UNIVERSITY OF KENTUCKY

New Course Report

4/22/2013 9:45:33 AM

RECEIVED
APR 18 2013
OFFICE OF THE SENATE COUNCIL

1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

Date Submitted: 4/22/2013

1b. Department/Division: Dept Of Epidemiology

1c. Contact Person

Name: Becki Flanagan

Email: becki@uky.edu

Phone: 218-2092

Responsible Faculty ID (if different from Contact)

Name: Wayne Sanderson

Email: wayne.sanderson@uky.edu

Phone: 218-2227

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Nat/Math/Phys Sci

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CPH 310

2c. Full Title: Disease Detectives: Epidemiology in Action

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: This course will outline the history of epidemiology as a science and examine its wide-ranging contributions to the fields of public health, medicine, and the social sciences. This course will focus on epidemiological methods to investigate health outcomes and identify associated and causative factors of disease in populations.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 100

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.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?

2.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.

3.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.

4.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?

If yes, which percentage, and which program(s)?

5.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?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.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 Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|WSA223|Wayne Sanderson|Dept approval for ZCOURSE_NEW CPH 310|20121126

SIGNATURE|BECKI|Rebecca L Flanagan|College approval for ZCOURSE_NEW CPH 310|20121126

SIGNATURE|JDLIND2|Jim D Lindsay|HCCC approval for ZCOURSE_NEW CPH 310|20121126

SIGNATURE|JDLIND2|Jim D Lindsay|Subworkflow for GenEd Expert review|20121219

SIGNATURE|REBEAT1|Ruth E Beattie|UKCEC Expert review ZCOURSE_NEW CPH 310|20121219

SIGNATURE|REBEAT1|Ruth E Beattie|UKCore approval for ZCOURSE_NEW CPH 310|20130416

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW CPH 310|20130416

e

Courses | Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate F

Open in full window to print or save

Attachments:

Browse... Upload File

	ID	Attachment
Delete	997	CPH 310 Natural Physical Mathematical Sciences For
Delete	1579	CPH310_DiseaseDetectivesSyllabusNew.docx
Delete	1580	Homework Assignment 6_310-001TestingEpidemiologicH

First 1 2 Last

Select saved project to retrieve... Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: PUBLIC HEALTH Today's Date: 4/22/2013

b. * Department/Division: Dept Of Epidemiology

c.
* Contact Person Name: Becki Flanagan Email: becki@uky.edu Phone: 218-2092
* Responsible Faculty ID (if different from Contact) Wayne Sanderson Email: wayne.sanderson@uky.e Phone: 218-2227

d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year[1]

e.
Should this course be a UK Core Course? ◉ Yes ○ No
If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☑ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? ○ Yes[4] ◉ No

b. * Prefix and Number: CPH 310

c. * Full Title: Disease Detectives: Epidemiology in Action

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed[2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

45 Lecture	Laboratory[1]	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other	If Other, Please explain:		

g. * Identify a grading system: ◉ Letter (A, B, C, etc.) ○ Pass/Fail

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? ◉ Yes ○ No
If YES: Maximum number of credit hours: 6
If YES: Will this course allow multiple registrations during the same semester? ○ Yes ◉ No

j. * Course Description for Bulletin:

This course will outline the history of epidemiology as a science and examine its wide-ranging contributions to the fields of public health, medicine, and the social sciences. This course will focus on epidemiological methods to investigate health outcomes and identify associated and causative factors of disease in populations.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus? ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): ☑ Fall ☑ Spring ☐ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 100

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? ○ Yes ◉ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ◉ Yes ○ No

If YES, explain:

This course addresses educational needs for pre-professional students in medicine, pharmacy, nursing, health sciences, as well as biology and chemistry majors.

8. * Check the category most applicable to this course:

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement [5] for ANY program? ○ Yes ◉ No

If YES [5], list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? ○ Yes ◉ No
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☐ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl **10.a** above) are attached.

☑ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
☑ The chair of the cross-listing department must sign off on the Signature Routing Log.
☑ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
☑ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
☑ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes Delete Form Data and Attachments

Course Review Form
Inquiry in the Natural/Mathematical/Physical Sciences

Reviewer Recommendation	
Accept ☐	Revisions Needed ☐

Course: CPH 310

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☒ Course activities that enable students to demonstrate an understanding of methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.

Example(s) from syllabus:
Students learn the basic epidemiology study designs with an understanding of the the strengths and limitations of each design.

Brief Description:
This course includes lectures on the basic epidemiology study designs and exercises and problem sets on each of the study designs. The exercises include evaluations of when the study designs are appropriate to evaluate associations between certain risk factors and disease outcomes. Students also evaluate the designs of studies presented in the peer-reviewed literature.

☒ Course activities that enable students to demonstrate an understanding of the fundamental principles in a branch of science.

Example(s) from syllabus:
Students learn the use of epidemiology in guiding basic science and medical research, and public health policy decisions.

Brief Description:
The students study examples of how epidemiologically discovered associations between risk factors and disease are used to initiate and guide further mechanistic studies in toxicology and clinical impact in medical testing and evaluation. They also study how the epidemiological results have been used to influence public health policy and evaluate the impact of policy changes.

☒ Course activities that enable students to demonstrate the application of fundamental principles to interpret and make predictions in that branch of science.

Example(s) from syllabus:
Students use surveillance, toxicology, and medical data to generate hypotheses for conducting epidemiological research studies.

Brief Description:
The scientific literature is explored on a variety of topics. The students conduct homework exercises in which they must read the literature on specific public health topics to formulate hypotheses which could be investigated by epidemiological studies to evaluate the association between exposures and disease outcomes.

☒ Course activities that enable students to demonstrate their ability to discuss how at least one scientific discovery changed the way scientists understand the world.

Example(s) from syllabus:
Students learn the historical contributions of epidemiology in identifying the causes of disease and effectiveness of prevention efforts.

Brief Description:
Numerous examples of how epidemiological studies have been used to help determine the causes of disease and ways to prevent their occurrence are provided throughout the course. Examples include the investigations of John Snow to control cholera in England, the effectiveness of vacinnations to prevent infectious disease and eradicate smallpox, and how smoking cessation has led to reductions in the incidence of lung cancer.

☒ Course activities that enable students to demonstrate their ability to discuss the interaction of science with society.

Example(s) from syllabus:
Students evaluate diagnostic or screening test performance and describe the efficacy of the tests in deterimining disease status and discuss the ethical concerns of conducting population-based epidemiology studies.

Brief Description:
Students evaluate the liteature on medical screening tests and discuss their value in preventing disease and death. Examples include evaluation of mammography to prevent death from breast cancer, monitoring of cholesterol and blood pressure to prevent cardiovascular disease, and psychological testing to prevent suicide. Students will also discuss the ethical problems of gathering and presenting sensitive data, such as information on child and spousal abuse, and assigning patients to control and intervention groups in drug trials.

☒ A hands-on student project is required. This project enables students to demonstrate their ability to conduct a scientific project using scientific methods that include design, data collection, analysis, summary of the results, conclusions, alternative approaches, and future studies. Describe the required student product (paper/ laboratory report) based on the hands-on project.
Students learn how to calculate proportions, rates, rate ratios, and odds ratios, rate differences, and attributable risk to numercially express the distribution and differences of disease across populations. Students answer five problem sets for grading. The problem sets integrate the concepts across several lectures requiring students to carry out complex calculations, present analytical results, and interpret study findings.

☒ Course activities that demonstrate the integration of information literacy into the course.

Example(s) from syllabus:
Students use epidemiological literature to assess whether associations between risk factors and disease are causal.

Brief Description:
The students are required to read numerous research articles on a variety to topics and to provide a summary assessment of whether there is sufficient evidence to argue whether specific risk factors cause disease. For example, students will investigate evidence that cell phones cause brain cancer, human papilloma virus causes cervical cancer, fluoridation of water prevents dental caries, and childhood vaccinations cause autism.

Reviewer's Comments

CPH 310

Disease Detectives: Epidemiology in Action

Syllabus

&

Schedule

University of Kentucky

College of Public Health

University of Kentucky
College of Public Health

Title:	**Disease Detectives: Epidemiology in Action**
Course Number:	**CPH 310—Section 001**
Time:	Tuesdays and Thursdays, 8:00-9:15am
Credit:	3 Semester Hours
Class Location:	Room 207, College of Public Health Building 111 Washington Avenue http://ukcc.uky.edu/cgi-bin/dynamo?maps.391+campus+0003
Faculty:	Wayne T. Sanderson, PhD, CIH—Course Director College of Public Health 111 Washington Avenue; Suite 213B Telephone: (859) 218-2227 E-mail: wayne.sanderson@uky.edu Office Hours: by appointment http://www.mc.uky.edu/publichealth/waynesanderson.html W. Jay Christian, MPH, PhD candidate—Course Coordinator College of Public Health 111 Washington Avenue, Suite 211B Telephone: (859) 218-2016 E-mail: jay.christian@uky.edu Office Hours: Mondays 3-4pm, or by appointment http://geography.as.uky.edu/users/wjchri2

Course Description:

This course will outline the history of epidemiology as a science and examine its wide-ranging contributions to the fields of public health, medicine, and the social sciences. This course will focus on epidemiological methods to investigate health outcomes and identify associated and causative factors of disease in populations.

Prerequisites:

There are no prerequisites for this course. This course is intended as an undergraduate course. It is designed for students interested in a wide-variety of disciplines, but especially students interested in public health and other related health professions such as medicine, dentistry, nursing, and pharmacy. Students in the biological sciences or other basic science disciplines can greatly benefit from this course.

Course Objectives:

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

1. Describe the historical contributions of epidemiology in identifying the causes of disease and effectiveness of prevention efforts.
2. Calculate proportions, rates, rate ratios, odds ratios, rate differences, and attributable risk to numerically express the distribution and differences of disease across populations.
3. Use surveillance, toxicology, and medical data to generate hypotheses for conducting epidemiological research studies.
4. Describe basic epidemiological study designs with an understanding of the strengths and limitations of each design.
5. Evaluate diagnostic or screening test performance and describe the efficacy of the tests in determining disease status.
6. Identify potential sources of confounding and bias in epidemiological studies and describe how to assess their effect on study results.
7. Use the epidemiological literature to assess whether associations between risk factors and disease are causal.
8. Discuss the ethical concerns of conducting population-based epidemiological studies.
9. Understand the use epidemiology in guiding basic science, medical, and public health policy decisions.

Course Structure:

The course will consist of lectures by Department of Epidemiology faculty, discussion sessions, problem solving, and self-study. The course will be enhanced by an online component in Blackboard which will provide resources for accessing class materials, including assignments and readings. Students will be required to complete six homework assignments (50 points each = 300 points total). There will also be a midterm examination (100 points) and a final examination (100 points). Total course points = 500.

Course Materials:

Course handouts, articles, and lecture notes will be distributed via Blackboard. There is one required text for the course: ***Basic epidemiology***, by Bonita, Beaglehole, and Kjellström, 2nd edition, published by the World Health Organization. A print version of this book is available from online vendors, including Amazon.com and Barnesandnoble.com. A free e-book/PDF version is available from the WHO Library website (http://apps.who.int/iris/bitstream/10665/43541/1/9241547073_eng.pdf).

Required Textbook:

Bonita R, Beaglehole R, Kjellström T. *Basic epidemiology*. 2nd edition, 2006. World Health Organization, Geneva, Switzerland.

Required Readings (other than text):

Required readings from journal articles, manuscripts, and other documents may be assigned by instructors or guest lecturers. These supplemental materials will be posted on Blackboard. Students are responsible for obtaining these readings and reviewing the materials prior to class.

Course Competencies:

The following competencies will be developed through successful completion of this course.

1. Explain the science underlying the concepts of human health and disease and the basic approaches to health promotion and disease prevention.
2. Describe risk factors for diseases and how these diseases affect both personal and population health.
3. Identify the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.
4. Discuss the role of gender, race, ethnicity, and other demographics in affecting population health.
5. Describe how epidemiology and surveillance are used to safeguard the population's health.
6. Conduct literature searches and prepare written papers on a health issues using a variety of resources; include references on current public health issues and potential interventions to reduce injury and disease.
7. Assess the source and quality of health data, as related to individual and community health.
8. Appreciate the multiple determinants of health, including sociological, economic, genetic, behavioral, environmental, and other factors that impact human health and health disparities.
9. Analyze ethical concerns and conflicts of interest that arise in the field of public health.

Student Learning Outcomes:

Upon completing this course, the student will be able to:

- Identify major developments and milestones in the history of public health and epidemiology
- Calculate measures of disease in populations, including both crude and age-standardized incidence, prevalence, and mortality rates
- Identify and describe major epidemiologic study designs
- Interpret the results of some common statistical tests used in epidemiologic studies
- Critically assess the evidence for disease causation in epidemiologic studies

Reading Discussion and Class Participation:

Students enrolled in the class are expected to participate in discussions during class meetings. This requires that he/she is well prepared, having read the assigned literature and completed homework assignments or other activities for generating discussion. Short ungraded assignments will be distributed via Blackboard for most class meetings.

Classroom Behavior and Civility

When in class, students are generally expected to refrain from using portable electronics such as mobile phones, digital music players, cameras, or similar devices. Tablet and laptop computers are acceptable for taking notes, but should not be used for other purposes unless indicated by the instructor. Mobile phones should be silenced or set to vibrate.

During class discussions, students are expected to be respectful of others. This especially includes other students and instructors, regardless of whether they are present, but also extends to those from other religious, political, cultural, or social groups.

Evaluation:

Students' grades will be determined based on six problem sets, a midterm exam, and a final exam. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm). Midterm grades will be calculated based on point totals from the first three problem sets and the midterm exam. Final grades will be calculated based on point totals from all problem sets and exams. Midterm and final letter grades will be assigned on a percentage basis (as given below) for the student's total score as a percentage of the total number of points possible for the course.

Assignments and Tests	Points
Problem Set 1	50
Problem Set 2	50
Problem Set 3	50
Midterm Examination	100
Problem Set 4	50
Problem Set 5	50
Problem Set 6	50
Final Examination	100
TOTAL	**500**

Grade	%
A	90-100
B	80-89
C	70-79
D	60-69
F	< 60

Problem Sets:

The problem set assignments involve applied computations relevant to epidemiologic study design and short answers of conceptual questions on epidemiology. The final problem set (#6) is a research project in which students will be provided two databases from which to formulate hypotheses that may be tested using epidemiologic methods learned during the semester. One database is from the Kentucky Cancer Registry (KCR). This database may be used to test the associations between cancer rates and various risk factors. The second database is from the National Health and Nutrition Examination Survey which may be used to test associations between selected chronic diseases and various risk factors. The report must include a description of the study design, methods used to collect the data, analytical tests, and a presentation of the results and interpretation of the findings. The discussion should include an argument for the reasons you may have obtained the observed results, the limitations of the study and how future studies could be designed to better test your hypothesis.

The assignments must be completed and handed in on the due date. The due date for the assignments is listed in the syllabus schedule, as well as on the assignment itself and on Blackboard. The assignments must be a student's own work (i.e., each student must turn in a completed assignment).

Guidelines for the Use of Blackboard as a Supplement to the Course:

Blackboard 7 is comprehensive and flexible e-learning software platform that delivers a course management system for online learning at the University of Kentucky. The system can be accessed via the internet at the following website (http://elearning.uky.edu/). During the beginning weeks of the course, students can obtain a user name and password for accessing the course materials related to CPH 310. These materials include copies of the syllabus and assignments, access to electronic datasets, and other readings and course materials. In addition, Blackboard provides access to websites related to the content of the course.

The Blackboard environment will permit students to discuss problems and assignments with each other and will allow the instructor to make general announcements to the class through the announcements frame or the e-mail facility. It is recommended that you check in at Blackboard at least once early in the week prior to class for any announcements relevant to the upcoming class.

Policy on Absences and Late Submittal of Work:

Students are expected to attend all classes. Attendance does not serve as a criterion for a grade in the course, but examinations may include materials not covered in the texts, readings, or problem sets.

Students are expected to take the examinations or turn in exams on the day scheduled in the syllabus. Students who cannot take the examination on the scheduled day must have an excused absence (illness of student or family member, death of family member, university sponsored trip, etc.) as defined in the *Student Rights and Responsibilities* handbook. Students should inform the faculty in advance of the examination if a problem exists with respect to taking the exam on the designated day. Students will be given the opportunity to make up missed work or exams in the event of excused absences. Students are entitled to excused absences for the purpose of observing their major religious holidays. With permission from the instructor, students will not be penalized for turning in work late.

Incomplete or "I" grades:

It is at the discretion of the faculty member to assign an 'I' grade at the students request. The student and faculty should agree on (1) what is needed to complete the course requirements to be assigned a final letter grade, and (2) faculty and student should agree on the time frame to complete this work. Please be aware that the faculty ARE NOT REQUIRED to give the student the entire 12 month period

to complete the work. In fact, for this course, it is assumed that any necessary extensions needed to complete the work will be short and essentially equivalent to the amount of time that the student could not work on the assignments due to illness, family emergency, or other circumstances. The faculty member would work with the student in developing a time frame which is appropriate for the situation and manageable for both the faculty and student schedules. This will be agreed to in writing by both the student and faculty. Students are strongly encouraged to complete all assignments in the given semester as the policy to assign an "I" is at the discretion of the faculty member and will only be applied when circumstances are warranted.

Academic Honesty:

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism.
Source: http://www.uky.edu/Ombud/Plagiarism.pdf
Policy: http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php

It is expected that all work submitted for a grade in the course be the work of the individual student. Students are allowed and encouraged to collaborate on assigned problem sets for the course but must submit their own work. Students are encouraged to review sections 6.3.1 on plagiarism and 6.3.2 on cheating in the *Student Rights and Responsibilities* handbook.

Accommodations:

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/). If you have not already done so, please register with the Disability Resource Center for the coordination of campus disability services.

Religious Observances:

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement weather:

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The severe weather policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-5684.

Class Schedule—Spring 2013

Date	Topic	Lecturer	Assignment
Thu 1/10	What is Epidemiology—History	Sanderson	Chapter 1
Tue 1/15	Measuring Disease: Proportions, Ratios, & Rates, Incidence and Prevalence	Christian	Chapter 2
Thu 1/17	Measuring Disease: Morbidity and Mortality Statistics, Comparing Disease Occurrence	Christian	Chapter 2
Tue 1/22	Study Design: Ecologic and Cross-sectional Studies	Christian	Chapter 3
Thu 1/24	Study Design: Case-Control Studies	Christian	Ch. 3, **PS1 due**
Tue 1/29	Study Design: Cohort Studies	Christian	Chapter 3
Thu 1/31	Randomized Controlled Trials	VanMeter	Chapter 3
Tue 2/5	Basic Statistics—Presentation of Data and Summary Measures	Christian	Chapter 4
Thu 2/7	Basic Biostatistical Tests—Error, the P-Value, and Power	Sanderson	Ch. 4, **PS2 due**
Tue 2/12	Error and Bias in Epidemiological Studies	Sanderson	Chapter 3
Thu 2/14	Confounding and Effect Modification	Sanderson	Chapter 3
Tue 2/19	Causation in Epidemiology	Christian	Chapter 5
Thu 2/21	Chronic Diseases: Evaluation and Prevention	Christian	Ch. 6, **PS3 due**
Tue 2/26	Communicable Diseases: Infectious Agents	Sanderson	Chapter 7
Thu 2/28	MIDTERM EXAM		
Tue 3/5	Investigating an Infectious Disease Outbreak	Sanderson	Chapter 7
Thu 3/7	Screening Tests	Kantor	Chapter 8
Tue 3/12	SPRING BREAK – NO CLASS		
Thu 3/14			
Tue 3/19	Social & Behavioral Epidemiology	Christian	
Thu 3/21	Genetic Epidemiology	Christian	**PS4 due**
Tue 3/26	Cancer Epidemiology	Tucker	
Thu 3/28	Environmental and Occupational Epidemiology	Hopenhayn	Chapter 9
Tue 4/2	Injury Epidemiology	Christian	
Thu 4/4	Surveillance and Epidemiology Databases	Christian	
Tue 4/9	Epidemiology & Public Health Policy	Sanderson	Ch. 10, **PS5 due**
Thu 4/11	Putting Epidemiology into Practice	Sanderson	Chapter 11
Tue 4/16	Epidemiology in the Legal System and the Media	Costich	
Thu 4/18	Ethics in Human Research	Chesnut	
Tue 4/23	Practice MCAT-style Questions	Sanderson	**PS6 due**
Thu 4/25	Review	Christian	
Fri 5/3	FINAL EXAM (CPH 207—10:30am-12:30pm)		