

## **PHS3010: Fundamentals of Epidemiology Fall 2022**

### **Schedule:**

- PHS3010A: 9:30-10:40
- PHS3010B: 11:00-12:10

Location: Koury Center Room 141

Professor: Kate LeMasters, PhD(c), MPH

Email: [klemasters2@elon.edu](mailto:klemasters2@elon.edu)

Office: Psychology, Human Services & Public Health Studies Building – South Campus - 131-A

Office Hours: Monday 12:30-2:00\*

\* Students with a class or work conflict may schedule an appointment via email.

### **Course Description**

This course is an introduction to the field of epidemiology. The focus of this course will be learning the history and fundamental methods of epidemiology and applying epidemiologic thinking to public health problems. Students will be introduced to epidemiologic terminology and develop a foundation in core terms and concepts of epidemiology.

### **Course Objectives**

1. Understand the history of epidemiology and how epidemiology and social justice are integrated.
2. Estimate and interpret measures of disease frequency in populations
3. Estimate and interpret the measures of association
4. Describe types of epidemiologic studies
5. Evaluate the strengths and limitations of various epidemiologic study designs
6. Apply epidemiologic terminology and approaches to issues of health equity and public health problems
7. Interpret results and draw appropriate inferences
8. Perceive the real-world impact of epidemiology

### **Required Textbook**

In this course, we will use course handouts and journal articles. Readings are noted in the syllabus and will be made available on Moodle. When lectures and readings have discrepancies, refer to the lecture.

### **Required Supplies**

1. Calculator (Microsoft Excel is sufficient but a phone calculator is not)
2. Blank paper/notebook and writing utensil

### **Course Policies**

#### **Attendance**

Active participation ensures that you receive a robust educational experience. I have tried to curate course materials to support well-rounded ways of learning, but this is

complemented by in-class lesson plans and lectures. Our in-class activities and discussions will be greatly enriched by your and your peers' active participation. I strongly encourage you to come to class and to come prepared.

However, part of being a college student is learning to manage your own time and make decisions about the use of your time. You are all adults juggling various responsibilities and our class is one of your many classes and priorities. We are also living through an incredibly difficult time and there may be days in which you need to take time away from class to support your mental health and well-being.

Attendance will not be graded. However, missing a large number of classes will make you poorly prepared for your assignments and it will be hard to grasp epidemiologic concepts covered thoroughly during class time. If you anticipate missing more than three classes, please e-mail me to come up with a plan to help you succeed.

Furthermore, if you feel sick, particularly if you have any [COVID-19](#) symptoms, please stay home! Even if you are vaccinated, please stay home if you are sick, given the increased transmissibility of more recent variants.

If you feel well, it is expected that you attend in person. However, I will have a zoom room open for those that are sick. You must receive permission to attend via zoom before class. Classes will also be recorded and uploaded to Moodle for you to watch if you miss class or would like to go back through any lectures.

### **Public health and safety**

The epidemiologic situation of COVID-19 is dynamic and we may find that we need to pivot over the course of the semester to respond to changing circumstances. We will need to be flexible and resilient together as we move through the next few months. I will be regularly making time for us to talk in class about the changing epidemiologic situation and to discuss any questions or concerns that you have. We can also talk one-on-one if you would prefer a more private discussion.

Elon has developed detailed COVID prevention and response protocols, found on the [Healthy Elon](#) website, and all students are expected to adhere to these protocols, which may be updated throughout the semester.

We are also experiencing a moment of major social change, with global movements for anti-racism, decoloniality, anti-imperialism, climate justice, and alternatives to neoliberal capitalism meeting equally strong currents of authoritarianism, ethnic nationalism, isolationist and zero-sum global politics, and pushes for further market privatization. This can be quite overwhelming, and can make it difficult to have nuanced conversations about these issues and the ways they affect our everyday lives. Being engaged global citizens means that we need to have these conversations, and to have these conversations in ways that support learning and understanding. I will strive to create a classroom environment where we can explore and express a diverse range of perspectives and opinions, and I invite you to join me in co-creating this space.

Some suggested guiding principles to help us do this include:

- Pausing judgment
- Assuming best intent
- Leaning into discomfort
- Leading with curiosity
- Seeking to understand

We will discuss additional guiding principles on the first day of class and can update these as needed throughout our semester together.

### **A Note on Masks**

All students are expected to follow and demonstrate best public health practices in this class. Available evidence is clear that masks are an effective and available tool to mitigate the spread of COVID-19. Masks, particularly high-quality masks (e.g., N95, KN95) help protect the health and safety of our entire community.

### **Course Grades**

#### **Grades**

While assignments and grades are a part of college courses, my goal is to ensure you are put in the best possible position to succeed in this class. As a result, **each student gets three days of no questions asked extension time they can use on the assignments of their choice during the semester.** How you use that time is up to you. You can use all three days on a single assignment or divide it up amongst multiple assignments (at most, one day used on three separate assessments). Please let me know when you will be using this extension time. If you would like to use this extension on a group assignment, everyone in the group must agree and that will be considered part of the extension time for the semester for all members of that group. Additional flexibility on due dates is possible if there are extenuating circumstances such as the emergencies or obligations discussed in the attendance policy and will be considered on a case-by-case basis.

In addition, certain types of assignments can be difficult for some students to complete. For example, presenting in front of a group can be very challenging for some students. Assignments in this course have been constructed intentionally to push you to develop skills that you may not have used before, or do not feel confident in. I invite you to lean into that discomfort and use this as an opportunity for growth. That said, if you know you will have significant challenges with certain types of assignments, please discuss this with me and we can see if there are alternative ways to complete these assignments.

## Grading

Component	Percentage
Class Participation	5
Reflection Papers	5
Emergent Issues Update	5
Homework: Individual	10
Homework: Group	20
Exams	30
Group Teach-In	10
Final Group Presentation	10
Team Peer Evaluations	5
<b>Total</b>	<b>100</b>

### *Class Participation (5%)*

This is a course which requires your active preparation and participation. Each member of the class is expected to contribute positively to the learning environment through attendance and participation in the following: exercises, small group work, contributing thoughtful comments/questions in class discussions, reading assignments prior to class, and by completing assignments in a timely manner. At the beginning of Monday classes, which will be our primary lecture day, you will also be asked to participate by summarizing the reading and asking questions about the reading to submit by 9:00 AM the morning of class.

### *Reflection Papers (5%)*

Periodically, you will be asked to submit a (1-page double-spaced) reflection paper. These are a chance for you to reflect broadly on the prompt – there is no right or wrong answer, I simply ask that you be thoughtful. Due dates are listed in the week-by-week outline of the course later down in the syllabus.

- 1 point for turning in the reflection paper on time
- 1 point for a clear, well-written, and well-organized reflection
- 1 point for using critical thinking and thoughtfulness. This means that you pulled in connections of themes from other weeks in class, your other classes, current events, your interests or life experiences.

### *Emergent Issues Update (5%)*

One time in the semester, you will sign up to discuss an article in the media on issues related to topics covered in class. You must identify at least one relevant article, prepare a brief summary of its content and relevance to the class (1 page, double-spaced) and bring it to class for discussion. A sign-up sheet will be posted in a class session and an example will be posted in Moodle.

- 1 point for turning the emergent issues update in on time
- 1 point for summarizing the article thoroughly
- 1 point for using critical thinking to pull in connections to the class
- 1 point for synthesizing your emergent issues update to the class

### *Homework (30%; 11 assignments total)*

Individual Preparation (10%): Before class, students will complete case study-related questions each week. They will be graded on attempt and completion. Please complete all questions with a good faith effort, without help from other students. Submissions will be based on a standardized grading rubric. Late submissions will receive a zero.

- 4 points for completion. This includes a fully fleshed out interpretation, complete sentences, and providing calculation for and units of results when applicable.
- 2 points for clarity. Answers are easy to follow and logically presented.
- 4 points for critical thinking, thoughtfulness, and providing a rationale.

Group Questions (20%): Students will work collaboratively with teammates to answer group questions during class on Fridays. Students will be assigned to groups at the beginning of the semester based on their interests and expertise. I expect each team member to contribute meaningfully to the discussion and that team members hold each other accountable. I recommend that you create a group document in a shared software (e.g., Google doc) in which you can easily summarize team member input and submit the team Word document on the course website. Late submissions will receive a 10%-point reduction per day late.

- 3 points for completion. This includes a fully fleshed out interpretation, complete sentences, and providing calculation for and units of results when applicable.
- 3 points for critical thinking, thoughtfulness, and providing a rationale.
- 4 points for accuracy. All questions are correctly answered.

### *Exams (30%; 10% each)*

The goal of the two course exams is to measure mastery of material. The first two exams focus on data analysis and interpretation. Exams will include a mix of multiple choice, short answer, essay questions, and calculations. For the final exam, students will integrate course concepts by reviewing specific aspects of public health evidence-based peer reviewed journal articles. After your exam is graded, you will have the opportunity to retake the exam and receive partial credit back up to a 70. All exams will be take-home, open-note exams.

### *Group Teach-in (10%)*

Working as a team is an essential part of public health. Also, it is important for the field of public health to embrace new forms of communication to get their message out to the general public and to communicate efficiently. You will be assigned to groups and each group will be assigned a journal article, including the methods. Your goal is to explain that article, its main findings, and its relevance to epidemiology to your classmates. You can use whatever medium you would like, video, handout, blogpost, social media, etc., it just has to be informative and entertaining.

- 1 point for completion
- 5 points for presenting the background, methods, and main findings
- 1 point for asking a thoughtful and relevant question about the reading
- 1 point for asking a thoughtful surprising finding or conclusion
- 1 point for originality

### *Final Group Presentation (10%)*

At the end of the semester, each group will give a presentation in which you will present a research question, along with a rationale, study design, and proposed measure of association. Each presentation will be 8-10 minutes long, with an additional minute or two for questions. A sample presentation, with further guidance, will be posted on Moodle. Groups will submit their potential research question earlier in the semester.

### *Team Peer Evaluations (5%)*

At the end of the semester, students will complete peer evaluations for their team members. Team members will be the same for group questions on homework, the group teach-in, and the final group presentation. A link will be posted for students to record their evaluation. Evaluation aspects include actively participating, accomplishing tasks on time, work reflecting acceptable level of effort, supporting the efforts of fellow group members, and excelling at facilitating team discussions. Each question will be answered on a scale from 1-5 by each group member and will be averaged together for a final score.

### *Grade Calculations*

Grades will be rounded to the nearest percent and will be categorized using the following scale. For example, a grade of 82.4 is rounded to 82 and a grade of 82.8 is rounded to 83.

A = > 93	A- = 90-92.99	B+ = 87-89.99	B = 83-86.99
B- = 80-82.99	C+ = 77-79.99	C = 73-76.99	C- = 70-72.99
D+ = 67-69.99	D = 63-66.99	D- = 60-62.99	F = <59.99

A grade in the “A” range indicates distinguished performance in a course.

A grade in the “B” range indicates an above-average performance in class.

A grade in the “C” range indicates an average performance in which a basic understanding of the subject has been demonstrated.

A grade in the “D” range indicates a passing performance despite some deficiencies.

A grade of “F” indicates failure.

### **Extra Credit**

If and when opportunities for extra credit arise, I will let you know in class and post it on Moodle.

### **Inclusive Learning Environment**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, and that your learning needs will be addressed both in and out of the classroom. The diversity of perspective and lived experience that you bring to this class is a resource, a strength, and a benefit – and all of our learning will be the richer for it.

This class is grounded in the fundamental human rights principle that all people are equal in dignity. Following from this principle, you have a right to equality of treatment

and to a classroom environment that supports your learning. It is my goal to ensure that this right is met.

Instrumental to your dignity, you have a right to be called and referred to by the name and pronouns that best reflect your identity. I will do my best to address and refer to you accordingly and support your classmates to do the same. Similarly, you have a right to have your religious freedom respected. Should any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you. Additionally, you have a right to the resources and supports that you need to be successful.

If English is not your primary language, please know that there is space in our classroom and in certain assignments for [translanguaging](#), and I invite you to use all of your communicatory resources. For writing assignments that are more English-heavy, there are services at Elon to help you and support your writing. This support is offered through resources, workshops, and one-on-one consultations. For more information, contact the [Elon Writing Center](#). If you have any problems or barriers related to the language used in this class, please let me know and I will work with you to accommodate these needs.

If you have a disability of any kind (including learning disabilities, ADHD, depression, health conditions) and require instructional, curricular, or test accommodations, please let me know as early as possible so that we can work out a plan to support your success in a timely and confidential manner.

If you are working through any other life circumstances that may affect your participation in the course, please let me know. These might be personal, health-related, family-related issues, or other concerns. The sooner I know, the earlier we can discuss possible adjustments or alternative arrangements as needed for homework, exams, or class.

Finally, if you are a first-generation college student, a veteran or military-affiliated student, an older student, or an otherwise “non-traditional” student – know that I am excited to have you here. My goal is to help you be successful and find the support and guidance you need to become a GRADUATE.

This class is about you. Your suggestions for improving the effectiveness of this course are encouraged and appreciated.

### **Land Acknowledgment**

We are not the first inhabitants of the space that we call Elon University. Elon University is situated on the ancestral homelands of the Adshusheer, Catawba, Eno, Occaneechi, Sappony/Saponi, Shakori, and Sissipahaw people. We recognize the harm caused by settler-colonialism and the ongoing resilience of these communities and their descendants today.

## Course Schedule

Some days are listed as 'remote' when I am traveling to conferences. Given the ongoing COVID-19 pandemic, this is subject to change. Please do not plan to be off campus these dates in case my travel plans change.

Date	Day	Wk	Course Topic	Class Session	Pre-Class Reading	Assignment Due
August 24 <sup>th</sup>	W	1	Welcome, Overview, Building Blocks of Epidemiology	Defining Epidemiology		
August 26 <sup>th</sup>	F	1		Building Blocks of Epidemiology	<ol style="list-style-type: none"> <li>1. <a href="#">How Many Americans Are Homeless? No One Knows</a></li> <li>2. <a href="#">2021 Annual Homeless Assessment Report to Congress</a> (Definition of Terms)</li> <li>3. <i>Optional:</i> <a href="#">How Houston Moved 25,000 People From the Streets Into Homes of Their Own</a></li> <li>4. <i>Optional:</i> <a href="#">Heat wave scorches Pacific Northwest</a></li> </ol>	In-Class Activity
August 29 <sup>th</sup>	M	2	Measures of Occurrence	Prevalence, Incidence (Risk, Odds)	<ol style="list-style-type: none"> <li>1. ERIC: Incidence, Prevalence, and Measures of Exposure</li> <li>2. ERIC: Risk and Rate in Cohort Studies</li> <li>3. ERIC: Calculating Person-Time</li> </ol>	Reflection 1
August 31 <sup>st</sup>	W	2		Incidence (Rate)	<ol style="list-style-type: none"> <li>1. Kanu et al. Anemia Among Pregnant Women Participating in the Special Supplemental Nutrition Program for Women, Infants, and Children — United States, 2008–2018. <i>MMWR Morb Mortal Wkly Rep</i> 2022;71:813–819</li> </ol>	
September 2 <sup>nd</sup>	F	2		Group Work	<ol style="list-style-type: none"> <li>1. Gartner et al. Integrating Surveillance Data to Estimate Race/Ethnicity-specific Hysterectomy Inequalities Among Reproductive-aged Women: Who's at Risk? <i>Epidemiology</i>. 2020;31(3):385-392. <b>(components in HW)</b></li> <li>2. <a href="#">Late stage cervical cancer cases are on the rise</a></li> <li>3. <i>Optional:</i> Francoeur AA, et al. The increasing incidence of stage IV cervical cancer in the USA: what factors are related? <i>Int J Gynecol Cancer</i>. 2022.</li> </ol>	HW1

September 5 <sup>th</sup>	M	3	Public Health Surveillance	Measuring Mortality & Public Health Surveillance	<ol style="list-style-type: none"> <li>1. Heron M. Deaths: Leading causes for 2016. National Vital Statistics Reports; vol 67 no 6. Hyattsville, MD: National Center for Health Statistics. 2018 (<b>Abstract, Table 1</b>)</li> <li>2. <a href="#">How Monkeypox Went From Containable to Crisis</a></li> <li>3. <a href="#">Monkeypox CDC Webpage</a></li> </ol>	
September 7 <sup>th</sup>	W	3		Public Health Surveillance; <i>Guest Lecture – Jennifer Lao</i>	<ol style="list-style-type: none"> <li>1. <a href="#">Death Reporting of Incarcerated People</a></li> </ol>	
September 9 <sup>th</sup>	F	3		Group Work	<ol style="list-style-type: none"> <li>1. Kemal et al. Gun carrying among freshmen and sophomores in Chicago, New York City and Los Angeles public schools: the Youth Risk Behavior Survey, 2007-2013. Inj Epidemiol. 2018 Apr 10;5(Suppl 1):12 (<b>Abstract, Figure 1, Table 3</b>)</li> <li>2. Ranapurwala SI, et al. Opioid Overdose Mortality Among Former North Carolina Inmates: 2000-2015. Am J Public Health. 2018 Sep;108(9):1207-1213 (<b>Abstract, Table 1, Figure 1</b>)</li> </ol>	HW2
September 12 <sup>th</sup>	M	4	Measuring Associations	Measuring Associations	<ol style="list-style-type: none"> <li>1. ERIC: Common Measures and Statistics in Epidemiology</li> <li>2. Ranapurwala SI, et al. Opioid Overdose Mortality Among Former North Carolina Inmates: 2000-2015. Am J Public Health. 2018 Sep;108(9):1207-1213 (<b>Table 2</b>)</li> </ol>	
September 14 <sup>th</sup>	W	4				No Class
September 16 <sup>th</sup>	F	4		Group Work	<ol style="list-style-type: none"> <li>1. Simckes MS, Simonetti JA, Moreno MA, Rivara FP, Oudekerk BA, Rowhani-Rahbar A. Access to a Loaded Gun Without Adult Permission and School-Based Bullying. J Adolesc Health. 2017 Sep;61(3):329-334. (<b>Abstract, Intro, Table 3</b>)</li> <li>2. Kramer MR, Black NC, Matthews SA, James SA. The legacy of slavery and contemporary declines in heart disease mortality in the U.S. South. SSM Popul</li> </ol>	HW3

					Health. 2017 Dec;3:609-617. <b>(Abstract, Intro, Figure 1)</b>	
September 19 <sup>th</sup>	M	5	Study Design Part 1: Cohorts and RCTs	Cohorts and RCTs	1. ERIC: Cohort Studies 2. ERIC: Randomized Control Trials 3. ERIC: Causality	
September 21 <sup>st</sup>	W	5		Class Discussion: Cohorts and RCTs <i>Guest Lecture - Esther Chung</i>	1. Sikander S, et al. Cohort Profile: Perinatal depression and child socioemotional development ; the Bachpan cohort study from rural Pakistan <i>BMJ Open</i> 2019;9:e025644.	<i>Remote</i>
September 23 <sup>rd</sup>	F	5		Group Work	1. Yotebieng M, et al. Conditional cash transfers and uptake of and retention in prevention of mother-to-child HIV transmission care: a randomised controlled trial. <i>Lancet HIV.</i> 2016;3(2):e85-e93.	<i>Remote</i> HW4 Exam 1 Opens
September 26 <sup>th</sup>	M	6	Study Design Part 2: Ecologic and Cross-Section al Studies	Ecologic and Cross-Section al Studies	1. ERIC: Cross-Sectional Studies 2. ERIC: Ecologic Studies	
September 28 <sup>th</sup>	W	6		Class Discussion: Ecologic Studies <i>Guest Lecture - Zaire Cullins</i>	1. <a href="#">COVID Prison Project</a>	
September 30 <sup>th</sup>	F	6		Group Work	1. Crifasi CK, et al. Association between Firearm Laws and Homicide in Urban Counties. <i>J Urban Health.</i> 2018 Jun;95(3):383-390. 1. Bor J, et al.. Police killings and their spillover effects on the mental health of black Americans: a population-based quasi-experimental study. <i>Lancet</i> 2018. 392: 302-310.	HW5 Exam 1 Due
October 3 <sup>rd</sup>	M	7	Study Design Part 3: Case-Control	Case Control Studies	1. ERIC: Case Control Studies	
October 5 <sup>th</sup>	W	7		Class Discussion: Case Control <i>Guest Lecture - Karen Diepstra</i>	1. Sivaraman, Josie J. et al. Association Between Medical Diagnoses and Suicide in a Medicaid Beneficiary Population, North Carolina 2014-2017. <i>Epidemiology:</i> March 2022 - Volume 33 - Issue 2 - p 237-245	
October 7 <sup>th</sup>	F	7		Group Work		<i>Remote</i> HW6

October 10 <sup>th</sup>	M	8	Causality	Causality	1. ERIC: Causality	Reflection 2
October 12 <sup>th</sup>	W	8		<i>Class Activity: Study Design Debate</i>		Final Group Presentation Research Question Due
October 14 <sup>th</sup>	F	8		Fall Break		No Class
October 17 <sup>th</sup>	M	9	Random and Systematic Error Part 1	Overview	1. ERIC: Selection Bias	
October 19 <sup>th</sup>	W	9		Selection Bias  <i>Group Teach In</i>  <i>Guest Lecture: Dr. Juan Hincapie-Castillo</i>	1. Vetter C, et al. Association between rotating night shift work and risk of coronary heart disease among women. JAMA. 2016;315(16):1726-1734. 2. <i>Optional:</i> Ranapurwala SI, et al. Methodologic limitations of prescription opioid safety research and recommendations for improving the evidence base. Pharmacoepidemiol Drug Saf. 2019;28(1):4-12.	
October 21 <sup>st</sup>	F	9		Group Work	1. Hatch EE, et al. Evaluation of Selection Bias in an Internet-based Study of Pregnancy Planners. Epidemiology. 2016;27(1):98-104.	HW7
October 24 <sup>th</sup>	M	10	Random and Systematic Error Part 2	Information Bias	1. ERIC: Information bias and misclassification 2. <i>Skim:</i> McClure ES, et al. Challenges with misclassification of American Indian/Alaska Native race and Hispanic ethnicity on death records in North Carolina occupational fatalities surveillance. Vol. 2, Frontiers in Epidemiology. 2022. 3. <i>Optional:</i> <a href="#">Indigenous Health COVID-19</a>	
October 26 <sup>th</sup>	W	10		Diagnostic & Screening Tests  <i>Group Teach In: Information Bias</i>	1. ERIC: Diagnostic and screening tests 2. Kumleben N, Bhopal R, Cypionka T, et al. Test, test, test for COVID-19 antibodies: the importance of sensitivity, specificity and predictive powers. Public Health. 2020;185:88-90.	

October 28 <sup>th</sup>	F	10		Group Work	1. Hatcher SM, et al. 2017. The prevalence of antibiotic-resistant <i>Staphylococcus aureus</i> nasal carriage among industrial hog operation workers, community residents, and children living in their households: North Carolina, USA. <i>Environ Health Perspect</i> 125:560-569	HW8
October 31 <sup>st</sup>	M	11	Random and Systematic Error Part 3	Confounding	1. ERIC: Confounding	
November 2 <sup>nd</sup>	W	11		Class Discussion <i>Guest Lecture: Emilie Duchesneau</i>	1. <i>Skim</i> : Given, B., et al., (2008). Older adults and cancer treatment. <i>Cancer: Interdisciplinary International Journal of the American Cancer Society</i> , 113(S12), 3505-3511.	
November 4 <sup>th</sup>	F	11		Group Work	1. <i>Highlighted Sections</i> : Austin AE, et al. Directed acyclic graphs: An under-utilized tool for child maltreatment research. <i>Child Abuse Negl.</i> 2019 May;91:78-87. 2. LeMasters K, et al. Adverse childhood experiences and depression among women in rural Pakistan. <i>BMC Public Health.</i> 2021;21(1):400. 3. <i>Optional</i> : Nowotny K, et al. Age and COVID-19 mortality in the United States: a comparison of the prison and general population. <i>Int J Prison Health.</i> 2022.	HW9 Exam 2 Opens
November 7 <sup>th</sup>	M	12	Effect Measure Modification	Effect Measure Modification	1. ERIC: Confounding Bias Part 2 and Effect Measure Modification	<i>Remote</i>
November 9 <sup>th</sup>	W	12		Class Discussion: Effect Measure Modification & Race in Epidemiology	1. Jones CP. Invited Commentary: "Race," Racism, and the Practice of Epidemiology. <i>Am J Epidemiol.</i> 2001;154(4):299-304. 2. Ward JB, et al. How do we assess a racial disparity in health? Distribution, interaction, and interpretation in epidemiological studies. <i>Ann Epidemiol.</i> 2019;29:1-7	
November 11 <sup>th</sup>	F	12		Group Work	1. <a href="#">2-Min Listen: Black Women &amp; Preterm Birth NPR</a> 2. <a href="#">Premature Birth Rates among U.S. Black Women</a>	HW10 Exam 2 Due

November 14 <sup>th</sup>	M	13	Critiquing the Evidence	Critiquing Peer Reviewed Articles	1. Von Elm E, et al. The Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) statement: guidelines for reporting observational studies. J Clin Epidemiol. 2008;61(4):344-349.	Exam 3 opens
November 16 <sup>th</sup>	W	13		Critiquing Health News	1. <a href="#">Huffington Post: Cats and Mental Illness</a> 2. <a href="#">NPR: Cats and Mental Illness</a> 3. <a href="#">Health Communication</a>	
November 18 <sup>th</sup>	F	13		Group Work	1. Erenel H, Aydogan Mathyk B, Sal V, Ayhan I, Karatas S, Koc Bebek A. Clinical characteristics and pregnancy outcomes of Syrian refugees: a case-control study in a tertiary care hospital in Istanbul, Turkey. Arch Gynecol Obstet. 2017 Jan;295(1):45-50. 2. Abu Hamad Kh1, Abed Y, Abu Hamad B. Risk factors associated with preterm birth in the Gaza Strip: hospital-based case-control study. East Mediterr Health J. 2007 Sep-Oct;13(5):1132-41.	No Class HW11
November 21 <sup>st</sup>	M	14	Thanksgiving Break			Exam 3 Due
November 23 <sup>rd</sup>	W	14				
November 25 <sup>th</sup>	F	14				
November 28 <sup>th</sup>	M	15	Critiquing the Field	Class Discussion	1. Wing S. Whose epidemiology, whose health? Int J Health Serv. 1998;28(2):241-52. 2. <a href="#">Epidemiology and Social Justice Zine</a> 3. <i>Optional:</i> <a href="#">The Atlantic: How Public Health Took Part in Its Own Downfall</a>	Reflection 3
November 30 <sup>th</sup>	W	15		Ethics and Public Health	1. <a href="#">Dr. Bill Jenkins APHA address 'You've got bad blood': The horror of the Tuskegee syphilis experiment'</a> 2. <a href="#">Dr. Bill Jenkins APHA address 'You've got bad blood': The horror of the Tuskegee syphilis experiment'</a> 3. Steve W. Social responsibility and research ethics in community-driven studies of industrialized hog production. Environ Health Perspect. 2002;110(5):437-444. 4. <i>Optional:</i> <a href="#">Dr. Bill Jenkins NYT Obituary</a>	
December 2 <sup>nd</sup>	F	15	Final Presentations			Team Peer Evaluations Due

## **Course Communication**

### **Moodle**

Moodle contains critical information for this course. You will find important links on the Moodle page as well as course materials and assignments for the week. Students are responsible for checking Moodle for the most up-to-date information. You should ensure you have reviewed Moodle and completed any assignments by the deadline. It is your responsibility to know and meet course deadlines.

## **Other Course Policies**

### **Honor Code**

Elon's honor pledge calls for a commitment to Elon's shared values of Honesty, Integrity, Responsibility, and Respect. To be clear about what constitutes violations of these values; students should be familiar with code of conduct policies described in the student handbook.

Students with questions about the specific interpretation of these values and violations as they relate to this course should contact this instructor immediately. Violations in academic-related areas will be documented in an incident report which will be maintained in the Office of Student Conduct, and may result in a lowering of the course grade and/or failure of the course with an Honor Code F.

Violations specifically covered by academic honor code policies include: plagiarism, cheating, lying, stealing, and the facilitation of another's dishonesty. Multiple violations may result in a student's suspension from the University.

## **Student Options Related to Enrollment**

### *Enrollment*

Students should confirm their enrollment in this course through their On-Track account. Students who do not appear on the course roll or do not show the correct course/section listed on On-Track should consult with their instructor immediately.

### *Policies on Dropping or Withdrawing from Course*

- Students may drop a course during the designated drop/add period through On-Track. A course that is dropped during the designated drop/add period will not appear on the student's transcript or grade report.
- After the designated drop/add period, students may withdraw from a course without penalty before the course withdrawal deadline published in the [academic calendar](#). Withdrawing from a course during this period will result in a mark of "W" that will appear on the student's academic transcript. Students may withdraw online via OnTrack. Students should refer to the academic calendar for important semester dates.

**NOTE:** Students should not assume that they will be officially withdrawn from a course based on failure to attend class or notifying a faculty member of their intent to withdraw. The student is responsible for following the official process of withdrawing from a class. Students who do not properly withdraw from a course will receive a grade of F.

- Students may not withdraw from a course after the published withdrawal deadline. Any exception to this policy is the responsibility of the appropriate academic dean's office. When granted, withdrawal from a course after this time will result in a grade of "W" or "F" depending on the student's grade at the time of withdrawal.

For additional information on university course policies, students should consult the [Academic Catalog](#)

### **Policy on Recording Classes**

Elon's policy on "Recording Video and Audio, Streaming Video and Audio, or Photography in Classes" is expected to be followed in every course. Students are allowed to record lecture and take photographs as needed to aid in their understanding of the materials presented in the course. Elon's existing policy states: "No matter what the course policy, recorded classes may not be used in any way that denigrates and/or decontextualizes the instructor or any student whose class remarks are recorded. Any information contained in the recorded class may not be posted, published or quoted without the express consent of the instructor or speaker, and if permission is granted, must be properly cited. All recordings of class lectures or discussions are to be erased at the end of the semester."

### **Intellectual Property Policy**

With the incorporation of hybrid, blended and flipped classes, Elon faculty may choose to post written and/or recorded materials online that they typically would not post. It is important for all members of our community be familiar with Elon's Intellectual Property Policy.

### **Supporting Fellow Students in Distress**

As members of the Elon community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a healthy environment for learning. Occasionally, you may become worried or concerned about a fellow classmate's well-being. When this is the case, I would encourage you to share these concerns with me or to [Elon's Student Care and Outreach program](#). Although you can report anonymously, it is preferred that you share your contact information so they can follow up with you personally.

### **Religious Holidays Policy**

In supporting religious diversity, Elon has a policy and procedures for students who wish to observe religious holidays that are in conflict with the academic calendar, allowing students an excused absence. Students who wish to observe a holiday during the semester must complete the online [Religious Observance Notification Form](#) (RONF).

This policy does not apply during the final examination period. Students are required to make prior arrangements with the instructor for completion of any work missed during the absence. Once the completed RONF is received, the Truitt Center will send an e-mail to the instructor and the student that a RONF has been submitted. Students may contact the Truitt Center staff with any questions (336-278-7729).

### **Disability Resources**

If you are a student with a documented disability who will require accommodations in this course, please register with [Disabilities Resources](#). You may reach out to Disabilities Resources for assistance in developing a plan to address your academic needs. Disability Resources is located in the Koenigsberger Learning Center (Belk Library 226; 336-278-6568). For more information about Disabilities Resources, please visit their [website](#).

### **Belk Library**

The librarians in Belk Library can help you find appropriate resources for your assignments. You can [schedule an appointment](#) to meet with a librarian: or chat with a librarian on the library [website](#). I encourage to reach out to the Health and Life Sciences librarian, Jesse Akman, at:

Email: [jakman2@elon.edu](mailto:jakman2@elon.edu)

Phone: 336-278-6584

Office: Belk Library 117 (Please call or email first)

[Schedule an appointment with Jesse](#)

### **Writing Center**

Elon's Writing Center in the Center for Writing Excellence is staffed by trained peer-consultants who can help you with all of your writing projects (for any class or major and for any extracurricular, personal, or professional purposes), so take advantage of this excellent academic resource and include a [visit to our Writing Center](#) as part of your writing process.

In one-to-one sessions of up to 45 minutes, Writing Center consultants will work with you on any kind of writing (such as research or analysis papers, PowerPoint or poster presentations, resumes, or job applications) at any stage of the writing process (such as understanding an assignment; brainstorming, drafting, revising, and editing; developing a research question or starting your research; or writing in-text citations and bibliographies/works cited).

We have two multimedia production studios so you can create and work with a consultant on your multimedia and visual texts (such as PowerPoint or Prezi presentations, videos, or websites). Visit our presentation practice room where you can easily record and critique yourself giving a presentation and get feedback from a consultant on your accompanying visuals.

The main Writing Center, located in Belk Library, is open extensive hours:  
M-Th 10am-10pm  
Fri 10am-4pm  
Sun 2pm-10pm

The Writing Center also staffs satellite Writing Centers in CREDE and in the Business School (see The Writing Center website for more details).

If you have questions, please contact The Writing Center Director, Dr. Julia Bleakney, at [jbleakney@elon.edu](mailto:jbleakney@elon.edu) or X5642.