

Proposed Course Titles:

1. Assessing Myths, Fears and Realities of Health Care and Infectious Disease Reporting.
2. The Research/Reporting Gap, Fear Itself.
3. Assessing Health Care Reporting.
4. Revealing the Facts and Fantasies Embedded in Health Care and Infectious Disease Reports.

Course Goals:

This seminar has been developed to provide timely health care information and to permit discussions on issues relevant to personal and public health problems. The goals of the seminar are to challenge students' critical analysis (thinking) of recently published articles in popular and scientific news media that pertain to health care issues and infectious human diseases, including the etiologic agents of these diseases, such as bird flu, Ebola, SARS, and others.

Brief Description of Course Content:

Each week, all students will be assigned the same article to read outside of class. The article will come from a newspaper, scientific journal (essay), news magazine, or the Internet (blogs included). In addition, instructors will provide students with a list of objectives to help them focus on important learning issues. Students will be encouraged to share their thoughts and information about the learning issues with other students by posting their findings on Carmen.

Some of the objectives and some of the issues in the article will not be apparent after reading the article and, therefore, these must be clarified by the students, individually, by research before the next class meeting. Students and/or student groups will be assigned specific learning issues that to discuss in front of the class the following week. In addition, each week one student will be assigned to deliver a 5 minute overview of the paper and to list the issues that are raised in the article.

The students will be asked to defend their point(s) of view (pros and cons) by using information they obtained from their assigned reading(s) and from information obtained by readings outside the article. Any new source of information that is used to defend a student's point of view (pro or con) must be provided by the student.

During the discussion, the instructors will quietly list on the board, for all to see, new issues that arise and issues that were not settled (clarified) during the students' discussions. The students will then be asked, as a class, to select which of the issues on the list they think are important and need further clarification after class. All issues agreed upon by the students will be addressed (researched), independently, after class and will be recorded, by each student, by writing a short description of each issue. The written descriptions will then be turned in at the next class meeting for review and grading by the instructors.

Distribution of Meeting Times:

The class will meet once a week for 1 hour during the quarter.

Suggested Topics:

Week 1: Orientation, course overview, grading process, and discussion of assignments.

Week 2: **Topic:** Science and ethics: What leads some scientists to cheat and lie?  
Fraudulent Medical Reports (Stem cells, anti-inflammatory medications, oral cancer studies, etc.)

**Readings:**

- “Lessons of the Stem Cell Scandal”. Science **311**:614-615, Feb. 3, 2006.
- “Fraud Upends Oral Cancer Field, casting Doubt on Prevention Trial”. Science **311**:448, Jan. 27, 2006.
- “What’s Worse: Faking a Memoir or a Medical Study?” SEEDMAGAZINE.COM, Feb. 3, 2006.

Week 3: **Topic:** Health risks associated with drug abuse and body piercing.

**Readings:**

- “Teen pays dearly for pierced ear”, The Columbus Dispatch, .....

Week 4: **Topic:** Pros and cons of rapid HIV testing.

**Readings:**

- “Diagnostic assays for HIV-1 infection”. Medical Laboratory Observer, pages 12-22, July 2004.

Week 5: **Topic:** Health risks associated with improperly procured human tissues or improperly utilized products (Cardinal Health care detergent substituted with hydraulic fluid; chemicals – C-8, the chemical used in Teflon® is found in body tissue and body tissues in people throughout the USA; improperly procured human tissue from the deceased for medical use in humans, etc.)

**Readings:**

- Hydraulic fluid used to wash surgical instruments (“Cardinal objects to suit filed in North Carolina”. The Columbus Dispatch, July 20, 2005).
- “Ohioans found full of C8 near DuPont plant”. The Columbus Dispatch, July 28, 2005.
- Human Body Chop Shops, “Biomed company accused of stealing body parts”, USA Today, Friday, February 24, 2006.

Week 6: Mid-term examination – basic information related to infectious disease and health care

Week 7: **Topic:** Professional responsibilities and ethics relating to health care issues (Plan B and emergency contraceptives)

**Readings:**

- “Lack of access to contraceptive angers health experts”. The Columbus Dispatch, December 14, 2005 (Plan B pill).

Week 8: **Topic:** Barrier protections for preventing infections (masks, gowns, condoms). Should “safe sex” be considered a myth or reality?

**Readings:**

- “AIDS weapon: tolerance”. The Columbus Dispatch Letters to the Editor, April 9, 2005.
- “Unsafe Sex Common in Patients with Resistant HIV”. J. Acquir. Immune Defic. Syndr. 40:463-471, 2005.

Week 9: **Topic:** Vaccines for the prevention of cervical cancer

**Readings:**

- “Vaccine may prevent cervical cancer”. The Columbus Dispatch, October 7, 2005
- “Human papillomavirus vaccine as a new way of preventing cervical cancer: a dream or the future?” Euro. Soc. of Med. Oncol. 15:197-200, 2004.

- “Transmission of High-Risk Human Papillomavirus (HPV) between Parents and Infant: A Prospective Study of HPV in Families in Finland”. J. Clin. Microbiol. 43(1):376-381, 2005.

Week 10: **Topic:** Herbal remedies and the prevention of respiratory infections

**Readings:**

- “Ginseng might help prevent repeated colds”. Consumer Reports on Health, February 2006.

Week 11: Final examination – Basic information related to infectious diseases and health care.

Grade Assessment Information:

Students will have an opportunity to establish and build critical skills for evaluating reports relating to health care. For student assessment, a mid-term and final examination will be given with the examinations designed to test basic information acquired on infectious agents, infectious diseases and health care. Testing basic facts will provide an objective and fair approach for student evaluation. Objective testing renders an atmosphere where a significant level of achievement is expected, which translates into greater commitment, more involvement, and enhanced effort of preparation and study.

Required Textbook and/or Reading List:

There will be no textbook. A tentative reading list is provided above.

Academic Misconduct and Disability Services Statements:

(<http://artsandsciences.osu.edu/index.cfm?ID=currofc/faculty.cfm>)

Sample syllabi can be found at (<http://freshmanseminars.osu.edu>)