



Syllabus PHC 6011: Epidemiology Methods II (3 credit hours)

Semester: Summer A, 2023

Course Website: E-Learning in Canvas

Instructor

Name: Catalina Lopez-Quintero MD, PhD

Class schedule: Monday and Wednesdays from 9:30am to 1:45pm

Email Address: catalinalopezqui@ufl.edu

Office Hours: TBA

Location: HPNP 1102

Teaching Assistant: TBA

Preferred course communications:

E-mail is the preferred mode of communication. *Please use the e-mail function in Canvas*, selecting Dr. Lopez-Quintero and the assigned teaching assistant as the recipient(s). Please give me up to 36 hours during the work week to respond to your email, although I usually reply much sooner. I sometimes check email on the weekend, but I do not guarantee that I'll respond during that time. If you do not receive a response in these stated time frames, re-send the message (with the daily volume of e-mail, messages occasionally get missed). See Communication Guidelines for more information.

Please address me as Dr. Lopez-Quintero or Professor Lopez-Quintero and let me know how you prefer to be addressed. Email correspondence should follow the etiquette of business emails.

Prerequisites

Graduate status, PHC 6001, PHC 6052, and PHC 6000 or permission from the instructor

PURPOSE AND OUTCOME

Course Overview

This course covers essential analytic methods for research in epidemiology through lectures and directed practice with real data. A course project is used to help students strengthen their foundation in quantitative analysis and gain experience in peer-review productivity based on secondary data.

Course Objectives and/or Goals

1. Calculate and interpret basic epidemiology measures of frequency and association.
2. Draw appropriate inferences from epidemiologic data
3. Critically evaluate the validity of proposed and completed studies, addressing potential sources of bias.
4. Explain and apply methods for control of confounding

5. Formulate appropriate research questions and hypothesis and identify and apply the appropriate epidemiological methods to test proposed hypothesis.
6. Communicate epidemiologic information to lay and professional audiences both oral and written formats.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

Text Books:

Required

Hernán MA, Robins JM (2020). Causal Inference: What If (*WI*). Boca Raton: Chapman & Hall/CRC. Available for free online: <https://www.hsph.harvard.edu/miguel-hernan/causal-inference-book/>

Suggested

Szklo M & Nieto FJ. Epidemiology Beyond the Basics (*EBB*) (4th edition). Jones & Bartlett Learning (2018).

Lash TL, VanderWeele TJ, Haneuse S, Rothman KJ. Modern Epidemiology (*ME*), 4th edition Wolters Kluwer, 2021.

Expectations

Students are expected to come to class prepared by completing all out-of-class readings. During the lab session, students practice critical skills used by health professionals – critical thinking, problem solving, collaborating, and/or applying concepts learned during the lectures and readings and through real-world examples. **If students are not prepared for the lab sessions, they will likely struggle to reach the higher learning goals of the course.** When students come prepared, they can be active participants during the class and in the group project.

Computer resources needed

Students must have a computer with access to SAS to participate in this course. Consult the course website in the Getting Started section for other computing needs and specifications.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Course Schedule: The course is organized in 11 sessions. On the course site, the week's modules will be published each Monday and Wednesday. The announcement and conference features will also be utilized. The content of this syllabus, particularly with regards to content activities, and the class material will be adjusted based on the academic progression of the students.

Assignments

Five Participatory Learning Forums (PLF) – 20% of the course grade (equal weighting for each forum)

Following Bloom's taxonomy (<https://teaching.uncc.edu/services-programs/teaching-guides/course-design/blooms-educational-objectives>) your group will formulate a question related to the content of each module and provide the correct answer and detailed explanation to the question formulated. **Questions in the higher domains will receive higher scores.** Every class the questions formulated by two or more groups will be selected randomly to begin the class discussion. After the class session all groups will upload a power point file with the question and correct answer in Canvas. *Grading for this assignment will be based on the complexity and originality of the question generated and the accuracy in the response provided (3 points for the question formulated, 2 points for the response provided).*

Research project – 50% of the course grade

For this project your group will conduct secondary data analysis and write a brief research paper. We will use data from the National Health Interview Survey (NHIS), a survey conducted by the National Center for Health Statistics and the Centers for Disease Control and Prevention. Each group will select a justifiable and public health relevant exposure and/or outcome, the study population, define all variables, consider potential confounders, select an analytic method, describe and discuss the results, limitations and strengths of the selected methods and analytical approach and alternative analytical methods and future directions. Every lab session the students will show their progress and the completed project will be presented in the final class (30%). A final version of the project, with corrections suggested during the class presentation, should be uploaded in Canvas (20%).

Peer Review of Research project – 20% of the course grade

Each group will prepare a review of the research project conducted by other group. It is expected that each group will discuss in depth each of the sections included in the manuscript and present alternative methodological or analytical strategies to improve the project.

Peer and Instructor Evaluation – 10% of the course grade

You will actively be working in teams during the semester and your own level of preparation for the lab sessions is critical to your team's success. The peer evaluation component will allow your team members to give you feedback on your contributions.

POLICY RELATED TO DEADLINES

If you have a scheduling conflict with the date of any of the classes or assignments, please discuss it with Dr. Lopez-Quintero as soon as you are aware of the conflict. For rare and acceptable situations, arrangements may be made for an alternative time at which to complete the assignment missed. Late submissions will only be permitted at the discretion of the instructor (advanced notice in writing required and per applicable University of Florida policies). Note that any requests for late submissions due to technical issues **MUST** be accompanied by the ticket number when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail Dr. Lopez-Quintero and Ms. Hardemon (hardemont@ufl.edu) within 24 hours of the technical difficulty if you wish to request a make-up.

To earn any credits, reports and participatory learning forums must be submitted on time. Late submissions will not be accepted, unless emergent and other unforeseen circumstances occur based on UF policies. It is recommended that students not wait until the last day to submit assignments to account for unforeseen circumstances that may arise. Note that assignments close in Canvas at the stated date and time, and no assignment can be submitted via e-mail after the deadline for any reason.

Week	Module	Topic	In-class activities	Readings
15/May	1	Fundamentals of Epidemiologic Data Analysis I	Course orientation Class presentation Lab and class discussion: survey	Syllabus ME – chapter 16, EBB – chapter 9, W1 chapter 1-3
17/May	2	Fundamentals of Epidemiologic Data Analysis II- Causal Inference	Class presentation Lab: Analysis of survey data Project: formulating hypotheses & literature review	W1- chapters, 1-3, 7; ME – chapter 16; EBB – chapters 5 and 9. Statistical tests, P values, confidence intervals, and power: a guide to misinterpretations
22/May	3	Methods for Minimizing Confounding - Stratification and standardization methods	Class presentation / article discussion Lab: stratification methods Project: describing the study population	ME – chapter 18; EBB – chapter 7 Who is in the study anyway? Guidelines for a useful Table 1.
24/May	4	Methods for Minimizing Confounding - Regression methods	Class presentation and participatory learning forum Lab: Analysis of survey data - Regression methods (Linear, Logistic, Poisson regression methods) / articles discussion Project: delineating the analytical approach	ME – chapter 20 & 21; EBB – chapter 7
29/May	Memorial Day – No class			
31/May	5	Methods for Minimizing Confounding - Regression methods	Class presentation and participatory learning forum Lab: Analysis of survey data - Regression methods (Ordinary, multinomial, and conditional regression) / articles discussion Project: delineating the analytical approach	ME – chapter 20 & 21; EBB – chapter 7
5/June	6	Methods for Minimizing Confounding – Analysis of longitudinal data	Class presentation and participatory learning forum Lab: Analysis of longitudinal data / articles discussion Project: testing the study hypotheses	W1 – chapter 17; EBB – chapter 7 & 9; ME – chapter 22
7/June	7	Methods for Minimizing Confounding – Instrumental variables and Propensity scores	Class presentation and participatory learning forum Lab: Instrumental variable method and propensity scores / articles discussion Project: describing study results	W1 – chapter 15 & 16; ME - chapter 26; EBB – chapter 7
12/June	8	Methods for Minimizing Confounding – Inverse Probability Weighting	Class presentation and participatory learning forum Lab and class discussion: IP weighting / article discussion Project: describing study results	W1 – chapter 12
14/June	9	Analysis of Interaction	Class presentation and participatory learning forum Lab: Interaction and effect measure modification/ articles discussion Project: discussion of the study results	ME- chapter 26; EBB- chapter 6
19/June	10	Mediation Epidemiology projects examples	Class presentation and participatory learning forum/ article discussion Class discussion: discussion of the study results	ME – chapter 27
21/June	11	Epidemiology projects presentations	Group presentations – Peer review evaluations	

GRADING

The course requirements are presented in percentages above and add up to 100% of the course grade. Final grades follow the scale in this table:

Percent of Course Points (out of 100%)	Letter Grade	Grade Point Equivalent
93% - 100%	A	4.00
90% - 92.9%	A-	3.67
87% - 89.9%	B+	3.33
83% - 86.9%	B	3.00
80% - 82.9%	B-	2.67
77% - 79.9%	C+	2.33
73% - 76.9%	C	2.00
70% - 72.9%	C-	1.67
67% - 69.9%	D+	1.33
63% - 66.9%	D	1.00
60% - 62.9%	D-	0.67
Below 60%	E	0.00

Be aware that a C-is not an acceptable grade for graduate students. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ATTENDANCE

There are 11 required lab classes during the semester and attendance at all of those sessions is mandatory. It is your responsibility to sign in during class so that your attendance is recorded.

Per the UF Graduate Catalog, "Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first-class meeting. In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved."

If you are aware that you will need to miss a class session for an approved reason then you must inform the instructor in advance to receive an exception. If you miss a lab session for illness or for serious family emergency then you will be expected to provide a doctor's note after the missed session. Missing a class session without an acceptable reason will result in loss of 3% of your final course grade. Missing three or more lab sessions may result in a failing grade for the course. Arriving more than 20 minutes late is considered to be a missed lab.

Policy Related to Required Class Attendance Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT ROLES AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Professional and respectful demeanor is expected of all students. Students are expected to start the session on time and to stay for the duration of the class period.

PHPH Inclusive Learning Environment

Public health and health professions are based on the 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: www.multicultural.ufl.edu.

Academic Integrity

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

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

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

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

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

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

Turnitin: Academic integrity is a serious issue that has been a growing problem at Universities. I have a

zero tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly quote and cite other people's work. With each assignment and exam you complete you are pledging that you hold yourself and your classmates to the highest standards of academic integrity.

I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything through assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. **Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.**

Mid-course Evaluation

Students in this course will be provided with the opportunity to provide feedback on the course mechanics and their learning experience. A survey will be made available on the course website in Canvas to solicit such feedback. This evaluation will occur as a way to identify ways in which the course may be improved for this cohort during the semester.

Online Faculty Course Evaluation Process

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

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline

under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

[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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

CLASSROOM POLICY

Professionalism and COVID Syllabus Language

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You might be required to wear an approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated, we will follow the protocols established by the university.
- ***If you are sick, stay home and self-quarantine.*** Please visit the UF Health Screen, Test & Protect website about next steps. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing. Sanitizing supplies are generally available in the classrooms.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 SYMPTOMS

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

SUPPORT SERVICES

Accommodations for Students with Disabilities

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

Counseling and Student Health

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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

Incomplete Grades

Per the University Catalog, "An incomplete grade may be assigned at the discretion of the instructor as

an interim grade for a course in which you have completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades. If make-up work requires classroom or laboratory attendance in a subsequent term, you must not register for the course again. Instead, you should audit the course and pay course fees.

If the make-up work does not require classroom or laboratory attendance, you and your instructor should decide on an appropriate plan and deadline for completing the course. When the course is completed, the instructor will initiate the change of grade. These procedures cannot be used to repeat a course for a different grade. An I grade should not be assigned to a student who never attended class; instead, instructors should assign a failing grade.”

“A grade of I* or N* is not considered a failing grade for the term in which it is received, and it is not computed in the grade point average. However, if the I* or N* has not been changed by the end of the next term for which you are enrolled and receive grades, it will be counted as a failing grade and used in computation of your grade point average.”