

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: PHC7934 (2 credit hours)
Semester: Fall 2023
Delivery Format: In-Person
Friday, 10:40am-12:35pm
Course Website: E-Learning in Canvas

Instructor Name: Stephen Kimmel, MD, MSCE
Room Number: CTRB 4240C Phone Number: (352) 273-5468
Email Address: skimmel@ufl.edu
Office Hours: by appointment
Class TA: N/A
Preferred Course Communications: email

Prerequisites

Knowledge of basic concepts in epidemiology and study designs: PHC 6001 and PHC 6052 or the equivalent.

PURPOSE AND OUTCOME

Course Overview

The course will bring together basic knowledge of epidemiology and apply it to both prior seminal research and potential future research.

Relation to Program Outcomes

The two main purposes of this course are: (1) to consolidate the knowledge base and to enhance the basic understanding of what is epidemiology, what are epidemiologists doing; and (2) to train students on how to choose the direction and topic areas of their own research. This course can be taken by students in the Epidemiology PhD program in year 1 or year 2 or with instructor permission.

Course Objectives and/or Goals

The course objectives will be achieved by (1) exposing students to a set of carefully selected epidemiological programs and published manuscripts/book sections in epidemiology, (2) discussing the findings and implications of seminal epidemiologic manuscripts that resulted from major programs of research, 3) reviewing the strengths and weaknesses of major epidemiologic study designs and methodological approaches in the context of reviewing seminal texts; and 4) applying knowledge of epidemiologic methods to the students' own research studies.

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

- Describe the goals, historical context, primary exposures and outcomes of interest, and public health importance of major programs of epidemiologic research.
 - Summarize the findings and public health implications of seminal epidemiologic studies that resulted from these programs of research.
 - Discuss the strengths and weaknesses of major epidemiologic study designs.
 - Describe the epidemiologic methods, including field methods and analysis plans, used to conduct a new study (methods ideally will be informed by approaches presented in papers reviewed during the Seminar).
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DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

| Class | Topic | Readings |
|-----------------------------|---|--|
| Week 1. 8/25/23 | Course overview, sample presentation, student assignments | |
| Week 2. 09/1/23 | Populations and Health | Omran AR: A century of epidemiologic transition in the United States. <i>Prev Med</i> 6:30-51, 1977 Rose G: Sick individuals and sick populations. <i>Int J Epidemiol</i> 30:427-32; discussion 433-4, 2001 Doyle YG, et al. Sick individuals and sick populations: 20 years later. <i>J Epidemiol Community Health</i> 60:396-8, 2006 McKeown RE: The Epidemiologic Transition: Changing Patterns of Mortality and Population Dynamics. <i>Am J Lifestyle Med</i> 3:19S-26S, 2009 |
| Week 3. 09/8/23 | Smoking and Lung Cancer | Doll R and Hill B. Smoking and Carcinoma of the Lung. <i>Br Med J</i> 1950; 30: 739-748. Cornfield J, Haenszel W, Hammond EC, et al: Smoking and lung cancer: recent evidence and a discussion of some questions*. <i>International Journal of Epidemiology</i> 38:1175-1191, 2009 |
| Week 4. 09/15/23 | Nurses' Health Study | Colditz GA, et al. The Impact of the Nurses' Health Study on Population Health: Prevention, Translation, and Control. <i>Am J Public Health (N Y)</i> 106:1540-1545, 2016 Bao Y, et al. Origin, Methods, and Evolution of the Three Nurses' Health Studies. <i>Am J Public Health (N Y)</i> 106:1573-1581, 2016 |
| Week 5. 9/22/23 | Framingham Heart Study | Dawber TR, et al. Some factors associated with the development of coronary heart disease. Six years' follow-up experience in the Framingham Study. <i>Am J Public Health</i> 1959; 49(10):1349-1356 Mahmood SS, et al. The Framingham Heart Study and the Epidemiology of Cardiovascular Diseases: A Historical Perspective. <i>Lancet</i> 383:999-1008, 2014 Hajar R. Framingham Contribution to Cardiovascular Disease. <i>Heart Views : The Official Journal of the Gulf Heart Association</i> 17:78-81, 2016 |
| Week 6. 9/29/23 | Women's Health Initiative | Rossouw JE, et al. Risks and benefits of estrogen plus progestin in healthy postmenopausal women: principal results From the Women's Health Initiative randomized controlled trial. <i>JAMA</i> 2002;288:321-333. Prentice RL, et al. Combined postmenopausal hormone therapy and cardiovascular disease: toward resolving the discrepancy between observational studies and the Women's Health Initiative clinical trial. <i>Am J Epidemiol</i> 2005; 162: 404-14 |
| Week 7. 10/6/2023 | NO CLASS, HOMECOMING | |

| Class | Topic | Readings |
|-----------------------------|---|--|
| Week 8. 10/13/23 | North American-AIDS Cohort Collaboration on Research and Design | Althoff KN, et al. Late presentation for human immunodeficiency virus care in the United States and Canada. <i>Clin Infect Dis</i> . 2010 Jun 1;50(11):1512-20 Gange SJ, et al. Cohort Profile: The North American AIDS Cohort Collaboration on Research and Design (NA-ACCORD). <i>International Journal of Epidemiology</i> 36:294-301, 2007 |
| Week 9. 10/20/23 | Global Burden of Disease Study | Lim SS, et al. A comparative risk assessment of burden of disease and injury attributable to 67 risk factors and risk factor clusters in 21 regions, 1990-2010: a systematic analysis for the Global Burden of Disease Study 2010. <i>Lancet</i> . 2012 Dec 15;380(9859):2224-6 |
| Week 10. 10/27/23 | Tuskegee Syphilis Study | Heller, J. Syphilis victims in US study went untreated for 40 years. <i>NY Times</i> ; July 26, 1972. White R. Unraveling the Tuskegee study of untreated syphilis. <i>Arch Intern Med</i> 2000; 160:585-98 Bates BR, Harris TM: The Tuskegee Study of Untreated Syphilis and public perceptions of biomedical research: a focus group study. <i>J Natl Med Assoc</i> 96:1051-64, 2004 Scharff et al. More than Tuskegee: Understanding Mistrust about Research Participation <i>J Health Care Poor Underserved</i> . 2010 August; 21(3): 879–897. |
| Week 11. 11/3/23 | Epidemiologic Catchment Area Study | Cottler LB, Zipp JF, Robins LN, Spitznagel EL. Difficult-to-recruit respondents and their effect on prevalence estimates in an epidemiologic survey. <i>Am J Epidemiol</i> . 1987 Feb;125(2):329-39 Eaton WW, Regier DA, Locke BZ, et al: The Epidemiologic Catchment Area Program of the National Institute of Mental Health. <i>Public Health Rep</i> 96:319-25, 1981. Cottler LB, et al. Peer-delivered interventions reduce HIV risk behaviors among out-of-treatment drug abusers. <i>Public Health Rep</i> . Jun 1998; 113(Suppl 1): 31–41. Phelan S, et al. Randomized trial of a behavioral intervention to prevent excessive gestational weight gain: the Fit for Delivery Study. <i>The American Journal of Clinical Nutrition</i> 93:772-779, 2011 |
| Week 12. 11/17/23 | Electronic Health Records: OneFlorida | Hogan WR, et al. The OneFlorida Data Trust: a centralized, translational research data infrastructure of statewide scope. <i>J Am Med Inform Assoc</i> . 2022 Mar 15;29(4):686-693. Filipp SL, Cardel M, Hall J, Essner RZ, Lemas DJ, Janicke DM, Smith SR, Nadglowski J, Troy Donahoo W, Cooper-DeHoff RM, Nelson DR, Hogan WR, Shenkman EA, Gurka MJ. Characterization of adult obesity in Florida using the OneFlorida clinical research consortium. <i>Obes Sci Pract</i> . 2018 Jun 15;4(4):308-317. |
| Week 13. 12/1/23 | Student presentations | |
| Week 14. 12/15/23 | Student presentations | |

Course Materials and Technology

Text/Readings

There is no textbook required for this class. All readings will be assigned the week prior to the class they are due.

Canvas

Canvas is accessible at lss.at.ufl.edu or through my.ufl.edu. You must have a valid Gatorlink ID and password. For assistance, call the UF Help Desk at 392-HELP.

Required: All materials will be posted in Canvas. Students are responsible for all course material, including required readings prior to each class. Readings will be assigned from textbook chapters, historical or current scientific research literature.

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

Course Requirements

1. *Discussion/class leader (20 points)*. Each student will lead the class discussion of the readings at least once during the semester. The discussion leader will prepare a brief presentation to: 1) describe the goals, historical context, primary exposures and outcomes of interest, and public health importance of the featured research program (e.g., will summarize the Framingham Heart Study) and 2) highlight key points of the seminar study of the week that was written in the context of the research program. When addressing #1, the students should follow a lecture format and use any necessary resources to organize how they deliver the material. After the presentation, discussion leaders will facilitate discussion of a specific study related to the topic

of the week the student selected in advance. This article will need to be sent to the instructor at least a week prior to the class. Discussion leaders should have comments and questions related to the study prepared, and the student should be capable of keeping the discussion flowing for the duration of the class period.

2. *Class discussion (20 points)*. Students will be asked to carefully review summaries on prominent programs of research and to read all assigned epidemiologic papers prior to class. Students will actively participate in each class discussion. Students should be prepared to summarize findings of the studies, to discuss public health implications, and to share comments and questions about the readings, both for the main topic and specific article of the week.
3. *Presentation (20 points)*. Please present to the class the field and analytic methods of a study you currently are conducting or that you wish to conduct in the future. The content of the presentation should be similar to what would be presented in the Methods section of the manuscript that is written to present your study's results. If appropriate, please incorporate approaches used in papers reviewed during the Seminar. Students should first (briefly) describe the rationale for conducting the study and the specific aims and hypotheses of the study of interest and then outline in detail the field methods used to collect the data being analyzed and the analytic plan designed to address the specific aims. Students should present their studies in 20 minutes and should allow 10 minutes for feedback from peers.
4. *Attendance (10 points)* is mandatory, except when excused by the instructor. Please note that meetings with mentors/other faculty during the class time will not be considered as an excused absence and will result in point deduction for attendance. See **Policy Related to Required Class Attendance** below for further details.

Grading

Grades will be based on attendance (10 points), participation in class discussion on a regular basis (20 points), participation as a discussion leader (20 points), and the presentation (20 points). Students must use Microsoft Power Point for their class presentations. Presentations will be graded on quality and creativity of content, as well as clarity, style, and delivery. All deadlines must be met.

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|---|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|
| Percentage or points earned in class | 93%-100% | 90%-92% | 87%-89% | 83%-86% | 80%-82% | 77%-79% | 73%-76% | 70%-72% | 67%-69% | 63%-66% | 60%-62% | Below 60% |
| Letter Grade equivalent | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |

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|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|-----------|----------|-----------|------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | WF | I | NG | S-U |
| 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 |

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:

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

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Exams or Other Work

If due to unexpected circumstances the student cannot lead the class on the previously assigned date, he/she needs to make arrangements with another classmate to switch the topics. This change needs to be discussed with the instructor at least a week before the class time for which the change is being considered to allow sufficient time for the students to prepare to the re-assigned topic. Make-up work will be allowed by the course instructor on an individual basis after an excused absence. Students should consult with the professor for new deadlines for assignments. Please consult the university guidelines for more information on makeup policies:

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

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. 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

This is an interactive class and students are expected to be present, on time, and to participate in all class sessions. Students who know they will need to miss a class session should discuss this with the instructor prior to the date of the class or on the day of the absence for illness or emergency. According to the UF Catalog (link below): "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 such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved." If student arrive 10 minutes late or leave 10 minutes before the end of class, without prior permission, this will be reflected in their class discussion grade.

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>

Classroom Policy

Recordings. 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. 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.php.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS

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 by abiding by the Student Honor Code. On all work submitted for credit by Students 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.

Use of unauthorized assistance resources

As graduate students at the UF, you are expected to present your own work for grading. Unauthorized sources of help, including commercially available software and services are not allowed. Even though the students will not be graded on their grammar, it is expected that as graduate students you will have sufficient English language skills to convey your thoughts in organized and understandable manner. If the assignment is unreadable, it will not be graded and will be assigned zero points. Use of unauthorized assistance sources will result in zero points on the written assignment and a report to the Dean of Student's Office. If you need assistance with English language and/or writing, you may visit the UF Writing Program Website to learn about available help.

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, 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 must 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>
- **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
