




MEMORANDUM

TO: Health Care Colleges Council

FROM: William Pfeifle, MBA, EdD 
Associate Dean for Academic Affairs

SUBJECT: Course Change Proposal – CPH 605 Epidemiology

DATE: September 15, 2011

The College of Public Health wishes to add distance learning approval to CPH 605 Epidemiology. **Please note we are requesting provisional approval for Spring 2012.**

The course syllabus was developed according to the University Senate Syllabus Guidelines and the Distance Learning Considerations.

This proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to the College of Public Health established bylaws.

Please feel free to contact me if you require additional information.

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

| | | | | | |
|--|---|--|--|--|--------------------|
| 1. General Information | | | | | |
| a. | Submitted by the College of: | Public Health | Today's Date: | 25 August 2011 | |
| b. | Department/Division: | Epidemiology | | | |
| c. | Is there a change in "ownership" of the course? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | | |
| | If YES, what college/department will offer the course instead? | | | | |
| d. | What type of change is being proposed? | <input type="checkbox"/> Major | <input checked="" type="checkbox"/> Minor ¹ | | |
| e. | Contact Person Name: | Steven Fleming | Email: | Stflem2@uky.edu | Phone: 218-2229 |
| f. | Requested Effective Date: | <input type="checkbox"/> Semester Following Approval | OR | <input checked="" type="checkbox"/> Specific Term ² : Spring 2012 | |
| 2. Designation and Description of Proposed Course | | | | | |
| a. | Current Prefix and Number: | CPH 605 | Proposed Prefix & Number: | same | |
| b. | Full Title: | Epidemiology | Proposed Title: | same | |
| c. | Current Transcript Title (if full title is more than 40 characters): | | | | same |
| c. | <i>Proposed Transcript Title</i> (if full title is more than 40 characters): | | | | same |
| d. | Current Cross-listing: | <input checked="" type="checkbox"/> N/A | OR | Currently Cross-listed with (Prefix & Number): N/A | |
| | <i>Proposed - <input type="checkbox"/> ADD Cross-listing (Prefix & Number):</i> | | | | |
| | <i>Proposed - <input type="checkbox"/> Remove^{3,4} Cross-listing (Prefix & Number):</i> | | | | |
| e. | Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting and pattern type. | | | | |
| Current: | 45 Lecture | Laboratory ⁵ | Recitation | Discussion | Indep. Study |
| | Clinical | Colloquium | Practicum | Research | Residency |
| | Seminar | Studio | Other – Please explain: | | |
| Proposed: | 45 Lecture | Laboratory | Recitation | Discussion | Indep. Study |
| | Clinical | Colloquium | Practicum | Research | Residency |
| | Seminar | Studio | Other – Please explain: | | Distance Education |
| f. | Current Grading System: | <input type="checkbox"/> Letter (A, B, C, etc.) | | <input type="checkbox"/> Pass/Fail | |
| | <i>Proposed Grading System:</i> | <input type="checkbox"/> Letter (A, B, C, etc.) | | <input type="checkbox"/> Pass/Fail | |
| g. | Current number of credit hours: | 3 | Proposed number of credit hours: | 3 | |

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approval are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1)

COURSE CHANGE FORM

| | | | |
|-----------|---|--|---|
| h. | Currently, is this course repeatable for additional credit? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | <i>Proposed to be repeatable for additional credit?</i> | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | <i>If YES:</i> | <i>Maximum number of credit hours:</i> | |
| | <i>If YES:</i> | <i>Will this course allow multiple registrations during the same semester?</i> | |
| | | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| i. | Current Course Description for Bulletin: | | |
| | In this course students are taught the principles and methods of epidemiologic investigations, research methodology, and statistical integration. Major topics include etiologic factors of disease and injury, the distribution of health problems within populations, levels of prevention, and the concept of risk. The design of retrospective, cross-sectional and prospective studies are examined to illustrate odds ratio, relative risk, life tables, and person-years. Students are required to complete and submit a research proposal, present a topic paper, and serve as a co-facilitator for an article discussion | | |
| | <i>Proposed Course Description for Bulletin:</i> | | |
| | <i>In this course students are taught the principles and methods of epidemiologic investigations, research methodology, and statistical integration. Major topics include etiologic factors of disease and injury, the distribution of health problems within populations, levels of prevention, and the concept of risk. The design of retrospective, cross-sectional and prospective studies are examined to illustrate odds ratio, relative risk, life tables, and person-years.</i> | | |
| j. | Current Prerequisites, if any: | none | |
| | <i>Proposed Prerequisites, if any:</i> | none | |
| k. | Current Distance Learning (DL) Status: | <input type="checkbox"/> N/A | <input type="checkbox"/> Already approved for DL* |
| | | <input checked="" type="checkbox"/> Please Add ⁶ | <input type="checkbox"/> Please Drop |
| | *If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery. | | |
| l. | Current Supplementary Teaching Component, if any: | <input type="checkbox"/> Community-Based Experience | <input type="checkbox"/> Service Learning <input type="checkbox"/> Both |
| | <i>Current Supplementary Teaching Component, if any:</i> | <input type="checkbox"/> Community-Based Experience | <input type="checkbox"/> Service Learning <input type="checkbox"/> Both |
| 3. | Currently, is this course taught off campus? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | <i>Proposed to be taught off campus?</i> | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| 4. | Are significant changes in content/teaching objectives of the course being proposed? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | If YES, explain and offer brief rationale: | | |
| | | | |
| 5. | Course Relationship to Program(s) | | |
| a. | Are there other departments and/or programs that could be affected by the proposed change? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | If YES, identify the departments and/or programs: | | |
| | | | |
| b. | Will modifying this course result in a new requirement⁷ for ANY program? | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> |
| | If YES ⁷ , list the program(s) here: | | |
| | | | |
| 6. | Information to be Placed on Syllabus. | | |
| a. | <input type="checkbox"/> Check box if Changed to 400G or 500 | If <u>changed to</u> 400G-or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4) | |

⁶You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

To Be Added by Academic Affairs prior to submission to HCCC

General Information:





Course Prefix and Number: CPH 605 Epidemiology

Proposal Contact Person Name: Steve Fleming Phone: 218-2229 Email: Stflem2@uky.edu
Becki Flanagan Phone: 218-2092 Email: becki@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|----------------------------|---------------|---|---|
| Department of Epidemiology | 8-24-2011 | Wayne Sanderson/218-2330/wsa223@uky.edu |  |
| Academic Affairs Committee | 9-6-2011 | Mark Swanson/218-2060/mark.swanson@uky.edu |  |
| Faculty Council | 9-13-2011 | Graham Rowles/218-0145/growl2@email.uky.edu |  |
| Academic Dean | 9-15-2011 | William Pfeifle/218-2054/pfeifle@uky.edu |  |

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ⁶ |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council | | | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges, Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal education process in which the majority of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

| | |
|--|--|
| Course Number and Prefix: CPH 605 | Date: August 8, 2011 |
| Instructor Name: Steven T. Fleming | Instructor email: stflem2@uky.ed |
| Check the method below that best reflects how the majority of the course content will be delivered | |
| Internet/Web-based <input type="checkbox"/> | Interactive Video <input type="checkbox"/> |
| Hybrid <input checked="" type="checkbox"/> | |

Curriculum and Instruction

| | |
|----|--|
| 1. | <p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>In this hybrid course students will meet five times per semester in person, and will participate in BlackBoard discussions and interactive online learning experiences. The syllabus conforms to Senate guidelines.</p> |
| 2. | <p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Textbooks, course goals, and assessments of students are identical to the experience in a traditional course. Students have the opportunity to interact with fellow students on a monthly basis.</p> |
| 3. | <p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites, academic offense policy, etc.</p> <p>Students are required to login to BlackBoard for all course materials. Cheating and plagiarism policies are stated on the syllabus.</p> |
| 4. | <p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, what percentage and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p> |

Distance Learning Form

| | |
|--|--|
| 5. | <p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students taking this course via distance learning have access to the same services as students in a traditional classroom setting. They are given access to library services, CELT, and all course materials on BlackBoard. In addition, faculty are available by phone, email, or in person for consultation. Students are also given contact information for the BlackBoard help desk and CELT support services.</p> |
| <i>Library and Learning Resources</i> | |
| 6. | <p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Course requirements make it mandatory for students to use BlackBoard for electronic discussions, problem sets, course documents, and submission of assignments to successfully complete this course.</p> |
| 7. | <p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>All students are provided with a LinkBlue account which is used to connect to critical campus resources, such as email, online library services, and BlackBoard.</p> |
| <i>Student Services</i> | |
| 8. | <p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> |
| 9. | <p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using the technology.</p> |

University of Kentucky College of Public Health
CPH-605-002: Introduction to Epidemiology
Winter 2012

Course Access/Class Time and Location:

This is an online course. To access the course visit <http://elearning.uky.edu> and login to Blackboard with your **LINK BLUE** username and password.

Instructor: Steven Fleming, PhD

Office phone: 859-218-2229

Office address: 121 Washington Avenue, Room 213C

UK e-mail address: My e-mail address is stflem2@uky.edu. This is the best way to contact me. Please use the **Send Email** option in Blackboard. This tool automatically puts the course number in the subject line. This will help facilitate a quicker response from me.

Course Developer: Steven Fleming

Virtual Office Hours

Generally, the fastest way to contact me is through email. I will respond within **24 hours**. For face-to-face, telephone, or SKYPE appointments: please e-mail me to set up a meeting time.

Course Description:

This course describes the concepts and principles of epidemiology, which is the distribution and determinants of disease in human populations. The purpose is to describe epidemiology as a set of tools for clinical or managerial decision-making. The course includes discussions of the theory and methods of epidemiology, including key concepts such as incidence, prevalence, mortality, morbidity, risk, exposure and the interaction of agent, host, environment across the constructs of time, person, and place. The course also expostulates the basic types of epidemiologic investigation (retrospective and prospective observational studies and experimental designs) and distinctive features/problems associated with these designs such as relative risk, odds ratio, sensitivity, specificity, and various types of bias.

Student Learning Outcomes:

In relationship to the MPH degree, this course contributes toward fulfillment of the following terminal objectives for students concentrating in epidemiology.

1. Explain the purposes and applications of epidemiology.
2. Search and/or critically review the epidemiology literature.
3. Identify and use appropriate epidemiology study designs & principles.
4. Collect and manage data for investigating epidemiology issues
5. Analyze epidemiological data using appropriate statistical methods.
6. Interpret and clearly communicate findings.
7. Assess the ethical issues that confront epidemiology and appropriately address these issues.
8. Integrate principles of epidemiology into the practice of public health.

In relationship to the Dr.P.H. degree, this course contributes toward fulfillment of the following terminal objectives for students concentrating in epidemiology.

1. Explain and apply the principles and methods of epidemiology in a wide variety of clinical, community, environmental and public health situations.
2. Search, critically review, and synthesize and interpret the epidemiologic and public health literature to impact public health policy.
3. Identify and employ appropriate epidemiologic study designs to develop fundable epidemiologic and public health programs.
4. Direct the collection, compilation, and management of epidemiologic data for surveillance and investigation of epidemiologic issues.
5. Direct the analysis of epidemiologic data using advanced statistical methods.
6. Interpret and clearly communicate complicated epidemiological findings to collaborators, legislators, administrators, and the public to effect public health policy.
7. Summarize and assess ethical issues that confront epidemiology and public health and integrate appropriate strategies to resolve those issues.
8. Effectively lead, educate, and mentor students, coalitions, clinicians, legislators, administrators, public health practitioners, and other persons to utilize epidemiological data, methods and findings to impact public health and public health practice.

Course Goals/Objectives:

After completion of this course in Introduction to Epidemiology the student will be able to:

1. Explain the purpose and application of epidemiology, and differentiate between a clinical and an epidemiological approach to disease and prevention.
2. Identify the contributions of biology, statistics, demography, and sociology as they relate to the science of epidemiology.
3. Demonstrate an understanding of how data are collected, grouped and analyzed in epidemiologic studies, including the incidence and prevalence of disease and mortality rate standardization.
4. Identify and use appropriate epidemiological principles and study designs in the interpretation of epidemiologic investigations and in the formulation of epidemiologic research questions.
 5. Differentiate between the following study designs in terms of validity, cost, bias, advantages and disadvantages. (a) cross-sectional studies; (b) ecologic studies (c) case-control; (d) cohort; (e) randomized clinical trials; and (f) community trials.
6. Identify sources of confounding, bias, and effect modification in epidemiological studies
7. Assess the ethical issues and procedures that are confronted in the conduct of epidemiologic studies

This course relates directly to the accomplishment of the educational program goals for the M.P.H. and Dr.P.H. degrees. The MPH goal and objectives are described in the Student Handbook which students received upon enrollment into the MPH degree program. Similarly, the Dr.P.H. goal and objectives are described in the Student Handbook which students receive

upon enrollment into the Dr.P.H. degree program. Please reference the appropriate educational program goals throughout the semester, as they will provide a framework for this course and as such will contribute to your preparation for successfully completing other degree program requirements (e.g., capstone, practicum, and Dr.P.H. comprehensive examination).

Required Course Readings/Viewing Materials:

Required Text:

Gordis L, Epidemiology (4th Edition). Philadelphia: W.B. Saunders Company, 2009.

Other Recommended (reference) epidemiology books:

- 1) Rothman, KJ. Epidemiology: An Introduction. New York: Oxford UP, 2002
- 2) Last, JM ed. A Dictionary of Epidemiology (4th Ed.). New York: Oxford UP, 2001.
- 3) Aschengrau, A. & Seage GR. Essentials of Epidemiology in Public Health. Sudbury: Jones and Bartlett Publishers, 2003.
- 4) Timmreck TC, An Introduction to Epidemiology (3rd Ed.). Boston: Jones and Bartlett, 2002.
- 5) Garrett, Laurie, The Coming Plague, New York: Penguin Books, 1995.

Books may be purchased from the following stores.

- Kennedy Bookstore, 405 S. Limestone, (859) 252-0331
Or go to the website: <http://www.kennedys.com>
- Wildcat Text Books, 563 S. Limestone, (859) 225-7771
or go to the website: <http://www.wildcattext.com>
- UK Bookstore 106 Student Center Annex, (859) 859-218-22276304
or go to the website: <http://www.uk.bkstr.com>

You can also purchase textbooks through any of the Internet bookstores, but you will need to rush shipping for them because you will need the book when classes begin.

Additional readings (articles, book chapters, news media, films, videos, etc) will be required as well, but will be made available through E-reserves through the UK library, the UK full text online articles services, through the course content section of Blackboard, and through Internet sources. Specific texts are listed in the reading / assignment schedule.

Minimum Technology Requirements:

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the **minimum hardware, software and browser requirements**:<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>
2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.

3. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.

4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.

5. To download **Windows Media Player**, click this link:
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

Bb 101 for First-Time Online Students

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

Grading:

| | |
|------------------------|--------------------|
| Midterm Exam | 30% |
| Final Exam | 30% |
| Problem Sets (8 total) | 40% (5% each) |
| | Total: 100% |

Final grades will be assigned as follows:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

E/Fail = 59% and below

You can review your scores by going to **MY GRADES** in Blackboard (click on TOOLS first).

All assignments must be submitted online. Assignments sent via e-mail will not be accepted/graded. If you have problems submitting an assignment, it is your responsibility to let your instructor know. Written assignments **MUST** be submitted as Microsoft Word files unless otherwise noted. All filenames should use only alpha-numeric characters (a-z, 0-9) before the file extension (example .doc or .docx). Example: SamAdamsEssay2.doc . Blackboard does not accept file names with characters like !@#\$.

Examination Information:

The midterm and final examinations will be given during the face-to-face sessions.

Policy on Academic Accommodations:

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html>. The center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation which details the recommended accommodations. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-218-22272754). Contact the DRC Director Jake Karnes 859.257.2754 or jkarnes@email.uky.edu.

Attendance

All course materials are online and it is YOUR responsibility to access material in a timely manner. To help keep you on track I have provided a Course Schedule that you should follow. The schedule is at the end of this syllabus and also in the **UNITS** tab on Blackboard. You are expected to spend a minimum of 5 hours per week working with the course material (including reading, writing, interacting with other students in the course, etc).

Excused Absence/ Make-up opportunities

Late assignments will be accepted only in the event of documented excused inability/absences as defined by **University Senate Rules V, 2.4.2**. Problems associated with your computer, procrastination, or forgetfulness are not acceptable excuses for late submission of assignments. It is YOUR responsibility to make sure that you access and submit assignments on time. **Note:** Once the deadline for submission has passed, these assignments will no longer be accessible on Blackboard.

Academic Integrity, Cheating and Plagiarism

PLAGIARISM and CHEATING are serious academic offenses.

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding cheating.

"Cheating is defined by its general usage. It includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade."

The following is an excerpt taken from the "Students Rights and Responsibilities Handbook, University of Kentucky" regarding plagiarism.

"All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression."

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism."

Plagiarism includes reproducing someone else's work..... If the words of someone else are used, the student MUST put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic."

Charges of an academic offense will be made against any student that cheats or commits plagiarism. Penalties for such an offense will be assessed according to University Regulations

regarding Academic Offenses. The most severe penalties include suspension or dismissal from the University. **I have a zero-tolerance policy regarding academic offenses.**

NOTE* In addition to the circumstances listed above, the following activities are considered evidence of cheating:

- 1) Any talking to another student during an examination.
- 2) Looking at another students' work during an examination, or allowing another student to look at your work.
- 3) Collaborating with another student on an examination and/or submitting an assignment that is similar in wording or sentence construction to the work of another student in the class, unless the assignment has been identified as a group assignment.

Distance Learning Library Services

(<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian, Email: dlservice@email.uky.edu
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)

Appropriate Online Behavior:

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).

Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

Course Schedule/Outline:

All course assignments are due by 5:00 PM Eastern Time on Friday.

| Week/Module | Topic | Readings | Assignments |
|--------------------|--|---------------------|--------------------|
| One | <ul style="list-style-type: none">● Description of the course● Introduction and overview● Terms and definitions● Objectives of epidemiology● Epidemiologic approach● Prevention | Gordis Chapter 1 | |
| Two | History of epidemiology <ul style="list-style-type: none">● Hippocrates● John Snow● Edward Jenner● James Lind● Benjamin Jesty● Typhoid Mary● Tuskegee Syphilis Study● Framingham Study | Gordis Chapter 2 | |
| Three | Disease transmission <ul style="list-style-type: none">● Modes of transmission● Clinical/subclinical disease● Endemic/epidemic/pandemic● Disease outbreaks● Herd immunity● Incubation period● Outbreak investigation | Gordis Chapter 2 | |
| Four | Measures I <ul style="list-style-type: none">● Morbidity● Incidence● Prevalence● Measures of association● Measures of impact | Gordis Chapter 3 | Problem Set #1 due |
| Five | Measures II <ul style="list-style-type: none">● Kinds of mortality rates● Direct Standardization● indirect Standardization | Gordis Chapter 4 | Problem Set #2 due |
| Six | Diagnostic and Screening Tests <ul style="list-style-type: none">● Sensitivity● Specificity● Predictive Value● Two-stage testing● Simultaneous testing | Gordis Chapter 5,18 | Problem Set #3 due |
| Seven | Review and Study for Mid-term | Gordis Chapter 18 | Mid-term Exam |
| Eight | Overview of study design and causal inferences <ul style="list-style-type: none">● Association and causality● necessary/sufficient conditions● Causality guidelines | Gordis Chapter 14 | |

| | | | |
|----------|---|-------------------------|--------------------|
| | <ul style="list-style-type: none"> ● Simultaneous testing | | |
| Nine | Cohort studies <ul style="list-style-type: none"> ● Design of cohort studies ● Types of cohort studies ● Relative risk ● Risk difference ● Attributable risk ● Risk difference | Gordis Chapter 9,11,12 | Problem Set #4 due |
| Ten | Case-Control Studies <ul style="list-style-type: none"> ● Design of case-control studies ● Selection of cases and controls ● Types of controls ● Odds ratio ● Case-cohort study ● Nested case-control | Gordis Chapter 10,11,13 | Problem Set #5 due |
| Eleven | Cross Sectional and Ecological Studies <ul style="list-style-type: none"> ● Design of these studies ● Measures of comparison ● Ecologic fallacy | Gordis Chapters 10-13 | Problem Set #6 due |
| Twelve | Randomized Controlled Trials <ul style="list-style-type: none"> ● Selection of subjects ● Randomization ● Masking/blinding ● Cross-over ● Factorial design | Gordis Chapters 7,8 | Problem Set #7 due |
| Thirteen | Bias/ Confounding and Effect Modification <ul style="list-style-type: none"> ● Confounding ● Selection bias ● Misclassification bias ● Effect modification | Gordis Chapter 15 | Problem Set #8 due |
| Fourteen | Review and study for Final | | Final Exam |

**The course instructor remains the right to modify or adapt this outline to meet the needs of the class. Adequate notice will be given of any change.*

Topic Outline for Class Meeting Dates:

| Month | Day | Date | Topic |
|-------|----------|---------|---|
| One | Thursday | 1/12/12 | Descriptive epidemiology I <ul style="list-style-type: none">• Introduction• Disease transmission• Measures of frequency: Incidence and prevalence• Measures of association: ratio and difference• Measures of impact |
| Two | Thursday | 2/9/12 | Descriptive epidemiology II and measuring morbidity <ul style="list-style-type: none">• Direct and indirect standardization of mortality rates• Diagnostic and screening tests |
| Three | Thursday | 3/8/12 | Mid-term exam, overview of study design <ul style="list-style-type: none">• Bradford-Hill Criteria for Causality• Overview of study designs |
| Four | Thursday | 4/5/12 | Studies designs and Bias <ul style="list-style-type: none">• Case-Control, cohort, randomized controlled trial, cross-sectional, and ecologic studies• Selection, misclassification bias, and other biases• Confounding and effect modification |
| Five | Thursday | 4/26/12 | Review for final and Final Exam. |

The lecture schedule is subject to change. Students will be given notice in the event that a change needs to be made to the schedule