

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: PHC7934 (2 credit hours)
 Semester: Fall 2020
 Delivery Format: Synchronous online
 Friday, 10:40am-12:35pm
 Course Website: E-Learning in Canvas

Instructor Name: Lusine Yaghjian, MD, MPH, PhD
 Room Number: NA, Zoom link provided in the course Canvas Website
 Phone Number: 352-294-5940
 Email Address: lyaghjian@ufl.edu
 Office Hours: by appointment via Zoom
 Class TA: TBA

Prerequisites

Knowledge of basic concepts in epidemiology and study designs: PHC 6001 and PHC 6052 or the equivalent.

PURPOSE AND OUTCOME

Course Overview

This course can be taken by students in the Epidemiology PhD program in year 1 or year 2 or with instructor permission. The two main purposes of this course are: (1) to consolidate the knowledge base and to enhance the basic understanding of what is epidemiology, what are epidemiologists doing; and (2) to train students on how to choose the direction and topic areas of their own research. The study goals will be achieved by (1) exposing students to a set of carefully selected epidemiological programs and published manuscripts/book sections in epidemiology, (2) discussing the findings and implications of seminal epidemiologic manuscripts that resulted from major programs of research, 3) reviewing the strengths and weaknesses of major epidemiologic study designs and methodological approaches in the context of reviewing seminal texts; and 4) applying knowledge of epidemiologic methods to the students' own research studies.

Course Objectives and/or Goals

Upon successful completion of the course, students should be able to:

- Describe the goals, historical context, primary exposures and outcomes of interest, and public health importance of major programs of epidemiologic research.
- Summarize the findings and public health implications of seminal epidemiologic studies that resulted from these programs of research.
- Discuss the strengths and weaknesses of major epidemiologic study designs.
- Describe the epidemiologic methods, including field methods and analysis plans, used to conduct a new study (methods ideally will be informed by approaches presented in papers reviewed during the Seminar).

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Class	Topic	Readings
Week 1. 09/04/20	Course overview, paper assignment	
Week 2. 09/11/20	Populations and Health TBA	Omran AR: A century of epidemiologic transition in the United States. <i>Prev Med</i> 6:30-51, 1977 Rose G: Sick individuals and sick populations. <i>Int J Epidemiol</i> 30:427-32; discussion 433-4, 2001 Doyle YG, et al. Sick individuals and sick populations: 20 years later. <i>J Epidemiol Community Health</i> 60:396-8, 2006

Class	Topic	Readings
		McKeown RE: The Epidemiologic Transition: Changing Patterns of Mortality and Population Dynamics. Am J Lifestyle Med 3:19S-26S, 2009 Student discussion paper
Week 3. 09/18/20	Smoking and Lung Cancer TBA	Doll R and Hill B. Smoking and Carcinoma of the Lung. Br Med J 1950; 30: 739-748. Cornfield J, Haenszel W, Hammond EC, et al: Smoking and lung cancer: recent evidence and a discussion of some questions*. International Journal of Epidemiology 38:1175-1191, 2009 Student discussion paper
Week 4. 09/25/20	Nurses' Health Study TBA	Colditz GA, et al. The Impact of the Nurses' Health Study on Population Health: Prevention, Translation, and Control. Am J Public Health (N Y) 106:1540-1545, 2016 Bao Y, et al. Origin, Methods, and Evolution of the Three Nurses' Health Studies. Am J Public Health (N Y) 106:1573-1581, 2016 Student discussion paper
Week 5. 10/02/20	NO CLASS, HOMECOMING	
Week 6. 10/09/20	Framingham Heart Study TBA	Dawber TR, et al. Some factors associated with the development of coronary heart disease. Six years' follow-up experience in the Framingham Study. Am J Public Health 1959; 49(10):1349-1356 Mahmood SS, et al. The Framingham Heart Study and the Epidemiology of Cardiovascular Diseases: A Historical Perspective. Lancet 383:999-1008, 2014 Hajar R. Framingham Contribution to Cardiovascular Disease. Heart Views : The Official Journal of the Gulf Heart Association 17:78-81, 2016 Student discussion paper
Week 7. 10/16/20	Women's Health Initiative TBA	Rossouw JE, et al. Risks and benefits of estrogen plus progestin in healthy postmenopausal women: principal results From the Women's Health Initiative randomized controlled trial. JAMA 2002;288:321-333. Prentice RL, et al. Combined postmenopausal hormone therapy and cardiovascular disease: toward resolving the discrepancy between observational studies and the Women's Health Initiative clinical trial. Am J Epidemiol 2005; 162: 404-14 Student discussion paper
Week 8. 10/23/20	Global Burden of Disease Study TBA	Lim SS, et al. A comparative risk assessment of burden of disease and injury attributable to 67 risk factors and risk factor clusters in 21 regions, 1990-2010: a systematic analysis for the Global Burden of Disease Study 2010. Lancet. 2012 Dec 15;380(9859):2224-6 Student discussion paper
Week 9. 10/30/20	North American-AIDS Cohort Collaboration on Research and Design TBA	Althoff KN, et al. Late presentation for human immunodeficiency virus care in the United States and Canada. Clin Infect Dis. 2010 Jun 1;50(11):1512-20 Gange SJ, et al. Cohort Profile: The North American AIDS Cohort Collaboration on Research and Design (NA-ACCORD). International Journal of Epidemiology 36:294-301, 2007 Student discussion paper
Week 10. 11/06/20	Tuskegee Syphilis Study TBA	Heller, J. Syphilis victims in US study went untreated for 40 years. NY Times; July 26, 1972. White R. Unraveling the Tuskegee study of untreated syphilis. Arch Intern Med 2000; 160:585-98 Bates BR, Harris TM: The Tuskegee Study of Untreated Syphilis and public perceptions of biomedical research: a focus group study. J Natl Med Assoc 96:1051-64, 2004 Scharff et al. More than Tuskegee: Understanding Mistrust about Research Participation J Health Care Poor Underserved. 2010 August; 21(3): 879-897.

Class	Topic	Readings
		Student discussion paper
Week 11. 11/13/20	Epidemiologic Catchment Area Study TBA	Cottler LB, Zipp JF, Robins LN, Spitznagel EL. Difficult-to-recruit respondents and their effect on prevalence estimates in an epidemiologic survey. Am J Epidemiol. 1987 Feb;125(2):329-39 Eaton WW, Regier DA, Locke BZ, et al: The Epidemiologic Catchment Area Program of the National Institute of Mental Health. Public Health Rep 96:319-25, 1981.
	Randomized Trial for Behavioral Intervention Research: Design and analysis TBA	Cottler LB, et al. Peer-delivered interventions reduce HIV risk behaviors among out-of-treatment drug abusers. Public Health Rep. Jun 1998; 113(Suppl 1): 31–41. Phelan S, et al. Randomized trial of a behavioral intervention to prevent excessive gestational weight gain: the Fit for Delivery Study. The American Journal of Clinical Nutrition 93:772-779, 2011 Student discussion paper
Week 12. 11/20/20	Student presentations	
Week 13. 12/04/20	Student presentations	

Course Materials and Technology

Text/Readings

There is no textbook required for this class. All readings will be assigned the week prior to the class they are due.

Canvas

Canvas is accessible at lss.at.ufl.edu or through my.ufl.edu. You must have a valid Gatorlink ID and password. For assistance, call the UF Help Desk at 392-HELP.

Required: All materials will be posted in Canvas. Students are responsible for all course material, including required readings prior to each class. Readings will be assigned from textbook chapters, historical or current scientific research literature.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Course Requirements

1. Discussion/class leader (20 points). Each student will lead the class discussion of the readings at least once during the semester. The discussion leader will prepare a brief presentation to 1) describe the goals, historical context, primary exposures and outcomes of interest, and public health importance of the featured research program (e.g., will summarize the Framingham Heart Study) and 2) highlight key points of the seminar study of the week that was written in the context of the research program. When addressing #1, the students should follow a lecture format and use any necessary resources to organize how they deliver the material. After the presentation, discussion leaders will facilitate discussion of a specific study related to the topic of the week that he/she selected in advance. This article would need to be sent to the instructor at least a week prior to the class. Discussion leaders should have comments and questions related to the study prepared, and he/she should be capable of keeping the discussion flowing for the duration of the class period.

2. Class discussion (20 points). Students will be asked to carefully review summaries on prominent programs of research and to read all assigned epidemiologic papers prior to class. Students will actively participate in each class discussion. Students should be prepared to summarize findings of the studies, to discuss public health implications, and to share comments and questions about the readings, both for the main topic and specific article of the week.
3. Presentation (20 points). Please present to the class the field and analytic methods of a study you currently are conducting or that you wish to conduct in the future. The content of the presentation should be similar to what would be presented in the Methods section of the manuscript that is written to present your study's results. If appropriate, please incorporate approaches used in papers reviewed during the Seminar. Students should first (briefly) describe the rationale for conducting the study and the specific aims and hypotheses of the study of interest and then outline in detail the field methods used to collect the data being analyzed and the analytic plan designed to address the specific aims. Students should present their studies in 15 minutes and should allow 5 minutes for feedback from peers.
4. Attendance (10 points) is mandatory, except when excused by the instructor. Please note that meetings with mentors/other faculty during the class time will not be considered as an excused absence and will result in point deduction for attendance.

Grading

Grades will be based on attendance (10%), participation in class discussion on a regular basis (30%), participation as a discussion leader (20%), and the presentation (40%). Students must use Microsoft Power Point for their class presentations. Presentations will be graded on quality and creativity of content, as well as clarity, style, and delivery. All deadlines must be met.

This course will be graded following the policies described here

<http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907&hl=grades&returnto=search#grades>

Percentage or points earned in class	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0	0	0	0	0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Exams or Other Work

If due to unexpected circumstances the student cannot lead the class on the previously assigned date, he/she needs to make arrangements with another classmate to switch the topics. This change needs to be discussed with the instructor at least a week before the class time for which the change is being considered to allow sufficient time for the students to prepare to the re-assigned topic. Make-up work will be allowed by the course instructor on an individual basis after an excused absence (see above). Students should consult with the professor for new deadlines for assignments. Please consult the university guidelines for more information on makeup policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Policy Related to Required Class Attendance

This is an interactive class and students are expected to be present and to participate in all class sessions. Students who know they will need to miss a class session should discuss this with the instructor prior to the

date of the class, or on the day of the absence for illness or emergency. According to the UF Catalog (link below) “In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.”

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Citations and Plagiarism

The two key purposes of citation are to: 1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism), and 2) facilitate access by your readers to the sources you use in your research.

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another person’s ideas, quotation marks are not necessary, but the source must be included. This includes, but is not confined to, personal communications from other students, faculty members, experts in the field, summarized ideas from published or unpublished resource, and primary methods derived from published or unpublished sources. Use the general concept of “when in doubt – cite.”

Plagiarism is a serious violation of the academic honesty policy of the College. If a student plagiarizes others’ material or ideas, UF Policies on Honesty and honor code violations, noted above, will be followed.

Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the "access date" (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write "personal communication" along with the person's name and date of communication.

Use of unauthorized assistance resources

As graduate students at the UF, you are expected to present your own work for grading. Unauthorized sources of help, including commercially available software and services are not allowed. Even though the students will not be graded on their grammar, it is expected that as graduate students you will have sufficient English language skills to convey your thoughts in organized and understandable manner. If the assignment is unreadable, it will not be graded and will be assigned zero points. Use of unauthorized assistance sources will result in zero points on the written assignment and a report to the Dean of Student's Office. If you need assistance with English language and/or writing, you may visit the UF Writing Program Website to learn about available help.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
