivity and predictive values | | |

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| Overview of student activity: | Online self-studies  Practical assignment  Online quiz |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe the concept of specificity, sensitivity and predictive values | 6 | Online reading, Face to face lecture and class discussion | Practical assignment  Online quiz |
| 1. Calculate specificity, sensitivity and predictive values | 6 | Online reading, Face to face lecture and class discussion | Practical assignment  Online quiz |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
|  | | | |
| Purpose of the unit/week/section: | | | |
| To describe and calculate specificity, sensitivity and predictive values | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students, this week you are going to study the concept of screening tests for diseases in diagnosis and treatment. Hence you are going to study sensitivity, specificity and predictive value positive and negative | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Watch the video on this link [Screening in Epidemiology.... made easy !!!!](https://www.youtube.com/watch?v=cE5a8FGmTDM) On screening and screening tests make sure you take notes and understand the concept of screening test and how to calculate sensitivity, specificity and predictive values.  For further understanding go through the book link page 42 to page 48:  Conceptualize on the concept of sensitivity, specificity and predictive value positive and negative and how to calculate | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| We are going to have lecture on screening in class to have more understandings and to clear some misunderstandings when we meet face to face  Presentation link  [Screening for diseases](https://drive.google.com/file/d/1OK3YE0-HHsnHzN-KwM-FYEqj_LwNYype/view?usp=sharing) | | | |
| Online activity: | | Number of hours | 1 |
| What should students do? | Watch video in the pre reading section  And read book chapter and make notes on   * The meaning of sensitivity, specificity and predictive value positive and negative * Application of sensitivity, specificity and predictive value positive and negative * How to calculate sensitivity, specificity and predictive value positive and negative | | |
| Where do they do it? | Online (Through LMS) | | |
| When should they do it? | By the end of the seventh week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Attempt an Online Assignment  [SCREENING ASSIGMENT.docx](https://drive.google.com/file/d/1J48b150bfgkOpW4vrp4U-eTlygcONF36/view?usp=sharing) | | | |
| How does this section link to other sections of the module? | | | |
| This provides the base for upcoming topics | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008. 2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom. 3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004. 4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003. 5. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002. 6. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **8** |
| Topic name: | Rates and standardization of rates | | |
| Aim of the topic: | To describe, compare and calculate Standardized Death Rates (SDR) and Standardized Mortality Ratios (SMR) | | |
| This topic covers: | The concept of Direct standardization and Indirect standardization | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Calculate Standardized Death Rates (SDR) 2. Calculate Standardized Mortality Ratios (SMR) 3. Interpret SDR and SMR | | |

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| Overview of student activity: | Pre reading online  Class discussion  Online quiz |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Calculate Standardized Death Rates (SDR) | 3 and 5 | Pre reading online  Class discussion | Online assignment |
| 1. Calculate Standardized Mortality Ratios (SMR) | 3 and 5 | Pre reading online  Class discussion | Online assignment |
| 1. Interpret SDR and SMR | 3 and 5 | Pre reading online  Class discussion | Online assignment |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 3 and 5 | | | |
| Purpose of the unit/week/section: | | | |
| To describe, compare and calculate Standardized Death Rates (SDR) and Standardized Mortality Ratios (SMR) | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students, in this week you are going to study on standardized (adjusted) rates and how to calculate Standardized Death Rates (SDR) and Standardized Mortality Ratios (SMR) | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Dear students, you are provided with on STANDARDIZED RATES (DIRECT AND INDIRECT) , please watch and take notes on the concept of standardization and how to calculate SDR and SMR [Standardized death rates | Direct and Indirect Standardization - Epidemiology | Lecture 3 - PSM](https://www.youtube.com/watch?v=0cvQd6sdpgg&t=85s)  Book link [Epidemiology Lecture Notes](https://drive.google.com/file/d/1BIrrxh_YRHYSvvjotsOomm_uCxsvJfoc/view?usp=sharing) page 38 to page 41 | | | |
| Face to face time: *(if applicable)* | | Number of hours | 4 |
| Together in the class we are going to discuss the assignment in the link below  [practical assigment](https://drive.google.com/file/d/1bS4IqxmrfFovtFQA42xzw8ypgW2eTtaF/view?usp=sharing) | | | |
| Online activity: | | Number of hours | 1 |
| What should students do? | Watch video and read book chapter as indicated in the pre-reading activity  And answer the online assignment | | |
| Where do they do it? | Online (Through LMS) | | |
| When should they do it? | By the end of the eighth week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate the student participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| Online assignment on how to calculate SDR and SMR in the LMS  [Standardization Assigment.docx](https://drive.google.com/file/d/1nSXX8PFpJyrE8uWWBp8uwBsrbRsWKJP5/view?usp=sharing) | | | |
| How does this section link to other sections of the module? | | | |
| This provides the base for upcoming topics | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008. 2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom. 3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004. 4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003. 5. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002. 6. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve on module facilitation as well as in designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **9** |
| Topic name: | **SOURCES OF ERRORS AND BIASED IN EPIDEMIOLOGICAL STUDIES** | | |
| Aim of the topic: | To study the Sources of errors in epidemiological studies | | |
| This topic covers: | Systematic errors and random errors | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe and compare sources of errors in epidemiological studies 2. Describe how to control errors and bias in epidemiological studies | | |

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| Overview of student activity: | Online self-studies  Class discussion  Online quiz  Reflective journal |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe different sources of errors and bias in epidemiology | 5 | Online self-studies  Class discussion | Online Quiz, Reflective journal |
| 1. Describe how to control errors and bias in epidemiological studies | 5 | Online self-studies  Class discussion | Online Quiz, Reflective journal |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 5 | | | |
| Purpose of the unit/week/section: | | | |
| To describe the concept of sources of errors in epidemiological studies | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students, the interpretation of study findings or surveys is subject to debate, due to the possible errors in measurement that might influence the results. This section introduces you to various errors of measurement in epidemiological studies.  In this week student are going to study the sources of errors in epidemiological studies | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Please go through the presentation link provided  and take notes on sources of different errors in studies and how to control [ERRORS.pptx](https://drive.google.com/file/d/1w7-qnSwpUyN7MUTBdCBIOpt0aXaP2fXJ/view?usp=sharing)  for further understanding go through the free online link and read on the <https://www.healthknowledge.org.uk/e-learning/epidemiology/practitioners/chance-bias-confounding> | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| Class discussion on sources of errors  Discussion questions   * What are the main errors in epidemiology studies? * How to eliminate or minimize errors in epidemiology studies | | | |
| Online activity: | | Number of hours | 2 |
| What should students do? | Please read the in the presentation and the study link  You are required to take notes, understand and differentiate commonly used terminologies in epidemiology, such as chance, bias and confounding, and suggest measures to mitigate them. | | |
| Where do they do it? | Online LMS | | |
| When should they do it? | By the end of 9 week | | |
| E-moderator/tutor role | | | |
| To motivate the student participation in different activities.  To examine and analyse different comments.  To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Attempt the online quiz in the LMS on the sources of errors in epidemiological studies [WEEK 9 QUIZ.docx](https://drive.google.com/file/d/1YifptO6ilVPD-UD2wtacKT5efjRWph-u/view?usp=sharing)  Students also required to air their views in the reflective journal link below  [WEEK 9 REFLECTIVE JOURNAL.docx](https://drive.google.com/file/d/1JwdyQRIYZs3hkD3A9d9kAioDsWQOzzga/view?usp=sharing) | | | |
| How does this section link to other sections of the module? | | | |
| The topic in this unit is linked to previous content | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008. 2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom. 3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004. 4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003. 5. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002. 6. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve module facilitation and design the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **10** |
| Topic name: | **Sources and Uses of Epidemiological Data** | | |
| Aim of the topic: | To enable students Identify and how to collect different epidemiological information | | |
| This topic covers: | * Census * Vital statistics * Diseases control projects * Health surveys * IDSR | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Identify sources of epidemiological data 2. Collect data from different sources 3. How to use different sources of epidemiological data | | |

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| Overview of student activity: | Online reading, class discussion and online quiz |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify sources of epidemiological | 2. 5 | Online reading, class discussion | Discussion forum |
| 1. Collect sources of epidemiological | 2.5 | Online reading, class discussion | Discussion forum |
| 1. How to use different sources of epidemiological data | 2.5 | Online reading, class discussion | Discussion forum |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 2 and 5 | | | |
| Purpose of the unit/week/section: | | | |
| To enable students to Identify sources and how to collect different epidemiological information | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students, in this week, you are required to understand in detailed the meaning of the of following:   * Census * Vital statistics * Diseases control projects * Health surveys * IDSR | | | |
| Pre-topic activity: | | Number of hours | 2 |
| In this week you are required to read book chapter and take notes on how to collect and use different epidemiological data Please use the following book link [Lectures in epidemiology](https://drive.google.com/file/d/1m8cHEoEaZnKQBMsY0F8wE1Zk5IZnx-C_/view?usp=sharing) page 33 to page 37  Highlight different sources of data for use in epidemiological studies and outbreak investigations | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 |
| in class we are going to have lecture presentation  the link for the lecture is here  Presentation link [Sources of data in epidemiology](https://drive.google.com/file/d/1dB7PC1IHS0g1nDm3o3UJEQXrCRme6ucm/view?usp=sharing) | | | |
| Online activity: | | Number of hours | 2 |
| What should students do? | Online discussion forum;  [WEEK 10 DISCUSSION FORUM.docx](https://drive.google.com/file/d/1aIxSliGN3jARI8pXJ9ZhpA_pw3B6NguE/view?usp=sharing) | | |
| Where do they do it? | Online (Through LMS) | | |
| When should they do it? | By the end of the tenth week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Students should post on the LMS the answer to the following questions   1. State the different sources of health information. 2. What are the major sources of health information in Zanzibar? 3. Discuss the problems related to health service records as a source of health data. 4. If you want to know the number of people in your province who properly use latrines, which data collection method would be appropriate? | | | |
| How does this section link to other sections of the module? | | | |
| This unit is linked to the upcoming unit. | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008. 2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom. 3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004. 4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003. 5. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002. 6. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve module facilitation and design the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **11** |
| Topic name: | **OUTBREAK/EPIDEMIC INVESTIGATION AND MANAGEMENT** | | |
| Aim of the topic: | To enable students to conduct outbreak/epidemic investigation and management basing on the specified standard procedures | | |
| This topic covers: | * Types of epidemics * Steps in the investigation of epidemic * Management of epidemic | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Define the term epidemic, outbreak, endemic, and pandemic. 2. Identify types of epidemic 3. Describe the different steps in the investigation of epidemic 4. Discuss the management of epidemic | | |

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| Overview of student activity: | Online lecture  Practical field  Online assignment |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | | |
| Intended unit learning outcomes: | No of module-level outcome | | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | | |
| 1. Define epidemic outbreak, endemic, and pandemic | 7 | Online lecture | | Online assignment |
| 1. Identify types of epidemic | 7 | Online lecture | | Online assignment |
| 1. Describe the different steps in the investigation of epidemic | 7 | Online lecture | | Online assignment |
| 1. Discuss the management of epidemic | 7 | Online lecture | | Assignment |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 7 | | | |
| Purpose of the unit/week/section: | | | |
| To introduce the concept of how to conduct epidemic investigation | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students, this week you are going to study how to conduct epidemic investigations. In this topic you are going to learn ten crucial steps in outbreak investigation. | | | |
| Pre-topic activity: | | Number of hours | 1 |
| Dear students, before going to steps of epidemic investigation each student should study the introductory part of the topic from  [Epidemiology Lecture notes for Medical Students](https://drive.google.com/file/d/1HUg5YGU3zPbZC8DoLP5j5cA-vCepg9MT/view?usp=sharing) page 17 to page 22 and read this  book on [Principles of Epidemiology in Public Health Practice, Third Edition: An Introduction](https://www.cdc.gov/csels/dsepd/ss1978/SS1978.pdf) lesson six pages 6-1 to 6-8 . using those two links,Please take the key points on how to conduct outbreak investigation. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 4 |
| Dear students ,please watch the lecture video title (epidemic investigation) [Outbreak Investigation - a step by step approach](https://www.youtube.com/watch?v=kUlKRIMxpZQ&t=54s). In groups, we are going to discuss using practical examples of outbreaks on how to conduct outbreak investigation basing on 10 steps approach | | | |
| Online activity: | | Number of hours | 2 |
| What should students do? | Read book chapter and watch lecture video | | |
| Where do they do it? | Online (Through LMS) | | |
| When should they do it? | By the end of the eleventh week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate the students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| Online practical assignment on outbreak investigation in the LMS  [Outbreak investigation assigment.docx](https://drive.google.com/file/d/1zltbVexzVTOcqeqyFbpt0gpnCD-WjcE5/view?usp=sharing) | | | |
| How does this section link to other sections of the module? | | | |
| This section is the crucial for the designing public health survey in the coming lecture | | | |

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| = Total number of hours | 8 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008.  2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom.  3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004.  4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003.  6. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002.  7. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012  Additional Resources :   1. The Centers for Disease Control and Prevention (CDC) (http://www.cdc.gov/excite/classroom/outbreak/steps.htm ) 2. Nelson A: Embarking on an Outbreak Investigation. Focus on Epidemiology series, vol.1(3). http://nccphp.sph.unc.edu/focus/vol1/issue3/1-3Embarking\_issue.pdf 3. Torok M: Case Finding and Line Listing: A Guide for Investigators. Focus on Epidemiology series, vol. 1(4). http://nccphp.sph.unc.edu/focus/vol1/issue4/1-4CaseFinding\_issue.pdf 4. Nelson A and Bradley LN: Laboratory Diagnosis: Molecular Techniques. Focus on Epidemiology series, vol. 4(4). http://nccphp.sph.unc.edu/focus/vol4/issue4/4-4LabTechniques\_issue.pdf 5. Nelson A and Bradley LN: Laboratory Diagnosis: An Overview. Focus on Epidemiology series, vol. 4(3). http://nccphp.sph.unc.edu/focus/vol4/issue3/4-3LabOverview\_issue.pdf 6. Nelson A and Bradley LN: Laboratory Diagnosis in Outbreak Investigations. Focus on Epidemiology series, vol. 4(5). http://nccphp.sph.unc.edu/focus/vol4/issue5/4-5LabExamples\_issue.pdf 7. Torok M, Nelson A, and Bradley LN: Collecting Specimens in Outbreak Investigations. Focus on Epidemiology series, vol. 4(2). http://nccphp.sph.unc.edu/focus/vol4/issue2/4-2Specimen\_issue.pdf 8. Mejia GC: Hypothesis-generating Interviews. Focus on Epidemiology series, vol. 4(5). http://nccphp.sph.unc.edu/focus/vol2/issue1/2-1HypInterviews\_issue.pdf |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students expected to have many interactions including Forum Discussion, Chatting and even in Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disability, while in another side, through Centre for Digital Learning – CDL, special contents (such as with sound recorded and videos) will made available |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. And these can be in both ways (Online and face to face) |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve module facilitation and design the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **12 and 13** |
| Topic name: | Public Health Surveillance | | |
| Aim of the topic: | To introduce the concept public health surveillance and to impart knowledge on how to conduct surveillance | | |
| This topic covers: | Meaning of surveillance and how to conduct surveillance | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Define surveillance and the types of surveillance 2. Discuss the activities of surveillance 3. Identify public health important diseases that are under surveillance in Zanzibar | | |

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| Overview of student activity: | Online reading  Class discussion  Field visit |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Define surveillance and the types of surveillance | 7 | Online reading | Quiz |
| 1. Discuss the activities of surveillance | 7 | Class discussion | Assignment |
| 1. Identify public health important diseases that are under surveillance in Zanzibar | 7 | Field visit | Field report |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 7 | | | |
| Purpose of the unit/week/section: | | | |
| To introduce the concept of public health/ disease surveillance and how to conduct | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this week you are going to study on how to conduct public health/diseases surveillance based on WHO and National Guidelines.  please go through the link to get the Public Health Surveillance | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Dear students, each of you should watch lecture video links <https://www.youtube.com/watch?v=kATQimRXcs4&t=2116s> and <https://www.youtube.com/watch?v=3IpE8dE4cVc>  From these two videos please highlight the procedures of conducting public health surveillance base on WHO and country specific guideline | | | |
| Face to face time: *(if applicable)* | | Number of hours | 8 |
| Dear students, we are also going to have two days visit at the Epidemiology and Disease surveillance (ZEDS) Unit to learn more on how they work and how they conduct disease surveillance in Zanzibar  In our visit we are going to get to know how public health surveillance is conducted and highlight top ten diseases in Zanzibar and their statistical distribution  The information that we will obtain at the (ZEDS) Unit will guide you during the project task in the coming week i.e. week 14 and 15. Hence each of you must attend and pay attention to the instructor as well as the questions and answers that will be asked through the whole trip.  **Note**: Be attentive and ask as many questions as possible during the visit | | | |
| Online activity: | | Number of hours | 4 |
| What should students do? | From the trip at ZEDS unit, please prepare a brief report on what you have learned, regarding how to conduct disease surveillance in Zanzibar. Upload it in the LMS after the end of this week  Also comment on the LMS discussion forum (link to be provided) basing on the questions in this link: [REFLECTIVE JOURNAL.docx](https://drive.google.com/file/d/1SPof4v_GCzGhWlkelujbE8LYcml4OiUL/view?usp=sharing) | | |
| Where do they do it? | Online (Through LMS) | | |
| When should they do it? | By the end of the twelfth week of the semester | | |
| E-moderator/tutor role | | | |
| 1. To motivate students’ participation in different activities. 2. To examine and analyse different comments. 3. To provide feedback to some questions and inquiries raised by students | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| dear students please complete the following tasks as part of  Dear students, please answer the assignment in the link [Week 13 knowledge check](https://drive.google.com/file/d/18y86CK0YIpr9zHQNbVQae0FzkwfRfjEO/view?usp=sharing) | | | |
| How does this section link to other sections of the module? | | | |
| The topic in this unit is linked to previous content | | | |

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| = Total number of hours | 16 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Gordis L. Epidemiology (4th ed). Philadelphia: WB Saunders, 2008.  2. Stewart A. *Basic Statistics and Epidemiology, A practical guide*, 3rd edition, Radcliffe publishing Ltd. 2010, United Kingdom.  3. Woodward M. *Epidemiology: Study Design and Data Analysis (2nd ed).* Chapman and Hall/CRC, 2004.  4. Koepsell TD and Weiss NS. *Epidemiologic Methods: Studying the Occurrence of Illness.* New York: Oxford University Press, 2003.  6. Rothman KJ. *Epidemiology: An Introduction*. New York: Oxford University Press, 2002.  7. Webb P and Bain C. Essential Epidemiology: An Introduction for Students and Health Professionals. Cambridge University Press,2012 |
| How are students enabled to access the resources? |  |
| Where in this unit are students expected to work collaboratively? | Students are expected to have many interactions including Forum Discussion, Chatting and Text Messaging (SMS) |
| How has an inclusive approach been incorporated in this unit? | By collaborating with the Department of Inclusive Education under the School of Education, special materials also will be available to help all students with disabilities. Also, through Centre for Digital Learning – CDL, where special content such as audio and recorded videos will made available |
| How will feedback on the unit be obtained from students? | The feedback in each Unit will be obtained in different ways such as peer to peer feedback, teacher to students’ feedback. These can be in both Online and face to face. |
| How will student feedback be used to improve the unit? | The feedback obtained from students will be used to improve module facilitation and designation of the contents for current course and other related courses. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | Feedback will be provided at the end of each task assigned |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** | 1. **And 15** |
| Topic name: | EPIDEMIOLOGICAL ASPECTS OF MAJOR DISEASES IN TANZANIA-SMALL PROJECT | | |
| Aim of the topic: | To understand the Epidemiology and control of major diseases in Tanzania | | |
| This topic covers: | Epidemiology of the following diseases in Tanzania   * Diarrhoea Diseases * Tuberculosis * Leprosy * Malaria * Acute Respiratory Infections * Schistosomiasis * AIDS * Trypanosomiasis * Filariasis * Dental caries | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  1.Understand and write detailed Epidemiological report on the selected areas in Tanzania | | |

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| --- | --- | --- |
| Overview of student activity: | * Online reading * Epidemiological and Disease Surveillance unit visits * Report writing |  |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1.Understand and write detailed Epidemiological report on the selected areas in Tanzania | 7 | Online reading  Specific area visits  Report writing | Report writing and presentation |

|  |  |  |  |
| --- | --- | --- | --- |
| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 7 | | | |
| Purpose of the unit/week/section: | | | |
| To understand the Epidemiology and control of major diseases in Tanzania | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Dear students, in these two weeks 14 and 15 you are supposed to conduct small epidemiological project that will utilize the knowledge you gain throughout the course  Please open the link below for all instructions regarding what you are going to do in these two weeks. Please follow the link for details [week 14 and 15 Task Instructions.docx](https://drive.google.com/file/d/1ODL10PxZPUKLGwchJ98wK8CuOSfXalFe/view?usp=sharing) | | | |
| Pre-topic activity: | | Number of hours | 2 |
| Dear students, please search online materials on how to conduct mini-project and online data surveys. You can also refer to other students’ field reports from previous years available in the department office  Write your summary which will guide you in the upcoming task | | | |
| Face to face time: *(if applicable)* | | Number of hours | 11 |
| Dear students, in your initial week’s visit at the specified area as you will be arranged and indicated in the groups list, please use the instructions to achieve the objectives.  On the following week you are required to prepare and present a 15 minutes presentation in class regarding the mini-project you have done | | | |
| Online activity: | | Number of hours | 2 |
| What should students do? | Online reading and upon the end of week 15 upload project report | | |
| Where do they do it? | Online (Through LMS) | | |
| When should they do it? | By the end of fifteenth week | | |
| E-moderator/tutor role | | | |
|  | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| Report submission AS INDICATED IN THE DESCRIPTION  Seminar presentation assessment using the guided checklist | | | |
| How does this section link to other sections of the module? | | | |
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| = Total number of hours | 16 |

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