

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6003: Epidemiology and Prevention of Chronic Diseases (3 credit hours)
Fall: 2018
Delivery Format: Online
e-Learning in Canvas

Instructors:**David s Sheps, MD, MSPH**

Email Address: dssheps@ufl.edu; shepsds@gmail.com

Office Hours: By appointment, please email.

Krishna Vaddiparti, PhD, MPE, MSW

Phone Number: 352-273-5746

Email Address: kvaddiparti@ufl.edu

Skype: krishna_vaddiparti

Office Hours: Since this is a completely online course, please contact me on phone or email to schedule an appointment. Otherwise, I will make every effort to address any questions submitted via email or the Open Discussion boards within 72 hours.

Preferred Course Communications (e.g. email, office phone):

The preferred mode of communication with the course instructors is via email feature on canvas. While emailing instructors, **please make sure to copy both instructors on the mail and always check the box, 'Send an individual message to each recipient'**. This way we can ensure prompt response to your emails.

PREREQUISITES

None

PURPOSE AND OUTCOME**Course Overview**

This course covers the major chronic diseases and their risk factors. The importance of this subject cannot be overstated since it is the major factor driving health care costs. The U.S. now spends more money per capita than any other nation yet is behind in longevity. Chronic diseases are the major factors driving these costs. The more epidemiologists understand about these diseases, the better they will be able to continue to study them effectively and attempt to influence public policy.

Course Objectives and/or Goals

1. Develop a basic understanding of the multi-factorial disease etiology and pathophysiology of the major chronic diseases.
2. Interpret the strengths and limitations of papers in the literature and research proposals by understanding the appropriate pathophysiology and clinical practices in specific disease areas.
3. Understand the risk factors for various chronic diseases and appropriate ways to define exposure and outcome variables.
4. Identify and critically evaluate sources of surveillance data for chronic diseases and their risk factors.
5. Identify evidence-based clinical and population-based preventive measures for chronic diseases.

Instructional Methods

- 1) **Lectures:** The lectures are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
- 2) **Readings:** The list of the assigned readings, has been provided with the course schedule below. The assigned reading material is intended to supplement lectures. The reading list may be supplemented during the course.
- 3) **Exams:** There are 3 exams in this course.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

| Week | Dates | Topic(s) | Lecturer | Readings |
|----------------------|--------------|---|-------------------------|--|
| 1 | 8/22 to 8/28 | Introduction to the Course Key Concepts in Studies of Chronic Disease and Risk Factors | Vaddiparti Sheps | CDC Chronic Diseases and Health Promotion. Overview Remington, et. al: Chapters 1 and 2 Guzick DS. On the Same Page. Caring for Those Without Health Insurance: Practical Implications of the Affordable Care Act. Jan 11, 2014. |
| 2 9/3 Holiday | 8/29 to 9/4 | Role of Exercise and Fitness as Risk Factors for Chronic Diseases | Sheps | Remington, et.al: Chapter 4 Haskell, et.al. Physical Activity and Public Health: Updated Recommendation for Adults From the American College of Sports Medicine and the American Heart Association |
| 3 | 9/5 to 9/11 | Chronic Kidney Disease | Bozorgmehri | Remington, et al: Chapter 22 Go, et.al 2004 |
| 4 | 9/12 to 9/18 | Community Approach to Risk Factors for Cardiovascular Disease | Pearson Sheps | Remington, et al: Chapter 15 Pearson, et.al. AHA Guide for |

| Week | Dates | Topic(s) | Lecturer | Readings |
|------------------------|----------------|--|----------------|---|
| | | Pathophysiology and risk factors for CAD | | Improving CV Health at the Community Level, 2013 Update Goff, et.al. 2013 |
| 5 | 9/19 to 9/25 | Social determinants of chronic disease | Vaddiparti | Remington, et al: Chapter 6 XXXX |
| 6 | 9/26 to 10/2 | Exam 1 – Covers materials from Weeks 1 through 5 (Open 9/28 through 10/1 through ProctorFree) No lectures this week | | |
| 7 | 10/3 to 10/9 | Cancer | Tomar | Remington, et.al: Chapter 16 Nelson HD, Tyne K, Naik A, Bougatsos C, Chan BK, Humphrey L; Screening for breast cancer: an update for the U.S. Preventive Services Task Force. Ann Intern Med. 2009;151(10):727-37, W237-42. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2972726/ |
| 8 | 10/10 to 10/16 | Obesity | Perri | Remington, et.al: Chapters 8 and 11 |
| 9 | 10/17 to 10/23 | Tobacco and alcohol use | Lopez-Quintero | Remington, et.al: Chapters 7 and 10 XXXX |
| 10 | 10/24 to 10/30 | Neurological disorders | Fieo | Remington, et.al: Chapter 19 XXXX |
| 11 | 10/31 to 11/6 | Mental disorders | Vaddiparti | Remington et.al: Chapter 18 XXXXX |
| 12 11/12 Holiday | 11/7 to 11/13 | Exam 2 – Covers materials from Weeks 7 through 11 (Open 11/9 through 11/13 through ProctorFree) No lectures this week | | |

| Week | Dates | Topic(s) | Lecturer | Readings |
|-------------------------------------|----------------|---|-----------------------|--|
| 13 | 11/14 to 11/20 | 1. Chronic Disease Surveillance 2. Clinical Trials | Hopkins Pepine | Remington, et.al: Chapter 3 CDC. Surveillance Resources CDC: Florida Chronic Disease Profile CDC: Chronic Disease Indicators Florida Charts Council of State and Territorial Epidemiologists |
| 14 11/21 to 11/23 Holiday | 11/21 to 11/27 | Chronic Disability and Injuries | Shorr | |
| 15 | 11/28 to 12/4 | Exam 3 – Covers materials from Weeks 13 through 14 (Open 11/30 through 12/3 through ProctorFree) No lectures this week | | |

Course Materials and Technology

Text

The required text is: Remington PL, Brownson RC, and Wegner MV. *Chronic Disease Epidemiology and Control. 4th Edition*. American Public Health Association. 2016. ISBN: 9780875532776.

Completion of the assigned readings from this text is mandatory. Lecture presentations will highlight, review, and expand upon the most important aspects of the assigned reading materials. Students are still responsible for mastering any content from the assigned readings, exercises, or discussion boards that is NOT covered in a lecture presentation. Exams will cover all course content covered in assigned readings, exercises, discussion boards, and lecture presentations.

Fall 2018 Guest Speakers

- **Carl Pepine**, MD. Professor, Division of Cardiovascular Medicine, Department of Medicine, UF College of Medicine.
- **Catalina Lopez-Quintero**, MD, PhD. Assistant Professor, UF Department of Epidemiology.
- **Michael G. Perri**, PhD. Professor, Department of Clinical and Health Psychology and Dean, UF College of Public Health and Health Professions
- **Richard Hopkins**, MD, MSPH. Courtesy/Joint Professor, UF Department of Epidemiology.
- **Robert Fieo**, PhD. Adjunct Assistant Professor, UF Department of Epidemiology.
- **Ronald Shorr**, MD, MS. Professor, UF Department of Epidemiology, Director, Geriatric Research Education and Clinical Center (GRECC), Malcom Randall VAMC, Co-Director, Training and Professional Development Core, Clinical Translational Science Institute (CTSI), Director, Advanced Postgraduate Program in Clinical Investigation (APPCI)
- **Scott Tomar**, DMD, MPH, DrPH. Professor, Department of Community Dentistry and Behavioral Science, UF College of Dentistry.
- **Shahab Bozorgmehri**, MD, MPH. PhD candidate, UF Department of Epidemiology.

- **Thomas A. Pearson**, MD, MPH, PhD. Professor, UF Department of Epidemiology and Executive Vice President for Research and Education, UF Health Science Center.

Additional Readings

- CDC Chronic Diseases and Health Promotion. <http://www.cdc.gov/chronicdisease/overview/index.htm>
- CDC Chronic Disease Prevention and Health Promotion. Index page to chronic disease surveillance resources at CDC. <http://www.cdc.gov/chronicdisease/stats/>
- CDC Chronic Disease Prevention and Health Promotion. State Profile: Florida. — Florida chronic disease burden document. <http://www.cdc.gov/chronicdisease/states/florida.htm>
- CDC National Center for Chronic Disease Prevention and Health Promotion - interactive access to information about 97 chronic disease indicators, includes rationale and definitions for indicators. <http://apps.nccd.cdc.gov/cdi/>
- Council of State and Territorial Epidemiologists. Chronic Disease Committee. Revision to the National Chronic Disease Indicators. Pdf.
- Florida Charts. Chronic Diseases. Interactive access to chronic disease information for Florida. <http://www.floridacharts.com/Charts/ChronicDiseases/>
- Giovino GA, Mirza SA, Samet JM, Gupta PC, Jarvis MJ, Bhala N, Peto R, Zatonski W, Hsia J, Morton J, Palipudi KM, Asma S; GATS Collaborative Group. Tobacco use in 3 billion individuals from 16 countries: an analysis of nationally representative cross-sectional household surveys. *Lancet*. 2012 Aug 18;380(9842):668-79. <http://www.sciencedirect.com/science/article/pii/S014067361261085X>
- Go AS, Chertow GM, Fan DJ, McCulloch CE, Hsu CY. Chronic kidney disease and the risks of death, cardiovascular events, and hospitalization. *New England Journal of Medicine* 2004; 351:1296-305. On PubMed.
- Goff, et.al. 2013 ACC/AHA Guideline on the Assessment of CV Risk. *Circulation*. 2014; 129: S49-S73 Published online before print November 2013, doi: 10.1161/01.cir.0000437741.48606.98. http://circ.ahajournals.org/content/129/25_suppl_2/S49
- Guzick, DS. On the Same Page. Caring for Those without Health Insurance: Practical Implications of the Affordable Care Act. Jan 11, 2014. <https://ufhealth.org/news/2014/caring-those-without-health-insurance-practical-implications-affordable-care-act>
- Haskell, et.al. Physical Activity and Public Health: Updated Recommendation for Adults From the American College of Sports Medicine and the American Heart Association. *Circulation*. 2007; 116: **1081-1093** Published online before print August 2007, doi: 10.1161/CIRCULATIONAHA.107.185649 <http://circ.ahajournals.org/content/116/9/1081.citation>
- International Agency for Research on Cancer (2012). A review of human carcinogens: pharmaceuticals. Monograph 101A. Preamble to the IARC Monographs. <http://monographs.iarc.fr/ENG/Monographs/vol100A/mono100A-4.pdf>
- Nelson HD, Tyne K, Naik A, Bougatsos C, Chan BK, Humphrey L; U.S. Preventive Services Task Force. Screening for breast cancer: an update for the U.S. Preventive Services Task Force. *Ann Intern Med* 2009;151(10):727-37, W237-42. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2972726/>
- NHLBI Women's Health Initiative Overview. <https://www.whi.org/about/SitePages/About%20WHI.aspx>
- Pearson, et.al. AHA Guide for Improving Cardiovascular Health at the Community Level, 2013 Update *Circulation*. 2013; 127: 1730-1753. Published online before print March 2013, doi: 10.1161/CIR.0b013e31828f8a94. <http://circ.ahajournals.org/content/127/16/1730>.
- Remington PL, Brownson RC, Wegner MV. *Chronic Disease Epidemiology and Control*. 3rd edition. American Public Health Association. 2010. ISBN: 9780875531922
- US Department of Health and Human Services. The health consequences of smoking: a report of the Surgeon General (2004). Chapter 1 http://www.cdc.gov/tobacco/data_statistics/sgr/2004/pdfs/chapter1.pdf

- Wilson LM, Avila Tang E, Chander G, Hutton HE, Odelola OA, Elf JL, Heckman-Stoddard BM, Bass EB, Little EA, Haberl EB, Apelberg BJ. Impact of tobacco control interventions on smoking initiation, cessation, and prevalence: a systematic review. J Environ Public Health. 2012;2012:961724. Epub 2012 Jun 7. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3376479/>
- Wood DE, Eapen GA, Ettinger DS, et al. Lung cancer screening. J Natl Compr Canc Netw 2012;10(2):240–65. <http://www.jnccn.org/content/10/2/240.long>

Articles and other resources will be posted on e-Learning.

Required Equipment

Computer with high-speed internet access and use of a supported browser. Please refer to the student computing requirements listed on the [Online Student Resources](#) page. This course is delivered entirely online using the University of Florida's [e-Learning in Canvas](#) Course Management System. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

Technical Support

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact:

Name: Online MPH Program

Email Address: email Mark Hart and Truly Hardemon through Canvas Inbox

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

Phone Number: (352) 392-HELP (4357) Option 2

Email: helpdesk@ufl.edu

Webpage with Chat: [UF Computing Help Desk](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Exams: There are 3 exams in this course. The exams will be multiple choice questions and each will count for 1/3 of the final grade.

Exam Proctoring Service

This course will be using ProctorFree, a proctoring service for graded exams. ProctorFree ensures exam integrity and enables administration of remote online exams. All exam sessions will be reviewed as part of your final grade. Instances of cheating or appropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action. ProctorFree is a user-friendly system, but you must follow these guidelines to register and take your exams:

1. You must first create a profile with ProctorFree, which will be your permanent student record with the service.
2. When it is available (watch out for an announcement on eLearning), follow the link to launch your practice quiz in ProctorFree.
3. Exams will be administered as described in the course schedule. Also, refer to the ProctorFree technology requirements for the web application.
4. Students will need to have a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take an exam without a webcam. (Note: a microphone and webcam are program requirements for the online MPH program, see computer requirements on the program website). Exams are closed book, closed notes. Students may

use two blank sheets of paper as scrap paper, but must use their camera to show both sides of each sheet and to pan around their desk/room with their camera prior to starting the exam.

5. Exams may be taken at a student's home. Students must plan to take their exams in an environment where other people are not in the room during the exam. You will be asked for two forms of ID. You may be asked some questions to identify yourself, to test your microphone and camera, and you will be asked to pan your desk and clear it of anything not allowed in the exam.

6. Students will need to have some administrative rights on the computer they are using for the exam to enable the proctoring service to function. Please plan on extra time to complete your exam to accommodate connection time and any technical issues that arise. Please use the ProctorFree portal to test your computer before exams.

7. The College of Public Health & Health Professions will pay your proctoring fees.

8. It is recommended that students not use a wireless Internet connection for exams. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the exam. Inexpensive modem cables are available in most electronic stores and online.

Grading

| <i>Requirement</i> | <i>Due date</i> | <i>Points or % of final grade (% must sum to 100%)</i> |
|--------------------|--------------------|--|
| Exam 1 | See schedule above | 33% |
| Exam 2 | See schedule above | 33% |
| Exam 3 | See schedule above | 34% |

Point system used (*i.e., how do course points translate into letter grades*).

| <i>Percent of Course Points (out of 100%)</i> | <i>Letter Grade</i> |
|---|---------------------|
| 93% - 100% | A |
| 90% - 92% | A- |
| 87% - 89% | B+ |
| 83% - 86% | B |
| 80% - 82% | B- |
| 77% - 79% | C+ |
| 73% - 76% | C |
| 70% - 72% | C- |
| 67% - 69% | D+ |
| 63% - 66% | D |
| 60% - 62% | D- |
| Below 60% | E |

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | WF | I | NG | S-U |
|--------------|-----|------|------|-----|------|------|-----|------|------|-----|------|-----|-----|-----|-----|-----|
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

Exam Policy

Policy Related to Make up Exams or Other Work

In general, taking an exam after the official closing time will only be permitted under extenuating circumstances. Late exams will only be permitted at the discretion of the instructors (advanced notice in writing required and per applicable University of Florida policies). Failing to schedule an exam time with ProctorFree will not be considered a valid reason for requesting to take an exam late. At his/her discretion and in consultation with ProctorFree representatives, the UF Director of Public Health Professional Education Programs may permit an extension of an exam that has already begun.

Policy Related to Technical Issues

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing Help Desk created when the problem was reported to them. The ticket number will document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the [Attendance Policies](#) posted by the Registrar's Office.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phphp.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Communication Guidelines

The preferred mode of communication with the course instructors is via email feature on canvas. While emailing instructors, **please make sure to copy both instructors on the mail and always check the box, 'Send an individual message to each recipient'**. This way we can ensure prompt response to your emails.

Online Participation

Professional and respectful behavior is expected of all students participating in this online course. Please be aware that all assignments and homework are due on the specified date and time. Late submissions are almost universally not accepted. **High speed internet and a web cam are essential for this online course and ensuring internet connectivity and bandwidth is your responsibility.** Late submissions and inability to

participate in discussion boards or inability to take exams due to poor internet connectivity is not accepted. Therefore, please refrain from waiting until the due date to submit your assignments or taking exams as it will be difficult for us to accommodate your requests because of technical problems from your side. Academic Integrity

Academic Integrity

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

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

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

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

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

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

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online [Faculty Course Evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. [Summary Results](#) of these assessments are available to students.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

[The Counseling and Wellness Center](#) (352-392-1575) offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Online and in person assistance is available.

If you are feeling overwhelmed or stressed, you can reach out for help through the [You Matter We Care](#) website, which is staffed by Dean of Students and Counseling Center personnel.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the [Student Health Care Center](#) website.

Crisis intervention is always available 24/7 from the [Alachua County Crisis Center](#) at (352) 264-6789.

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

INCLUSIVE LEARNING ENVIRONMENT

Public health and health professions are based on belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace the University of Florida's Non-Discrimination Policy, which reads:

“The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.”

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the [Office of Multicultural & Diversity Affairs](#) website.