



EAB 705: Epidemiology of Public Health HCA 702: Epidemiology in Health Services Management

Instructor Information

Instructor:**Email:****Office:****Office Hours:****Communication Policy:****Course Specifics:**Meeting Time: **Online, Asynchronous**

Course Information

Course Description:

Explores principles related to the distribution and causality of disease. Focuses on etiology, prevention and control of communicable and chronic human disease. Participants trained in basic epidemiological methodology, featuring case-series, case control, experimental, and cohort study designs.

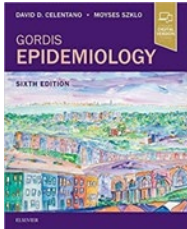
HCA 702 Course Description: Examination and synthesis of concepts and an application of methods appropriate to epidemiology from a managerial perspective. Crosslisted with EAB 705.

Online Course Narrative:

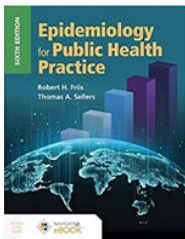
This introductory graduate-level course covers the main principles of epidemiology, beginning with the discussion of the importance of the field to public health. Foundational concepts, terminology, and

disease causation are covered to further allow the exploration of the different types of epidemiological studies. Emphasis will be on understanding, differentiating, and applying the various analytical and descriptive study designs to address public health problems. This course will stress the importance of critically examining methodological issues and statistical analysis decisions that may affect internal and external validity.

Optional Recommended Texts for Course:



Celentano, D and Szklo, M. (2015) *Gordis Epidemiology 6th Edition*. Elsevier. ISBN-13: 978-0323552295



Friss, R and Sellers, T. (2021) *Epidemiology for Public Health Practice 6th Edition*. Jones and Bartlett. ISBN-13: 978-1284175431

Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

1. Define epidemiology and describe how it is used
2. Utilize, interpret, and compare measures of morbidity and mortality
3. Calculate and interpret statistics commonly used in epidemiology
4. Identify epidemiological study designs, articulate their strengths and weaknesses, and explain their preferred situational use
5. Effectively utilize appropriate epidemiological methods and strategies to evaluate health problems in the community
6. Discuss criteria for disease causation
7. Articulate threats to internal and external validity and discuss approaches to address and control these threats
8. Read, understand, and evaluate epidemiological reports in the literature

University Graduate Learning Outcome (GLOs) Addressed:

Graduate Learning Outcomes

1. **GLO 01** Research, scholarship, creative expression and/or appropriate high-level professional practice
2. **GLO 02** Activities requiring originality, critical analysis, and expertise
3. **GLO 03** The development of extensive knowledge in the field under study

Public Health (CEPH) and Healthcare (CAHME) Competencies Addressed:

1. **MPH 01** Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. **MPH 02** Select quantitative and qualitative data collection methods appropriate for a given public health context
3. **MPH 04** Interpret results of data analysis for public health research, policy or practice
4. **MPH 11** Select methods to evaluate public health programs
5. **MPH 22** Apply systems thinking tools to a public health issue
6. **EAB 01** Utilize epidemiology and biostatistics concepts in the discussion of public health issues.
7. **EAB 02** Apply proper terminology and definitions used in epidemiology and biostatistics.
8. **EAB 03** Identify key sources of data for epidemiologic and biostatistical studies.
9. **EAB 04** Apply ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of data and other epidemiological information.
10. **EOH 03** Perform complex literature searches that aggregate results from multiple sources, assess literature quality, and demonstrate relevance to the student’s work
11. **HCA 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)
12. **HCA B5** Effective written, oral, and presentation skills (be able to communicate in a clear and logical manner within both formal and informal groups)
13. **HCA D18** Quantitative skills (analyze data and interpret quantitative information)

Objective Mapping

This objective map aligns the Council on Education for Public Health (CEPH) and Commission on Accreditation of Healthcare Management Education (CAHME) competencies to the coursework:

Course Objective	Competency	Teaching Method	Assessment Method
1. <i>Define epidemiology and describe how it is used</i>	MPH 01, EAB 01, EAB 02	Class Readings, Discussions, Lectures	Discussion #1 Discussion #7 Exam #1
2. <i>Utilize, interpret, and compare measures of morbidity and mortality</i>	MPH 01, MPH 04, EAB 02, HCA D18	Class Readings, Lectures, Exercises	Assignment #1 Exam #1 Research Presentation Research Paper
3. <i>Calculate and interpret statistics commonly used in epidemiology</i>	MPH 01, MPH 04, EAB 02, HCA D18	Class Readings, Lectures, Exercises	Assignment #1 Assignment #5 Assignment #6 Assignment #8 Assignment #9 Assignment #10 Exam #1 Exam #2 Research Presentation

Course Objective	Competency	Teaching Method	Assessment Method
			Research Paper
4. <i>Identify epidemiological study designs, articulate their strengths and weaknesses, and explain their preferred situational use</i>	MPH 01, EAB 02	Class Readings, Lectures, Discussions, & Exercises	Discussion #2 Discussion #3 Discussion #4 Assignment #2 Assignment #3 Exam #1 Research Presentation Research Paper
5. <i>Effectively utilize appropriate epidemiological methods and strategies to evaluate health problems in the community</i>	MPH 01, MPH 02, MPH 11, EAB 02, EAB 03, EAB 04	Class Readings, Discussion, Lectures, Exercises	Discussion #8 Assignment #2 Assignment #3 Assignment #8 Exam #1 Research Presentation Research Paper
6. <i>Discuss criteria for disease causation</i>	HCA A3	Class Readings, Lectures	Exam #3 Research Presentation
7. <i>Articulate threats to internal and external validity and discuss approaches to address and control these threats</i>	MPH 01, EAB 02, EOH 03, HCA B5	Class Readings, Lectures, Discussion, & Exercises	Discussion #6 Assignment #3 Assignment #6 Assignment #7 Assignment #9 Assignment #10 Exam #2 Research Presentation Research Paper
8. <i>Read, understand, and evaluate epidemiological reports in the literature</i>	EOH 03, HCA B5, HCA D18	Class Readings, Lectures, Discussion, & Exercises	Discussion #6 Assignment #7 Exam #2 Research Presentation Research Paper

Grading Components

The grading components of the course include (Masters Level):

Assessment Method	Number of Units	% of course
Discussion Boards	8	20%
Exams	3	30%
Assignments	10	20%
Research Presentation	1	30%
Total		100%

The grading components of the course include (Doctoral Level):

Assessment Method	Number of Units	% of course
Discussion Boards	8	20%
Exams	3	30%
Assignments	10	20%
Research Presentation	1	20%
Research Study Design Paper	1	10%
Total		100%

Assessment Overviews

Discussion Boards (8 total):

- The graded discussions are worth 15 points each.
- In order to earn maximum points for each discussion topic, you must submit an initial post and respond to at least two (2) postings by other students with substantive comments.
- You must first post your answer(s) before you can see the other students' posts. Submit your initial post(s) by the posted deadline.
- Comment on the posts of at least two fellow students by the posted deadline.
- Proper citation is required for all outside resources. You may use any citation style, but it must be used consistently. Class references and external references should be used.
- If you fail to respond by the deadline, you will lose points for that discussion question.
- Discussion threads have a deadline as follows: Initial post is due by Wednesday at 11:59 p.m. PST. Response Posts are due by Saturday at 11:59 p.m. PST. Posts that are made after the deadlines specified will not receive any credit.

Initial Posts

- Initial posts must be at least 300 words in length, which is equivalent to two paragraphs.

- Your post must be in response to prompts and/or questions posed for the respective module content.
- To receive full credit, students should correctly answer all the questions in each discussion forum.
- Posts require thoughtful and accurate responses and discourse that connect to the course material.
- Reference scholarly or peer-reviewed sources to support your discussion points as appropriate (*using any citation method, as long as it is consistently used*).
- The initial post is due by Wednesday 11:59 p.m. PST.

Response Posts

- Responses must be 150 words in length, which is equivalent to approximately one paragraph.
- Reply to at least two different classmates outside your own initial post thread.
- To receive full credit for response posts, students should correctly address all the questions posted in each discussion forum for response posts.
- Demonstrate more depth and thought than simply stating “I agree” or “you are wrong.”
- Respond to your peers with course content, examples, and/or personal/professional experiences.
- Response posts are due by Saturday 11:59 p.m. PST.

Assignments (10 total):

There will be 10 assignments throughout the course, which are due by 11:59 PM on the date indicated on the schedule. Assignment #4 will cover Systems Thinking, which will be led by Vivian Surwill (vivian.surwill@unlv.edu). The content will be presented via an online module that is included in the assignment description. Please direct all questions to Ms. Surwill. You may complete the webinar and the assignment at any time prior to the designated due date. Systems Thinking will not be covered on any of the exams and is assessed only through Assignment #4, itself. Assignment 9 and 10 involves watching all student research presentations and posting questions on each one. The designated deadline for Assignments 9 and 10 are hard deadlines since the assignments affect student presenters who must respond to all questions within 24 hours of the Assignments' deadline.

If there is evidence indicating copying between students, then both individuals will receive a zero for that assignment. All assignments must be completed individually. Questions requiring calculations will only receive credit if work is shown. If a correct answer is given without any evidence of the process used to obtain it, then it will be marked as entirely incorrect.

All files must be uploaded to WebCampus following the instructions listed on the assignment, which will indicate the naming format of the file. Failure to adhere by the naming structure will result in a 5% deduction from the final grade for that assignment.

Exams (3 total):

Students will be required to complete 3 exams individually. These exams will be available 9 AM on Tuesday of the scheduled week and will remain open until Friday, 11:59 PM. Students can complete the exam at any time leading up to the due date. Exams may include multiple choice, fill-in the blank, short answer, and other question formats as appropriate. The tested content will be taken from the lecture. It is also important to review Assignments prior to the exams as they are a good indicator of the tested

content (e.g., calculation expectations, study design exercises, etc.). There are no opportunities to re-take an exam.

Exams will be timed. Duration of exams will vary depending on the number and types of questions within the exam itself. Generally multiple choice and fill-in the blank answers will be given 1.5 minutes apiece, while short answer and calculation questions will be given 3-5 minutes, depending on the level of complexity. Each exam will have its time limit provided in the description. Once an exam is started, the clock will start and the exam will automatically close when the time limit has been reached. It is imperative that students adequately prepare prior to the exams and allot enough time to familiarize themselves with the material.

Research Project:

Students are expected to present on a research question of his/her choice. The presentation can be viewed as a **mini-review of the association between one risk factor and one health outcome – in other words one exposure and one outcome**. The research project represents the culmination of the course material as it requires students to critically evaluate epidemiological studies. Students must be able to dissect epidemiological studies, evaluating methods in the study design phase, paying particular attention to study population, recruitment, study inclusion and exclusion criteria, exposure assessment and definition, outcome assessment and definition, confounder considerations, and analytical approach. Using this information, students will identify potential biases and confounding concerns that may have influenced the study's conclusions. After which, students are expected to present recommendations for future research examining the selected research topic, specifically epidemiological methods that will advance the gaps in the literature for the research question. There are several items within the research project that must be submitted throughout the session. These include the: research topic selection, research project outline, presentation slides, presentation recordings, and addressing fellow students' and Dr. Vuong's questions on the presentation recording. Specific due dates for each item can be found in the "Research Project" file.

NOTE: Doctoral and masters students will both follow the guidelines for the research presentation (refer to the file detailing guidelines for the research project). However, PhD students are also required to design a study from their selected research topic. Further information on the study design paper are provided in a separate document.

Grading Scale:

Final grades will be assigned based on the total percentage average at the end of the course, as indicated in the table below. Students must earn at least a B to receive graduate credit for this course.

Grades will be rounded to the nearest whole number (92.5% will round to a 93%, 92.49% will round to a 92%).

Letter Grade	% Range
A	94-100%
A-	90-93%
B+	87-89%
B	80-86%
C	70-79%
D	60-69%
F	Below 60%

Additional Considerations:

Program Use of Student Work: Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

Incomplete Grades: The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and that are acceptable to the instructor. In addition, the instructor believes that the student can finish the course without repeating it. 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 period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

UNLV University Policies:

You are also responsible for reviewing and complying with the University policies listed on the document "Syllabi Content" found on the following website: <https://www.unlv.edu/policies/additional>

Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor.

Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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 student or employee 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 [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Campus Resource Center (CRC) 1st floor, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom

locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification and Online Course Requirements

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=39&navoid=10666) webpage, <https://catalog.unlv.edu/content.php?catoid=39&navoid=10666>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the

Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the [Office of Equal Employment and Title IX website](https://www.unlv.edu/compliance) at <https://www.unlv.edu/compliance>. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV’s Title IX Coordinator. You can also report concerns directly using the [online reporting form](https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18), at https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18, or [via email](mailto:titleixcoordinator@unlv.edu) at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact [the Care Center](https://www.unlv.edu/carecenter) at <https://www.unlv.edu/carecenter> or 702-895-0602.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are

requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 FREE 24/7 SUICIDE & CRISIS LIFELINE

In addition to campus resources such as the [Counseling and Psychological Services \(CAPS\)](https://www.unlv.edu/caps) website at <https://www.unlv.edu/caps>, visiting the [YOU@UNLV website](https://you.unlv.edu/) at <https://you.unlv.edu/>, and [Early Alert](https://www.unlv.edu/graduatecollege/academy/early-alert) (for graduate students, at <https://www.unlv.edu/graduatecollege/academy/early-alert>), you may now call or text 988 or [chat at 988lifeline.org](https://988lifeline.org) if you or someone you know is in crisis and in need of support.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudinu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.

Course Schedule

Week	Module	Summative Assessment	Due Date
1	<i>Introduction</i>	Module 1, Syllabus Acknowledgement Form	Saturday, 11:59pm
		Module 1, Discussion 1: Introductions & Epidemiology in the Media	Initial Post Wednesday, 11:59pm Response Post Saturday, 11:59pm
2	<i>Measures of Morbidity and Mortality</i>	Module 2, Assignment 1: Measures of Morbidity and Mortality	Saturday, 11:59pm
3	<i>Cohort Studies</i>	Module 3, Discussion 2: Cohort Studies	Initial Post Wednesday, 11:59pm Response Post Saturday, 11:59pm
		Module 3, Assignment 2: Cohort Study Design	Saturday, 11:59pm
4	<i>Case Control Studies</i>	Module 4, Discussion 3: Case Control Studies	Initial Post Wednesday, 11:59pm Response Post Saturday, 11:59pm
		Module 4, Assignment 3: Case Control Study Design	Saturday, 11:59pm
5	<i>Descriptive Studies</i>	Module 5, Discussion 4: Descriptive Studies	Initial Post Wednesday, 11:59pm Response Post Saturday, 11:59pm
		Module 5, Assignment 4: Systems Thinking	Saturday, 11:59pm
6	<i>Exam 1</i>	Module 6, Exam 1: Modules 1-5	Exam Opens: Tuesday, 9:00am Exam Closes: Friday, 11:59pm
		Module 6, Discussion 5: Research Topics	Initial Post Wednesday, 11:59pm Response Post Saturday, 11:59pm
7	<i>Estimating Risk</i>	Module 7, Assignment 5: Estimating Risk	Saturday, 11:59pm
		Module 7, Research Topic Selection	Saturday, 11:59pm
8	<i>Bias and Confounding</i>	Module 8, Discussion 6: Bias and Confounding	Initial Post Wednesday, 11:59pm Response Post Saturday, 11:59pm
		Module 8, Assignment 6: Bias and Confounding	Saturday, 11:59pm
9	<i>From Association to Causation</i>	Module 9, Assignment 7: Study Article	Saturday, 11:59pm
		Module 9, Research Project Outline	Saturday, 11:59pm
10	<i>Dynamics of Disease Transmission</i>	Module 10, Discussion 7: Epidemiological Triangle	Initial Post Wednesday, 11:59pm Response Post Saturday, 11:59pm

Week	Module	Summative Assessment	Due Date
11	<i>Exam 2</i>	Module 11, Exam 2: Modules 7-10	Exam Opens: Tuesday, 9:00am Exam Closes: Friday, 11:59pm
12	<i>Natural History of Disease & Diagnostic and Screening</i>	Module 12, Discussion 8: Screening	Initial Post Wednesday, 11:59pm Response Post Saturday, 11:59pm
		Module 12, Assignment 8: Survival and Screening Measures	Saturday, 11:59pm
13	<i>Experimental Studies & Public Health Policy and Ethics</i>	Module 13, Research Presentation and Slides (Group A)	Saturday, 11:59pm
14	<i>Group A, Research Presentations</i>	Module 14, Research Presentation and Slides (Group B)	Saturday, 11:59pm
		Module 14, Assignment 9: Group A Research Presentations	Thursday, 11:59pm
		Module 14, Answer Questions Posted on Your Research Presentation Discussion Thread (Group A)	Friday, 11:59pm
15	<i>Group B, Research Presentations</i>	Module 15, Assignment 10: Group B Research Presentations	Thursday, 11:59pm
		Module 15, Answer Questions Posted on Your Research Presentation Discussion Thread (Group B)	Friday, 11:59pm
		Module 15, Research Study Design Paper (Doctoral Students)	Saturday, 11:59pm
16	<i>Exam 3</i>	Module 16, Exam 3: Modules 12-13	Exam Opens: Tuesday, 9:00am Exam Closes: Friday, 11:59pm