

Modules are a method of grouping course content. The most common types of modules are time-based (as shown below) or content-based.

The screenshot displays a course management interface for 'Module 8'. The module header is at the top, followed by a list of four items. Each item has a document icon, a title, a date and points value, a green checkmark, and a three-dot menu icon. The third item, 'M8 Outbreaks, Epidemics, and Pandemics Discussion', is highlighted in light blue.

Item	Date	Points	Status
M8 Introduction			Completed
M8 Learning Activities			Completed
M8 Outbreaks, Epidemics, and Pandemics Discussion	Mar 3, 2019	50 pts	Completed
M8 Case Study Paper	Mar 3, 2019	100 pts	Completed

Each piece of content in the course (all resources and assessments) have associated competencies. The competencies for this program are those required by the accrediting agency.

This is a graded discussion: 50 points possible

due Mar 3, 2019



## M8 Outbreaks, Epidemics, and Pandemics Discussion

CGHS Designers

Nov 8, 2018 at 8:49am



(50 points)

Assume you are the local public health authority. How would you explain to a member of the public the differences between a case, an outbreak, an epidemic, and a pandemic? Give examples of each of these. Take into consideration specific local factors, such as major international airports, travel policies, hospitals and major medical centers, etc. that might influence your community's exposure.

For this discussion:

- Initial post: 350 words
- 3 response posts: 250 words each

Competencies:

1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
4. Interpret results of data analysis for public health research, policy, or practice.
5. Select communication strategies for different audiences and sectors.
6. Communicate audience-appropriate public health content, both in writing and through oral presentation.

Learning Objective:

1. Explain the differences between cases, outbreaks, epidemics, and pandemics.

Core Professional Attributes:

1. ATSU: Social Responsibility
2. ATSU: Interprofessional Collaboration
3. ATSU: Interpersonal Skills
4. ATSU: Critical Thinking

All assessments have grading rubrics. Rubrics assist students in better understanding the requirements of the assessment. It also provides more consistent grading by faculty.

Criteria	Ratings				Pts
Explanation of the differences to a member of the general public	<b>10.0 to &gt;8.99 pts</b> <b>A</b> Student provides a clear and complete explanation of the differences in a way that a member of the public could easily understand.	<b>8.99 to &gt;7.99 pts</b> <b>B</b> Student provides an explanation of the differences in a way that some members of the public could understand; this explanation could use some editing to make it more clear to a general audience.	<b>7.99 to &gt;6.99 pts</b> <b>C</b> Student provides an explanation of the differences, but this explanation would not be easily understood by most members of the general public.	<b>6.99 to &gt;0 pts</b> <b>F</b> Student fails to provide an explanation of the differences, or the explanation provided is not easily understood by the general public.	10.0 pts
Appropriate examples provided for case, outbreak, epidemic, and pandemic	<b>15.0 to &gt;13.48 pts</b> <b>A</b> Student gives clear and complete examples for all levels of disease occurrence.	<b>13.48 to &gt;11.98 pts</b> <b>B</b> Student gives clear and complete examples for most of the levels of disease occurrence; the example(s) for one of the levels could be a bit more clear.	<b>11.98 to &gt;10.48 pts</b> <b>C</b> Student gives examples of some of the levels of disease occurrence; or the examples are not the best for providing understanding of the levels.	<b>10.48 to &gt;0 pts</b> <b>F</b> Student fails to give examples for most or all of the levels of disease occurrence; or the examples given are not accurate.	15.0 pts
Considerations of local factors that could have an impact on community exposure	<b>5.0 to &gt;4.49 pts</b> <b>A</b> Student provides clear insight into local factors that could have an impact on community exposure.	<b>4.49 to &gt;3.99 pts</b> <b>B</b> Student provides some insight into local factors that could have an impact on community exposure.	<b>3.99 to &gt;3.49 pts</b> <b>C</b> Student provides brief insight into local factors that could have an impact on community exposure.	<b>3.49 to &gt;0 pts</b> <b>F</b> Student fails to provide any insight into local factors that could have an impact on community exposure; or the insight provided is not relative.	5.0 pts
Response posts	<b>10.0 to &gt;8.99 pts</b> <b>A</b> Response posts offer insight and assistance in a practical and thoughtful manner.	<b>8.99 to &gt;7.99 pts</b> <b>B</b> Response posts offer some insight and/or helpful assistance.	<b>7.99 to &gt;6.99 pts</b> <b>C</b> Response posts offer only the briefest insight or assistance.	<b>6.99 to &gt;0 pts</b> <b>F</b> Response posts do not offer insight or assistance.	10.0 pts
Academic writing	<b>5.0 to &gt;4.49 pts</b> <b>A</b> No composition or APA errors; cites and references sources correctly.	<b>4.49 to &gt;3.99 pts</b> <b>B</b> 1-2 composition and/or APA errors; cites and references sources correctly.	<b>3.99 to &gt;3.49 pts</b> <b>C</b> 3-6 composition and/or APA errors; may cite and reference sources incorrectly.	<b>3.49 to &gt;0 pts</b> <b>F</b> More than 6 composition and/or APA errors.	5.0 pts
Participation	<b>5.0 to &gt;4.49 pts</b> <b>A</b> Initial posting by Wednesday deadline; more than 3 quality responses; posts on at least 3 different days.	<b>4.49 to &gt;3.99 pts</b> <b>B</b> Initial posting by Wednesday deadline; posts at least 3 responses; posts on at least 3 different days.	<b>3.99 to &gt;3.49 pts</b> <b>C</b> Initial posting by Wednesday deadline; posts fewer than 3 responses and/or most posts are on Sunday.	<b>3.49 to &gt;0 pts</b> <b>F</b> Initial posting is late; posts fewer than 3 times and/or most posts are on Sunday.	5.0 pts
Total Points: 50.0					