



DEPARTMENT OF HEALTH CARE ADMINISTRATION AND POLICY
Course Syllabus
EMHA 702 –Epidemiology in Health Services Management

Course Information

This course is intended for EMHA students who need to understand the application and limitations of epidemiology from a managerial perspective. Students will learn to apply the principles and techniques of epidemiology to the decision-making process in a health care environment. 3 credit hours.

EMHA Competencies

A3. Populations health and status assessment (Identify basic theory, concepts and models of health promotion, disease causation and prevention; analyze trends using primary and/or secondary community and health status data)

B5. Prudence – see and value others’ perspectives in interactions and decision making

C2. Professional and Community Contribution (Participate in community service; balance professional and personal pursuits)

C4. Assess individual/peer strengths and weaknesses and performance (evaluate course/project performance, personal and professional values; participate in continuing education and lifelong learning and encourage your team accordingly).

C5. Systems Thinking (Broad systems connections -- potential impacts and consequences of decisions in a wide variety of situations, and demonstrate an ability to successfully cope with diverse populations and in uncertain environments)

C7. Execution capability – demonstrate a strong action orientation.

D3. Problem-solving and Decision-making (Formulate questions and apply models to address issues and problems)

D11. Operations, Quality and Performance Improvement (Define and assess quality and performance to deliver patient centric programs with a focus on the Triple Aim)

Course Objectives

Upon completion of the course, it is expected that students will be able to:

- Apply epidemiological principals in health care settings
- Critically evaluate epidemiologic studies and reports
- Choose appropriate measures to describe and compare health

Required Text

- Oleske, D., & SpringerLink (Online service). (2009). Epidemiology and the delivery of health care services: Methods and applications Springer-Verlag. (link on WebCampus)
- Gordis, L., 1934. (2014). Epidemiology (Fifth ed.) Elsevier/Saunders (link on WebCampus)

- Students are required to access free texts online.

Supplemental Texts and Readings

- Supplemental readings, videos, etc. are assigned to students throughout the course. Access will be provided to these resources via WebCampus.

Grading Scale

Points in %	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
<70	F

Grading Components

See course schedule for due dates for all assessments and other assignments.

Total Points available for the course: 500 pts.

Item	Number of Units	Points per Unit	Total
Discussion Boards	4	25	100
Individual Assignments	3	50	150
Course Presentation	1	125	125
Total			375

Assignment Overviews

Detailed instructions for each assignment will be provided in WebCampus. An overview of each is provided below.

Note: Each week, you must read all assigned readings (text and articles).

Discussion Boards (100 points total): 300-500 words; APA required, spelling and grammar will be checked. At least three references should be utilized. Post your initial personal posting by posted deadline. Comment on the post of at least one fellow student by posted deadline. If you fail to respond you will lose partial points awarded for that discussion question. Discussion threads each have a deadline. See Blog/Wiki/Discussion Board Rubric for grading criteria. Points: 25 points each.

Individual Assignments (150 points total): Three assignments will be conducted over the summer term:

- #1 Assignment: Describing the demographics of a community
- #2 Assignment: Describing the health status of the community
- #3 Assignment: Evaluating epidemiologic literature

Course Presentation (125 points total): See Individual Assignment/Paper Rubric for grading criteria.

Additional Grading Considerations

Missed Assignments: A grade of zero will be given for any student missing an assignment due date without a satisfactory excuse. An example of a satisfactory excuse would be work commitments (discussed prior to deadline with faculty), serious personal injury or illness to the student or a family member that can be documented. In the event the absence is excused, at his discretion, the instructor will allow a makeup or weight the other assignments more heavily.

Other UNLV Policies: You are also responsible for reviewing and complying with the policies found within “Syllabi Appendix: General University Policies and Resources 2016-17”, found on WebCampus.

Course Schedule

Week of	Topics & Assignments (due by midnight)	Readings
Module 1 Introduction		
Start date 7/10/17 Monday	Readings	<input type="checkbox"/> Text: Gordis – Chapter 1: The Epidemiologic Approach to Disease and Intervention <input type="checkbox"/> Journal: Fleming, S. T. (2013). Managerial epidemiology: It's about time. <i>Journal of Primary Care & Community Health</i> , 4(2), 148-149. <input type="checkbox"/> Journal: Rockett, I. (1999). Population and health: An introduction to epidemiology. <i>Population Bulletin</i> , 54(4), 3. <i>NOTE: for this module, read pages 3-8.</i>
	Videos	<input type="checkbox"/> Videos: Read, A (2013). Roots of Epidemiology
7/11/17 Tuesday	DB Post	<input type="checkbox"/> Post to the discussion board
Module 2 Describing the Community		
Start date 7/13/17 Wednesday	Readings	<input type="checkbox"/> Text: Oleske – Chapter 1: An Epidemiologic Framework for the Delivery of Health Care Services <input type="checkbox"/> Journal: Rockett, I. (1999). Population and health: An introduction to epidemiology. <i>Population Bulletin</i> , 54(4), 3. <i>NOTE: for this module, read pages 8-17.</i> <input type="checkbox"/> Journal: Stratton, A, Nepal, A, Hynes, M (2007). Issue brief – race and ethnicity matters: concepts and challenges of racial and ethnic classifications in public health. Connecticut Health Disparities Project. <input type="checkbox"/> Journal: Reijneveld, S. A. (2003). Age in epidemiological analysis. <i>Journal of Epidemiology and Community Health</i> , 57(6), 397-397. <input type="checkbox"/> Journal: American Psychological Association, Task Force on Socioeconomic Status. (2007). Report of the APA Task Force on Socioeconomic Status. Washington, DC: American Psychological Association.
	Videos	<input type="checkbox"/> Video: The Economist (2014). The World in 2015: Global population and the changing shape of world demographics.

	Supplemental Materials	<input type="checkbox"/> Video: Business Insider (2016). This animation puts the entire US population into perspective. <input type="checkbox"/> Video: Khan Academy (2014). Demographic structure of society- race and ethnicity. <input type="checkbox"/> Video: Zakaria, Fareed (2015). Rosling on the state of the world, in statistics. <input type="checkbox"/> Supplemental Journal: Lin, S. S., & Kelsey, J. L. (2000). Use of race and ethnicity in epidemiologic research: Concepts, methodological issues, and suggestions for research. <i>Epidemiologic Reviews</i> , 22(2), 187-202. <input type="checkbox"/> Supplemental Video: NowThis/Seeker Daily (2015). How Gay Is America? <input type="checkbox"/> Supplemental Video: The Daily Conversation (2016). America's Sources of Immigration (1850-Today).
7/16/17 Sunday	DB Post	<input type="checkbox"/> Post on the discussion board
7/18/17 Tuesday	DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
7/18/17 Tuesday	Assignment 1 Due	<input type="checkbox"/> Submit assignment 1
Module 3	Describing Disease	
WEEK 2 Start date 7/19/17	Readings	<input type="checkbox"/> Text: Oleske – Chapter 2: Measurement Issues in the Use of Epidemiologic Data <input type="checkbox"/> Text: Oleske – Chapter 3: Descriptive Epidemiological Methods <input type="checkbox"/> Text: Gordis – Chapter 3: The Occurrence of Disease: I. Disease surveillance and measures of morbidity. <input type="checkbox"/> Text: Gordis – Chapter 4: The Occurrence of Disease: II. Mortality and other measures of disease impact. <input type="checkbox"/> Journal: Rockett, I. (1999). Population and health: An introduction to epidemiology. <i>Population Bulletin</i> , 54(4), 3. <i>NOTE: for this module, read pages 17-24.</i> <input type="checkbox"/> Journal: Mokdad, A. H., Marks, J. S., Stroup, D. F., & Gerberding, J. L. (2004). Actual causes of death in the United States, 2000. <i>JAMA</i> , 291(10), 1238-1245.

	Videos	<input type="checkbox"/> Video: AsapSCIENCE (2016). How will you die?
	Supplemental Materials	<input type="checkbox"/> Supplemental Journal: Moy E, Garcia MC, Bastian B, et al. Leading Causes of Death in Nonmetropolitan and Metropolitan Areas — United States, 1999–2014. <i>MMWR Surveill Summ</i> 2017;66(No. SS-1):1–8. <input type="checkbox"/> Supplemental Video: University of Wisconsin Population Health Institute (2017). Webinar: county health rankings and roadmap 101. January 10, 2017.
7/23/17 Sunday	DB Post	<input type="checkbox"/> Post on the discussion board
7/25/17 Tuesday	DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
7/25/17 Tuesday	Assignment 2 Due	<input type="checkbox"/> Submit assignment 2
Module 4 Evaluating Disease		
Start date 7/26/17 Wednesday	Readings	<input type="checkbox"/> Text: Oleske – Chapter 4: Epidemiological study designs for evaluating health services, programs, and systems <input type="checkbox"/> Text: Gordis – Chapter 11: Estimating risk: is there an association? <input type="checkbox"/> Text: Gordis – Chapter 14: From association to causation: deriving inferences from epidemiologic studies <input type="checkbox"/> Journal: Rockett, I. (1999). Population and health: An introduction to epidemiology. <i>Population Bulletin</i> , 54(4), 3. <i>NOTE: for this module, read pages 24-40.</i>
	Videos	<input type="checkbox"/> Video: Uriarte, J (2015). Study Design 1 Overview. <input type="checkbox"/> Video: Martin, G (2013). Randomized control trials and confounding. <input type="checkbox"/> Video: Uriarte, J (2015). Study Design 1 Overview.
	Supplemental Materials	<input type="checkbox"/> Supplemental Video: NCCMT (2016). NCCMT – URE – Odds Ratios. <input type="checkbox"/> Supplemental Video: NCCMT – URE – Relative risk it’s easy to calculate and interpret.
7/30/17	DB Post	<input type="checkbox"/> Post on the discussion board

Sunday		
8/1/17 Tuesday	DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
8/1/17 Tuesday	Assignment 3 Due	<input type="checkbox"/> Submit assignment 3
Module 5	Healthcare Epidemiology	
WEEK 2 Start date 8/2/17	Readings	<input type="checkbox"/> Text: Oleske – Chapter 9: Delivering Health Care with Quality: Epidemiological Considerations <input type="checkbox"/> Text: Oleske – Chapter 10: Advancing Patient Safety Through the Practice of Managerial Epidemiology <input type="checkbox"/> Text: Gordis – Chapter 17: Using Epidemiology to Evaluate Health Services <input type="checkbox"/> Journal: Drees, M., Gerber, J. S., Morgan, D. J., & Lee, G. M. (2016). Research methods in healthcare epidemiology and antimicrobial stewardship: Use of administrative and surveillance databases. <i>Infection Control & Hospital Epidemiology</i> , 37(11), 1278-1287. <input type="checkbox"/> Journal: Safdar, N., Abbo, L. M., Knobloch, M. J., & Seo, S. K. (2016). Research methods in healthcare epidemiology: Survey and qualitative research. <i>Infection Control & Hospital Epidemiology</i> , 37(11), 1272-1277.
	Supplemental Materials	<input type="checkbox"/> Supplemental Text: Oleske – Chapter 7: The Role of Managerial Epidemiology in Infection Prevention and Control
8/5/17 Sunday	DB Post	<input type="checkbox"/> Post on the discussion board
8/7/17 Tuesday	DB Reply	<input type="checkbox"/> Respond to another peer on their DB post
8/7/17 Tuesday	Post Presentation	<input type="checkbox"/> Post student presentation to the Discussion Board and submit on the Assignments tab
8/10/17 Thursday	Comment on Presentations	<input type="checkbox"/> Comment or ask questions on student presentations
8/11/17 Friday	Comment Response	<input type="checkbox"/> Respond to questions and comments from classmates on presentation

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources

to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.