

UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET

Proposal Title: Minor Course Change Proposal – CPH 614 Managerial Epidemiology
(Add Distance Learning Format)

Proposal Contact: Dr. Steven Fleming
121 Washington Avenue, Room 213
218-2020 or via email at stflem2@uky.edu.

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed By	Contact person	Consequences of Review	Date of Proposal Review	Review Summary Attached?
Department of Epidemiology	Glyn Caldwell, Chair	Approved	8-5-09	Yes
Academic Affairs Committee	James Holsinger, Chair	Approved	9-1-09	Yes
Faculty Council	Graham Rowles, Chair	Approved	9-8-09	Yes
Office of Academic Affairs	Linda Alexander, Associate Dean	Approved	9-21-09	Yes



UNIVERSITY OF KENTUCKY

Dream · Challenge · Succeed

COLLEGE OF PUBLIC HEALTH

M E M O R A N D U M

TO: Health Care Colleges Council

FROM: Linda A. Alexander, EdD
Associate Dean for Academic Affairs

SUBJECT: Minor Course Change Proposal - CPH 614

DATE: September 21, 2009

It is the intention of the College of Public Health to offer CPH 614 Managerial Epidemiology in a distance learning format in addition to the traditional face-to-face classroom format.

The proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the instructor, Dr. Steven Fleming, at 218-2020 or via email at stflem2@uky.edu.



UNIVERSITY OF KENTUCKY

Dream · Challenge · Succeed

COLLEGE OF PUBLIC HEALTH

M E M O R A N D U M

TO: Linda Alexander, EdD
Associate Dean for Academic Affairs

FROM: Graham D. Rowles, PhD
Chair, Faculty Council

SUBJECT: Approval – Course Change Proposal for CPH 614

DATE: September 8, 2009

At its meeting today, the Faculty Council approved the following course change proposal:

CPH 614 Managerial Epidemiology (Minor change for distance learning)

This is now ready to proceed to the next stage of the approval process. Please do not hesitate to contact me if you need additional information or clarification.

MEMO

DATE: September 1, 2009

TO: Associate Dean for Academic Affairs

FROM: Chair, Academic Affairs Committee

SUBJECT: Course Approval

The Academic Affairs Committee approved the request for a minor course change to add a section for distance learning to CPH 614 Managerial Epidemiology.

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Public Health Date: August 5, 2009
Department/Division offering course: Epidemiology

2. What type of change is being proposed? Major Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council. If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

3. Current Distance Learning (DL) status: N/A Already approved for DL[†] Please Add Please Drop
If ADDING, check one of the methods below that reflects how the majority of the course content will be delivered.
Internet/Web-based Interactive Video Extended Campus

[†]If already approved for DL, a new Distance Learning Form must be submitted with this form unless the department affirms (by checking this box) that the proposed course changes will not affect DL delivery.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

4. Current prefix & number: CPH 614 Proposed prefix & number: _____

5. Current Title Managerial Epidemiology

Proposed Title[†] _____

[†]If title is longer than 24 characters, offer a sensible title of 24 characters or less: _____

6. Current number of credit hours: 3 Proposed number of credit hours: _____

7. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

8. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

9. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

10. Requested effective date (term/year): Spring / 2010

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

11. Supplementary teaching component: N/A Community-Based Experience Service Learning Both
Proposed supplementary teaching component: Community-Based Experience Service Learning Both

12. Cross-listing: N/A or _____ / _____
Current Prefix & Number printed name Current Cross-listing Department Chair signature

a. *Proposed – REMOVE current cross-listing:* _____ / _____
printed name Current Cross-listing Department Chair signature

b. *Proposed – ADD cross-listing:* _____ / _____
Prefix & Number printed name Proposed Cross-listing Department Chair signature

13. Current prerequisites:
CPH 601

Proposed prerequisites:

Enrollment in a Public Health degree program and CPH 605, or consent of instructor

14. Current Bulletin description:

This course applies and integrates the principles and tools of epidemiology to the decision-making process in health care management. Prereq: Enrollment in a Public Health degree program and CPH 605/PM 620 or consent of instructor.

Proposed Bulletin description:

This course applies and integrates the principles and tools of epidemiology to the decision-making process in health care management. Prereq: Enrollment in a Public Health degree program and CPH 605, or consent of instructor.

15. What has prompted this change?

Requesting approval to offer via distance learning and correcting prerequisite information.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

none

17. Please list any other department that could be affected by the proposed change:

none

18. Will changing this course change the degree requirements for ANY program on campus? YES NO

If YES[‡], list below the programs that require this course:

[‡]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

19. Is this course currently included in the University Studies Program? Yes No

20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Steven T. Fleming, PhD Phone: 218-2229 Email: stflem2@uky.edu

22. Signatures to report approvals:

8-5-09
DATE of Approval by
Department Faculty

Glyn Caldwell Glyn G. Caldwell
printed name Reported by Department Chair signature

9-8-09
DATE of Approval by College
Faculty

Linda Alexander Linda Alexander
printed name Reported by College Dean signature

*DATE of Approval by
Undergraduate Council

Jasmine Blackwell 2010.02.01
printed name Reported by Graduate Council Chair signature
14:25:11 -05'00'

*DATE of Approval by Graduate
Council

11/17/09
*DATE of Approval by Health
Care Colleges Council (HCCC)

Heidi Anderson Heidi Anderson
printed name Reported by Health Care Colleges Council Chair signature

*DATE of Approval by Senate
Council

Reported by Office of the Senate Council

*DATE of Approval by the
University Senate

Reported by the Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
 - * Based in part on that Senate Rule 3.1.0 does not break its series definition into "600 series" and "700 series" (as the Rule does for the lower course levels) the SREC interprets that for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

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 educational process in which the majority of the 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: CPH614	Date: 3 August 2009
Instructor Name: Steven T. Fleming	Instructor Email: stflem2@uky.edu

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>Students will meet 4 times per semester in person, and will also participate in Blackboard discussions and interactive learning experiences. 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, and presentations are the same as they would be in a traditional course.</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, which 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>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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 DL have access to the same services as students in a traditional classroom setting. They are given access to library services, TASC, and all course materials on Blackboard. In addition, faculty are available by phone, email, or in person for consultation above the course. Students are also given contact information for the Blackboard help desk and TASC 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 require students to use Blackboard for electronic discussions as well as course documents, and for submission of assignments.</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 given a UK email address which is also used as their login to Blackboard. This is the only resource they are required to use. If students need to use university computer facilities, this login will work as well.</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> <p>The syllabus lists contact information for the instructor, TASC, and the IT Service Center, so the student has three places to go for help.</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"/></p> <p>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 said technology.</p>
	<p>Does the syllabus contain all the required components, below? yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

	<ul style="list-style-type: none"> ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
10.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	<p>Instructor Name: _____</p> <p style="text-align: right;">Instructor Signature: _____</p>

Course Syllabus

Title: Managerial Epidemiology

Course Number: CPH 614

Time: Saturdays
8:00-11 50 am

Dates: 8/25, 9/8, 10/13, 11/10, 12/8

Class Location: 501C College of Nursing, Health Sciences Learning Center

Faculty: Steven T. Fleming, PhD
College of Public Health
Department of Epidemiology
Phone: 218-2229
Office Hours: Friday 2-4 PM and by appointment

Course Description

This course applies and integrates the principles and tools of epidemiology to the decision-making in a health care environment. It is intended for epidemiologists, managers, and clinical nurse executives and leaders who want to understand the value of epidemiology and population-based health care to the process of rational decision-making. The course builds upon fundamental epidemiologic principles and theory, with specific applications to nursing and public health services.

Credit: 3 semester hours

Course Goals

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

1. Summarize the basic principles of descriptive epidemiology with specific application to health care delivery settings
2. Critically evaluate the factors that influence the health status of populations served.
3. Demonstrate the application of epidemiologic concepts and theory to health care planning, quality assurance, quality management, infection control.
4. Discuss the central role of epidemiology in evidence-based medicine and clinical decision making

5. Discuss the application of epidemiologic principles to financial and economic decision-making, including cost-effectiveness analysis
6. Distinguish among study designs in terms of causal inference and sources of bias

Relationship to Public Health Degree Program Goal(s) and Objectives

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).

Relationship Of This Course To Epidemiology Concentration Area Terminal Objectives

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. Analyze epidemiological data using appropriate statistical methods.
5. Interpret and clearly communicate findings.
6. Assess the ethical issues that confront epidemiology and appropriately address these issues.
7. 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 analysis of epidemiologic data using advanced statistical methods.
5. Interpret and clearly communicate complicated epidemiological findings to collaborators, legislators, administrators, and the public to effect public health policy.
6. Summarize and assess ethical issues that confront epidemiology and public health and integrate appropriate strategies to resolve those issues.
7. 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 Structure:

The course will consist of seminar/discussion classes, lectures, case studies, web-based learning, 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.

Course Materials:

A course packet, including the syllabus, will be distributed on the first day of class to all students who are officially enrolled in the course.

There is one required text for the class and several recommended texts (see below). The texts for the course may be purchased at the Medical Center bookstore or the Kennedy Bookstore (405 S. Limestone). Additional reading materials will either be on reserve in the College of Medicine library or available through Blackboard.

Required Textbooks:

1. Fleming ST (2008). Managerial Epidemiology. Health Administration Press, 2nd Edition
DRAFT – available at Johnny Print, 547 S. Limestone, Lexington, KY, 254-6139

Recommended (optional) Textbooks:

1. Armenian, Haroutune K and Shapiro, Sam (1998). Epidemiology and Health Services. Oxford University Press.
2. Dever GEA (2005). Managerial Epidemiology: Practice, Methods, and Concepts. Jones and Bartlett Publishers.
3. Oleske, Denise M. (2001). Epidemiology and the Delivery of Health Care Services: Methods and Applications. Second Edition. Kluwer Academic / Plenum Publishers.
4. Petitti, Diana B. (1994). Meta-Analysis, Decision Analysis, and Cost Effectiveness Analysis: Methods for Quantitative Synthesis in Medicine. Oxford University Press.
5. Gordis L. (2004) Epidemiology. Third Edition. Elvisier Saunders.

Required Readings (other than text):

Required readings from journal articles, manuscripts, and other documents are listed in the daily assignments. Almost all of the journal articles are available on-line as Full-Text E-journals at the medical library www.mc.uky.edu/medlibrary/resources/ejournals/. Students are responsible for securing their own copies of the readings and reviewing the material prior to the class or discussions, which may be developed on Blackboard.

Evaluation:

Assignments and Projects	Points
Case Studies (2)	40
Class participation, discussion, e-mail threads	20
Take home final examination	40
TOTAL	100

Letter grades for the course 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. The results are expected to be approximately as follows:

Grade	%
A	90-100
B	80-89
C	65-79
E	< 65

Case Studies and Assignments:

The case studies are due on the dates indicated below, and involve applied problems related to the course. The assignments must be completed and submitted electronically to the instructor. You can send the assignments by e-mail as an attachment in MS Word format.

There are 2 case studies for the course, and each will be worth 20 points. Each study should contain 2 -3 paragraphs or more of introductory material, perhaps including some data, followed by tables or graphs to interpret, followed by specific questions, followed by detailed answers. The first “short” case study is due on October 13, 2007 and should relate to descriptive epidemiology, health care planning, or quality measurement. The “short” case study should be approximately 2 -4 pages, double-spaced, 1 inch margins, 12 point Times-Roman font. Case Studies 2.5 or 7.1 in the text are examples of the “short” case study. The long case study is due on November 26, 2007, and should relate to cost-effectiveness or clinical decision-making, or study designs. The “long” case study should be approximately 8 – 10 pages, double-spaced, 1 inch margins, 12 point Times-Roman font. Case Studies 2.5 or 7.1 in the text are examples of the “long” case study. The “long” case study should not only be longer in length but more “challenging” intellectually. It may, for example, involve obtaining outside data, as was the case when I wrote Case Study 4.2. The “long” case study may include elements from the first half of the semester, for example combining quality measurement with clinical decision-making, or planning with cost-effectiveness analysis. The “long” case study could ideally combine study designs with either cost-effectiveness analysis or clinical decision-making within the context of a specific managerial activity such as quality control or planning. Descriptive epidemiology should be integrated into both case studies.

Distributed Learning and the Use of Blackboard as a Supplement to the Course:

This course is a distributed learning course. This means that fewer in-class meetings are scheduled (approximately one per month) and that a greater portion of the interaction and work of the class will occur "on-line" through the use of the world wide web. Blackboard 9 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 interact at the following website (<http://ecourses.uky.edu>).

Since the class only meets about once per month, 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. In addition, you will need to be able to submit assignments (weekly case studies) to the *instructor* through Blackboard. **It is recommended that you check in at Blackboard at least once early in the week (Monday or Tuesday) for any announcements relevant to the class.**

Online courses require a degree of technical proficiency" with the computer that are not a concern in more traditional course settings. In reality, "getting on" and "getting up to speed" can sometimes be frustrating -- especially early in the semester. Things will go wrong. Systems will go down. Below are a few recommendations regarding hardware and software requirements if you are accessing the Blackboard system from your home computer or an off-campus computer. For those of you working on-campus, your computer will most likely be adequately equipped with the required software. Since individual circumstances will vary please consult with your course instructor if you are having difficulty accessing Blackboard and the online components of the course.

Computer Hardware and Software Requirements

- Ready computer access with high speed modem or network connection
- Internet browser -- either Netscape (4.0 or higher) or internet Explorer (IE) (4.0 or higher)
- Active e-mail account with attachment capabilities
- Microsoft Office or MS PowerPoint Viewer.

This can be downloaded for free at Microsoft's PowerPoint Viewer Download site. Just Click on the hot link and follow the directions. You will need to save it to your hard drive and then activate it once it is downloaded. Be certain to write down the name of the file being downloaded and where it is being saved. Once it has been fully downloaded, to activate the program you will need to go to the file and click on its icon (picture). Then just follow the directions.

- Acrobat Reader.

It can be downloaded for free at Adobe's Acrobat Reader download site. Be certain to write down the name of the file being saved and where it is being saved. This program allows you to read .pdf files. You will not be able to access the files without having Acrobat Reader. Follow the same directions as described in PowerPoint Viewer instructions.

Technical assistance.

Check with your course instructor if you have questions or problems in using Blackboard online or if you have questions regarding the other recommended software for the course. The College of Nursing also provides technical assistance for students in the course through Brenda Ghaelia by e-mail (brenda@pop.fiky.edu).

This course is relatively new, as is the DNP program in the College of Nursing and still under development. Your comments and insights related to the web-based adjunct to the class will be much appreciated during the semester. As well, the instructor will appreciate your ideas for the improvement of course materials and the topicality of the subject matter presented.

Topic Outline for Class Meeting Dates:

Month	Day	Date	Topic	Faculty
August	Saturday	25	Introduction, disease transmission, morbidity	Fleming
September	Saturday	8	Screening in the community, needs assessment	Fleming
October	Saturday	13	Mortality, risk adjustment, quality measurement	Fleming
November	Saturday	10	CEA, clinical epidemiology and decision making	Fleming
December	Saturday	8	Study designs and evidence based practice	Fleming

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

Topic Outline by Week

Below is a listing of the class topics by week. Please see the section in the syllabus with readings and case studies for the weekly assignments and case studies for each of the topics below.

Week	Dates	Topic
1	Aug 25 (class) – Aug 31	Introduction, disease transmission
2	Sept 1 – Sept 7	Measuring and interpreting morbidity
3	Sept 8 (class)– Sept 14	Screening in the community
4	Sept 15 –Sept 21	Health care planning and needs assessment
5	Sept 22 – Sept 28	Quality measurement and management
6	Sept 29 - Oct 5	Mortality and Risk Adjustment
7	Oct 6 – Oct 12	Descriptive epidemiology, time, place, person, GIS
8	Oct 13 (class) – Oct 19	Financial Management and Epidemiology
9	Oct 20 – Oct 26	Cost-effectiveness Analysis
10	Oct 27 – Nov 2	Clinical Epidemiology and decision making
11	Nov 3 – Nov 9	Causality and study designs
12	Nov 10 (class) – Nov 16	Sources of Bias
13	Nov 17 – Nov 30	Application: HIV/AIDS
14	Dec 1 – Dec 7	Application: Cardiovascular Disease
15	Dec 8 (class)	Study designs and evidence based practice

Policy on absences and late submittal of work:

Students are expected to attend all classes but are not required to do so in order to pass the class. Although attendance is not required and does not serve as a criterion for a grade in the course, a point assignment is given for class participation.

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.

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 problems and 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.

Key Periodicals and Journals:

Consulting these journals will be helpful when searching for articles.

Public Health Reports
American Journal of Public Health
American Journal of Epidemiology
New England Journal of Medicine .
Journal of the American Medical Association (JAMA)
Morbidity and Mortality Weekly Reports (MMWR)

For journals which focus particularly in the areas of health services, evaluation, prevention effectiveness, and other topics in the course, consult:

Journal of Public Health Policy
International Journal of Technology Assessment and Health Care
Medical Care
Medical Decisionmaking
Quality Assurance Utilization Review
Health Care Management Science
Health Services Research

Supplemental Textbooks with a epidemiology orientation:

Principles of Epidemiology: An Introduction to Applied Epidemiology and Biostatistics. 2nd Edition (1992). US Department of Health and Human Services, Centers for Disease Control and Prevention.

Hennekens, Charles H and Buring, Julie E. (1987) *Epidemiology in Medicine*. Little Brown and Company. Boston.

Last, John M (1995). *A Dictionary of Epidemiology*. 3rd Edition. New York. Oxford University Press.

Mausner, J.K. and Kramer S. (1985). *Mausner & Bahn: Epidemiology--An Introductory Text*. 2nd Edition. WB Sanders Co., Philadelphia.

Kelsey L., Thomson, WD. and Evans, AS. (1996). *Methods in Observational Epidemiology*. Oxford University Press, New York. Extremely useful explanations of issues involved in case-control, retrospective, and prospective studies. A good discussion of matching, stratification, and design issues.]

Abramson, J.H. (1988). *Making Sense of Data: A Self-Instruction Manual on the Interpretation of Epidemiological Data*. Oxford University Press, New York.

Fletcher, R.H., Fletcher, S.W., Wagner, E.H. (1988). *Clinical Epidemiology: The Essentials*. 2rid Edition. Williams and Wilkins, Baltimore.

Fleiss, J.L. (1982). *Statistical Methods for Rates and Proportions*, 2nd Edition. New York: John Wiley and Sons. [An excellent second-level statistics text concerned with the analysis of categorical data.]

Rothman, K.J. (1986). *Modern Epidemiology*. Boston: Little, Brown. [An advanced text that covers both design and statistical issues. The focus is on observational epidemiologic studies and is directed more toward the researcher than the clinician.]

Kleinbaum, D.G., Kupper, L.L. and Morgenstem, H. (1982). *Epidemiologic Research: Principles and Quantitative Methods*. Belmont, CA. Wadsworth. [An advanced text primarily for those conducting observational epidemiologic research.]

WEEK BY WEEK TOPIC OUTLINE AND LISTING OF READINGS/ASSIGNMENTS		
Dates	Topic	Readings
Aug 25 (class) – Aug 31	Introduction, disease transmission	NUR 904 Syllabus Fleming, chapters 1,2, pp. 1 - 60
Sept 1 – Sept 7	Measuring and interpreting morbidity	Fleming, chapter 3, pp. 60 – 69 Sun et al. Prostate-specific antigen (PSA) and PSA velocity for prostate cancer detection in men aged < 50 years. 2007. BJU International.
Sept 8 (class)– Sept 14	Screening in the community	Fleming, chapter 3, pp. 70 - 82
Sept 15 –Sept 21	Health care planning and needs assessment	Fleming, chapter 3, pp. 87 – 115 Hunter D et al. Determining the need and provision of health services for stroke in Eastern Ontario. 2001. http://chspr.queensu.ca/downloads/Reports/strokereport.pdf
Sept 22 – Sept 28	Quality measurement and management	Fleming, chapter 4, pp. 116 - 145
Sept 29 - Oct 5	Mortality and Risk Adjustment	Fleming, chapter 5, pp. 146 – 174 Kliwer and Smith. 1995. Breast Cancer Mortality Among Immigrants to Australia and Canada” <u>J Natl Cancer Inst.</u> 87(15):1154-61.
Oct 6 – Oct 12	Descriptive epidemiology, time, place, person, GIS	Fleming, chapter 6, pp. 175 - 190
Oct 13 (class) – Oct 19	Financial Management and Epidemiology	Fleming, chapter 7, pp. 191 – 217 Ellis, R. P., G. C. Pope, L. I. Iezzoni, J. Z. Ayanian, D. W. Bates, H. Burstin, and A. S. Ash. 1996. “Diagnosis-Based Risk Adjustment for Medicare Capitation Payments.” <u>Health Care Financing Review</u> 17 (3): 101--28.
Oct 20 – Oct 26	Cost-effectiveness Analysis	Fleming, chapter 8, pp 218 - 244. Coco AS. Cost-effectiveness analysis of treatment options for acute otitis media. <u>Annals of Family Medicine</u> , 2007, 5(1): 29-38. Medina LS, Kuntz KM, and Pomeroy S. Children with headache suspected of having a brain tumor: a cost-effectiveness analysis of diagnostic strategies. <u>Pediatrics</u> 2001, 108(2): 255-263.

Oct 27 – Nov 2	Clinical Epidemiology and decision making	Fleming, chapter 9, pp. 357 - 392
Nov 3 – Nov 9	Causality and study designs	Fleming, chapter 11 – 14, pp. 261 – 356 Morabia A. Case-Control Studies in Clinical Research: Mechanism and Prevention of Selection Bias. Preventive-Medicine 1997 26(5 part 1): 674-7. GISSI Prevenzione Investigators. Dietary supplementation with n-3 polyunsaturated fatty acids and vitamin E after myocardial infarction: results of the GISSI-Prevenzione Trial. Lancet 1999. 354: 447-455.
Nov 10 (class) – Nov 16	Sources of bias	Fleming, chapters 11-14, pp. 261 - 356
Nov 17 – Nov 30	Application: HIV/AIDS	Fleming, chapter 17
Dec 1 – Dec 7	Application: Cardiovascular Disease	Fleming, chapters 15
Dec 8 (class)	Study Designs and Evidenced-Based Practice	