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University of Florida
College of Public Health & Health Professions
Course Number:
PHC 6711
Measurement in Epidemiology and Outcomes Research (3 credit hours)
Fall 2024
Delivery Format: Blended Learning, synchronous
Online + On-Campus Lab
Thursdays 12:50 pm to 2:10 pm
Room HPNP 1101
Canvas Course Website: <https://elearning.ufl.edu>

INSTRUCTOR INFORMATION

Natalie Chichetto, PhD MSW, Assistant Professor
Department of Epidemiology
Office: CTRB #4213
Phone: (352) 273-8349
Email: nchichetto@ufl.edu
Office hours: Friday 10am-12pm via Zoom or By Appointment
Preferred course communications: Canvas email

PREREQUISITES: PHC 6001 Principles of Epidemiology and PHC 6050 Statistical Methods for Health Science (or equivalent research methods and statistics coursework). Students with no prior instruction in epidemiology but with methodological coursework from another related discipline may be admitted with permission from the instructor on a case-by-case bases.

PURPOSE AND OUTCOME

Course Overview: This course focuses on principles of measurement in epidemiologic/health outcomes research studies. Students will review and critique methodological articles from the public health literature and discuss how the methods presented can be leveraged to improve study design. Special emphases include but are not limited to exposure dose and timing, construction, methods of measurements, reliability and validity, measurement errors and misclassification assessment and mitigation.

Relation to Program Outcomes

This course meets the following professional competencies:

- 1) Apply epidemiological methods to address critical and/or emerging public health and clinical research issues through the use of:
 - a. Appropriate epidemiological research design
 - b. Data structures and measurement methods for health research

Course Objectives and/or Goals

Upon successful completion of the course, students will be able to:

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- 1) Evaluate different methods of exposure measurement and their representative components of timing, dose, and potency and these influences on study results, using specific examples from the literature.
- 2) Analyze measurement errors and their effects on continuous and categorical data, discuss their effects on epidemiologic data, and propose strategies to mitigate these errors.
- 3) Design and critique questionnaires for epidemiologic research, tailored for specific research needs.
- 4) Critique measurements of all types (e.g., questionnaire, medical records, diaries, biomarkers), evaluating the reliability, validity, and potential for bias.

Instructional Methods

- 1) **Online Lectures:** There will be didactic lectures by the instructor and special guests for general orientation to the concepts and issues related to measurement of exposure and outcomes.
- 2) **Readings and Resources:** Readings and resources will be posted on the course website in the designated weekly modules. Students are expected to read the articles before class, for critical guided discussion. All students are expected to participate in the article review discussions and group work discussions.
- 3) **Group Engagement:** To better illustrate the concepts of measurement across disciplines and research designs, the course will involve collaborative engagement with peers for peer-to-peer learning and teaching opportunities, guided by the instructor.
- 4) **Assessments:** Students will be graded on literature reviews, group work assignments and presentations, discussions, peer-assessments and participation in class.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all online lectures, readings, and assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

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DESCRIPTION OF COURSE CONTENT
Topical Outline/Course Schedule

Week/Date	Topic	Online Lectures	Required Classical Readings	Group Readings
1. 8/22/24	<p>Introduction of measurement</p> <p><u>Group Formation for Final Project</u></p>	<p>Module 1 Lectures: 1.1 Syllabus Review 1.2 Overview of Measurement</p>	<p><u>Syllabus</u></p>	
2. 8/29/24	<p>Dose and timing of exposure</p>	<p>Module 2 Lectures: 2.1 2.2</p>	<p>White Ch. 1</p> <p>Doll et al. Mortality in relation to smoking: 50 years' observations on male British doctors. <i>BMJ</i> 2004.</p> <p>Literature Review 1 Due by 8/28/24 11:59pm</p>	<p><u>Class discussion and activities:</u> Article break-down exercise</p> <p>UK Case-Control Study Group. Oral contraceptive use and breast cancer risk in young women. <i>Lancet</i> (1989).</p>
3. 9/5/24	<p>Methods of measurement</p>	<p>Module 3 Lectures: 3.1 3.2</p>	<p>White Ch. 2</p> <p>Sinclair, et al. Comparison of response rates and cost-effectiveness for a community-based survey: postal, internet and telephone modes with generic or personalized recruitment approaches. <i>BMC Med Res Method.</i> (2012)</p>	<p>Group Assignment 1 and Discussion in Class</p> <p>(1) Bally M, et al. Risk of acute myocardial infarction with real-world NSAIDs depends on dose and timing of exposure. <i>Pharmacoepi Dr Safe</i>, (2016).</p> <p>(2) Chen CL, et al. Arsenic in drinking water and risk of urinary track cancer: A follow-up study from Northeastern Taiwan. <i>Canc Epi, Bio, & Pre</i> (2010)</p> <p>(3) Donovan BM, et al. Dose, timing, and type of infant antibiotic use and the risk of childhood asthma. <i>CID</i> (2020).</p> <p>(4) Liu B, et al., Maternal cigarette smoking before and during</p>

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				pregnancy and the risk of preterm birth: a dose-response analysis of 25 million mother-infant pairs. PLoS Med. (2020)
4. 9/12/24	Measurement error & its effect: continuous exposures	Module 4 Lectures: 4.1 4.2	White Ch. 3, skip p.83-91 White E. Design and interpretation of studies of differential exposure measurement error. Am J Epi (2002). Patterson et al. Measurement characteristics of the Women's Health Initiative Food Frequency Questionnaire. Ann Epidemiol 1999; 9:178-187. Literature Review 2 Due by 9/11/24 11:59pm	<u>Class discussion and activities:</u> Exercise 1: Methods according to data, exposure time, and type (15 min) Exercise 2: Performance Characteristics by method, expanded activity (15 min) Exercise 3: Measurement Error – BRING COMPUTER WITH EXCEL (50 min)
5. 9/19/24	Validity and reliability studies	Module 5 Lectures: 5.1 5.2	White Ch. 4, skip p 128-137 Smart RG & Blair NL. Test-retest reliability and validity information for a high school drug use questionnaire. Drug and Alcohol Dependence. 1978. Weissman et al. Assessing depressive symptoms in five psychiatric populations: A validation study. Am Journal of Epi. 1977	Group Assignment 2 and Discussion in Class (1) Barnard et al. Inter-pathologist and pathology report agreement for ovarian tumor characteristics in the Nurses' Health Studies. Gynecologic Oncology. 2019 (2) Speer et al. Measuring heart rate variability using commercially available devices in healthy children: A validity and reliability study. Eur J Investig Health Psychol Educ. 2020 (3) Enzer et al. A reliability study of an instrument for measuring general practitioner consultation skills: the LIV-MAAS scale. Int J Qual Health Care. 2003.

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				(4) Aalto et al. The beck depression inventory and general health questionnaire as measures of depression in the general population: a validation study using the composite international diagnostic interview as the gold standard. Psychiatry Research. 2012.
6. 9/26/24	Measurement error & its effect: Categorical exposures Reducing measurement error and its effects	Module 6 Lectures: 6.1 6.1	White: p.83-91 & 128-133; Ch. 5 skip p.158-170. Prentice et al. Biomarker-calibrated energy and protein consumption and increased cancer risk among postmenopausal women. AJE 2009; 169:977-989.	Group Assignment 3 and Discussion in Class Epidemiologic Questionnaire Validation Exercise
7. 10/3/24	Questionnaire design and recall strategies	Module 7 Lectures: 7.1 7.2	White (Ch 6) Sung et al. Item bank development, calibration and validation for patient-reported outcomes in female urinary incontinence. Qual Life Res 2016; 25: 1645-1654.	Group Assignment 4 and Discussion in Class Multiple Item Validation Exercise
8. 10/10/24	Quality control procedures-General and personal interview	Module 8 Lectures: 8.1 8.2	White p 158-170 & Ch. 7, Ch 11 Andersen and Olsen. Do interviewers' health beliefs and habits modify responses to sensitive questions? A study using data collected from pregnant women by means of computer-assisted telephone interviews. AJE 2002;155:95-100. Literature Review 3 Due by 10/9/24 11:59pm	<u>Class discussion and activities:</u> Case Study Exercise
9. 10/17/24	Use of records, diaries, and proxy respondents	Module 9 Lectures: 9.1 9.2	White Ch. 8 Filipp SL, et al. Characterization of adult obesity in Florida using the	<u>Class discussion and activities:</u> Evaluating Data Collection Methods

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			OneFlorida clinical research consortium. Obes Sci Pract. 2018 Jun 15;4(4):308-317. Literature Review 4 Due by 10/16/24 11:59pm	
10. 10/24/24	Biomarkers	Module 10 Lectures: 10.1 10.2	White Ch 9 Hankinson et al. Reproducibility of plasma hormone levels in postmenopausal women over a 2-3-year period. Cancer Epidemiology, Biomarkers & Prevention 1995, 4:649-654.	Group Assignment 5 and Discussion in Class Measurement and study design selection
11. 10/31/24	Special lecture: Dr. Ashley Malin. Use of biomarkers for fluoride and metals exposure.	Module 11 Lectures: 11.1 11.2	Group 1 Articles – TBD Group 1 Report Due by 10/30/24 11:59am	Group 1 Presentations
12. 11/7/24	Special lecture: Jason DeFelice, PhD Student, Clinical Psychology. Neuropsychology methods in cognitive neuroscience.	Module 12 Lectures: 12.1 12.2	Group 2 Articles – TBD Group 2 Report Due by 10/30/24 11:59am	Group 2 Presentations
13. 11/14/24	Special lecture: Dr. Deepthi Varma. Qualitative research and mixed methods research.	Module 13 Lectures: 13.1 13.2	Group 3 Articles –TBD Group 3 Report Due by 10/30/24 11:59am	Group 3 Presentations
14. 11/21/24	Special lecture: Dr. Drew Westmoreland. Measurement for tech studies.	Module 14 Lectures: 14.1 14.2	Group 4 Articles – TBD Group 4 Report Due by 10/30/24 11:59am	Group 4 Presentations

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Course Materials and Technology

Reading materials will be provided each week, under the weekly modules in the Canvas course site. Because this is a blended learning modality, a personal computer to access the Canvas site that hosts all course material and lectures is needed. In-person meetings do not necessitate a computer. At times, a calculator with the ability to exponentiate/log transform will be needed – this can be done on a smart phone as well.

Technology: PC to connect to elearning.ufl.edu Canvas course site

Textbook: The following is used with regularity and chapters will be posted, no need to purchase unless you are interested in keeping for your personal reference, which I do encourage.

White E, Armstrong BK, Saracci R. Principles of exposure measurement in epidemiology: Collecting, evaluating and improving measures of disease risk factors.

Assigned Readings: All readings will be posted on Canvas course site, in the designated module. Required readings are also shown in see course table and end of syllabus.

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

helpdesk@ufl.edu

(352) 392-HELP - select option 2

<https://helpdesk.ufl.edu/>

Additional Academic Resources

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

- 1) **Literature Reviews**: Students will independently read and answer questions about a piece of classical epidemiologic work. Answers will be evaluated for correctness and understanding of concepts. Therefore, it is critical to read the work with a critical eye and link the course material to the article to provide a nuanced assessment. You must watch the lectures and read the article in full to answer the questions thoroughly. All answers

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should be in your own words and not copied from the article. These assignments are due the night before class throughout the semester.

- 2) **Group Assignments:** Students will be pre-assigned to groups of 3-4. Each group will be assigned a different epidemiologic work, highlighting the main concepts that week or the week just prior. Students must read required/assigned articles before the course session, ensuring they are prepared to engage with their classmates. During the course session, groups will discuss and answer pre-designed questions about the readings and complete group assignments. Each group will designate a speaker to present their paper evaluations/assignments. Each student will be a designated speaker at least once. Group assignment will be different for each to encourage new interactions and expanded exposure to different perspectives.
- 3) **Final Group Project and Presentation:** Students will work in teams of 3-4 to select and analyze two research papers—one focused on reliability/validity of a measurement tool and the other using the same measurement tool to study an outcome. The group will write a comprehensive report addressing the background, methodology, validity, and results of these studies. Additionally, each group will present their findings in a 20-25 minute in-person presentation, followed by a Q&A session. This assignment aims to reinforce epidemiological concepts, enhance collaborative skills, and improve critical analysis and presentation abilities. A rubric for the project report and presentation will be provided.
- 4) **Peer Evaluations:** Each group member will submit an evaluation of their peers' contributions to ensure accountability and fair assessment, for each group assignment, including the final group project. To ensure effective group work, students should:
 - a. Come prepared for group work, including reading the assigned group reading prior to class
 - b. Engage actively in discussions and collaborate to answer the questions thoroughly.
 - c. Respect different viewpoints and contribute equitably to the group's efforts.
 - d. Collaborate with the designated speaker to produce a clear and concise verbal summary and evaluation of the paper.

Students will fill out an evaluation form via canvas Feedback Fruits for each of their group members and with a concise comment justifying the rating given. The peer evaluation will be blinded and averaged across the semester. Therefore, your peers will not know how you evaluated them. The evaluation will be in the Assignments Tab for the designated week. These evaluations are due within 24 hours of the course session to aid recall. The instructor may adjust the score based on the justification given. A total score will count as 5% of the total course grade and will be the average of all peer-evaluations throughout the course. The peer-evaluation form is provided at the end of the syllabus. **ALL students are required to provide evaluations for their peers. If a student fails to provide an evaluation, they**

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will automatically receive a rating of 1 for their own evaluation of that week's group work.

Assignments	Due date	Points	Percentage
Literature Review 1	8/28	10	5%
Group Assignment 1	9/5	20	10%
Literature Review 2	9/11	10	5%
Group Assignment 2	9/19	20	10%
Group Assignment 3	9/26	20	10%
Group Assignment 4	10/3	20	10%
Literature Review 3	10/9	10	5%
Literature Review 4	10/16	10	5%
Group Assignment 5	10/24	20	10%
Final Group Project & Presentation	11/2-11/30	50	25%
Averaged Peer-evaluation (group work)	Due each group work week	10	5%
Total		200	100%

Grading Policy: Note, Incompletes are not granted in this course.

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

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More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

Not applicable, no exams

Policy Related to Makeup Assignments or Class Presentations

The instructor **must be informed via CANVAS email** of any requests to make up assignments that were missed due to personal/ family emergencies or technical difficulties within 24 hours. Late submission of assignments without prior permission or for reasons not approved will result in a deduction of 10% from the assignment grade for each day late (i.e., 10 days late, no credit). Approved makeup assignments should be submitted via CANVAS email to the instructor by the due date provided by the instructor.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from PHHP IT when the problem occurred. 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. All requests not meeting these requirements will be denied.

Policy Related to Required Class Attendance

All students are expected to attend all classes. Late arrival and/or early departures require prior permission from the instructor. Students are also expected to inform the instructor via email if they are going to be absent from the class on any particular day. Please note all faculty members are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar's website for additional details:

Please refer to UFs absence policy to ensure you meet UF policy on make-up work:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencetext> and

<https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencetext>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to refrain from excessive cell phone use and/or surfing the web on cell phones or personal computers/tablets etc.

Students are expected to participate in class discussions with respect for the instructor and fellow students.

Communication Guidelines

Students can reach the instructor via email through CANVAS to schedule an appointment during office hours. Please be mindful that everyone can see messages on the discussion boards and use respectful and non-stigmatizing or otherwise inappropriate language in all posts.

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Inquiries regarding individual grades, grading of assignments, etc. should be discussed on a one-to-one basis during scheduled office hours/appointment with the instructor and not during class time.

Maintaining respectful communication is essential for fostering a positive and productive learning environment. This applies to all interactions within the course, whether they occur in person, via email, or through Canvas. Expectations for respectful communication include:

Addressing the instructor and classmates with professional tone, listen attentively, and participate in discussions without interrupting others. Engage in discussions respectfully, listen to others' viewpoints and respond thoughtfully. Avoid interrupting or dominating conversations (or answering all the questions).

When communicating via email, remaining polite and professional, addressing issues/questions with concise and to the point language and no argumentative tone or diatribes.

Respectful body language: eye contact when appropriate, nodding with understanding, sitting up straight, facing the speaker, facial expressions appropriate to the moment.

Inappropriate communication may include to the following:

Disrespectful language and behavior: disrespectful/derogatory language, including name-calling, insults, or offensive remarks; Any form of aggressive or confrontational behavior, including shouting or hostile gestures. This will not be tolerated and will result in removal from the course without warning.

Unprofessional Communication: Avoid confrontational language and sending multiple emails on the same topic within a short period. Allow reasonable time for a response (at least 24 hours).

Disrespectful non-verbal language: eye-rolling, cross-arms, constantly looking at phone or appearing distracted, inappropriate facial expression for the moment (i.e., making faces to class mates while instructor or classmates are speaking).

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.”

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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.

Sharing course material outside of the Canvas site or in-person sessions are strictly prohibited. This includes external sites, such as Course Hero or group Dropbox with those not enrolled in the course. This also include sharing paper material with those not enrolled in the course.

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

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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: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U 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/>

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- 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>
- **University Police Department:** [Visit UF Police Department website](#)
or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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 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

Group Work Evaluation Matrix:

Ratings are on Likert Scale of 1 – 5, 1: strongly disagree; 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly Agree. A concise, to the point comment is required for each rating.

- 1) **Preparedness:** This group member clearly read the article and course material, including the related lecture and was prepared for the group discussion.
- 2) **Engagement:** The group member actively engaged in the discussion of the assigned article and related questions.
- 3) **Collaboration:** This group member collaborated effectively on answering questions given by the instructor.
- 4) **Respectful Communication:** This group member communicated respectfully, did not degrade others, allowed others to speak and participate, did not monopolize the discussion, and did not discount others' views.

References

Aalto, A.-M., et al. (2012). The Beck Depression Inventory and General Health Questionnaire as measures of depression in the general population: a validation study using the Composite International Diagnostic Interview as the gold standard. *Psychiatry Research*.

Andersen, A., & Olsen, J. (2002). Do interviewers' health beliefs and habits modify responses to sensitive questions? A study using data collected from pregnant women by means of computer-assisted telephone interviews. *American Journal of Epidemiology*, 155(1), 95-100.

Bally, M., et al. (2016). Risk of acute myocardial infarction with real-world NSAIDs depends on dose and timing of exposure. *Pharmacoepidemiology and Drug Safety*.

Barnard, M. E., et al. (2019). Inter-pathologist and pathology report agreement for ovarian tumor characteristics in the Nurses' Health Studies. *Gynecologic Oncology*.

Chen, C. L., et al. (2010). Arsenic in drinking water and risk of urinary tract cancer: A follow-up study from Northeastern Taiwan. *Cancer Epidemiology, Biomarkers & Prevention*.

Doll, R., et al. (2004). Mortality in relation to smoking: 50 years' observations on male British doctors. *BMJ*.

Donovan, B. M., et al. (2020). Dose, timing, and type of infant antibiotic use and the risk of childhood asthma. *Clinical Infectious Diseases*.

Enzer, I., et al. (2003). A reliability study of an instrument for measuring general practitioner consultation skills: the LIV-MAAS scale. *International Journal of Quality in Health Care*.

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