

General Information

Course Title:	Principles of Epidemiology		Course Designation:	PHS 550		Credits:	3
Semester:	Fall		Year:	2008			
Department:	Public Health Sciences						
Director:	Eugene Lengerich, VMD, MS Thomas A. Lloyd, PhD	Phone #	7178	Email:	elengerich@psu.edu tal3@psu.edu	Office Rm#	2404
Time :	6:00-8:30 PM		Days:	Tuesday (8/26/08 - 12/16/08)		Location:	ASB 1101

Course Information

Description and/or Overview:

This course covers principles of epidemiology, including measures of disease frequency, measures of association, study design, confounding, bias, and effect modification. The course is intended for the student who wants to understand and apply epidemiologic methods to current problems in health. The course will focus upon observational studies.

Goals and/or Objectives:

Upon completion, students enrolled in this course will be able to:

- Understand the components, strengths, and limitations of various epidemiological study designs
- Understand and identify effect modification, confounding, and bias in epidemiological studies
- Understand, conduct and interpret analyses of epidemiological data
- Develop and propose an epidemiological study

Pre-requisites:

Concurrent enrollment in Biostatistics I (PHS 520), or equivalent.

Requirements; course-specific policies and expectations:

Students in this course need access to a computer and appropriate software to complete basic epidemiologic analysis, prepare written reports, and access data sets.

Required Texts and Resources:

Required Text:

Epidemiologic Methods: Studying the Occurrence of Illness. Thomas Koepsell and Noel Weiss.
(2003, Oxford, **ISBN-10:** 0195150783)

Electronic Links:

We will use the ANGEL course management system (<https://cms.psu.edu>).
Lecture notes, homework assignments, and lab handouts will be posted.

Attendance Policy:

Students who miss more than 2 lectures without prior approval by the course director will receive a failing grade for the course.

Examination Policy:

See grading criteria

Grading Criteria:

Grading is based on:

- Attendance and participation: 15%
- Assignments (3-5): 25%
- Oral presentation of surveillance data: 20%
- Written proposal for a case-control study: 20%. The proposal should be 6-8 pages and include literature review, research questions, study design, analytic strategy, table shells, and limitations.
- Oral presentation of a proposal for a cohort study: 20%.

Homework

Will be assigned after each block of relevant lectures.

Office Hours

The course director is available by appointment.
(Use Email to schedule an appointment).

Academic Integrity

Academic Integrity at Penn State is defined by Faculty Senate Policy 49-20 as “the pursuit of scholarly activity in an open, honest and responsible manner”. The University's Code of Conduct states that “all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others”. Academic dishonesty (including, but not limited to cheating, plagiarism, or falsification of information) will not be tolerated and can result in academic or disciplinary sanctions such as a failing (F) grade in the course.

Plagiarism

Read the [OWL Avoiding Plagiarism](#) Web site for a good discussion on the boundary between using other people's research and plagiarism.

For more information, see: <http://tit.its.psu.edu/suggestions/cyberplag/cyberplagstudent.html>

Statement on Remediation

The basis for grades, as stated in [Senate Policy 47-20](#), is "...the instructor's judgment of the student's scholastic achievement..." Occasionally, a disagreement arises in the assignment of a grade. A student who wishes to question or challenge the grade assigned in a course must first discuss grading practices and assignments with the instructor. It is expected that the student and instructor will try to eliminate any misunderstandings and will attempt to work out any disagreements over grades.

On the rare occasion that a student and instructor fail to resolve the grade dispute through informal means, the student may request that the head of the academic program offering the course act as a mediator. If this mediation does not resolve the dispute, the student who is a graduate student may request further mediation from the associate dean for graduate studies.

[For more information, see: <http://www.psu.edu/dept/oue/aappm/G-10.html>]

Educator's Code of Conduct

The Penn State Milton S. Hershey Medical Center and Penn State College of Medicine are dedicated to developing and maintaining a strong commitment to ethical teaching practices at all levels of the education process. The foundation for this Educator's Code of Conduct is provided by the Penn State University Graduate School Statement on Teaching Ethics (1). The development of this Graduate School statement was based on a special issue of the journal, *New Directions for Teaching and Learning*. In this special issue, entitled *Ethical Dimensions of College and University Teaching: Understanding and Honoring the Special Relationship between Teachers and Students* (2), several authors provided theoretical and practical guidelines for honing ethical college teaching skills. Some of the authors' recommendations have been used to formulate the Educator's Code of Conduct provided herein. Some of these recommendations were modified to specifically fit the needs of both educators and students at the Hershey Medical Center and the Penn State College of Medicine. Both the Unified Campus Commitment to Excellence of the Hershey Medical Center and Penn State College of Medicine (3) and the Code of Ethical Behavior of the Hershey Medical Center, Policy A-20 HAM (4) were also consulted in preparing this Educator's Code of Conduct.

Four Norms to Govern Teaching

Honesty

Honesty and integrity must be practiced during all aspects of the education process.

Promise-Keeping

Promise keeping requires the educator to fulfill the "promises" made at the beginning of the semester or any other learning activity. Syllabi, assignments, grading principles, and class and office hour schedules each involve promises that are made to students and that must be adhered to under normal circumstances.

Respect for Persons

The educator must approach the learner with personal respect. In addition, the educator ought to encourage mutual respect among students. In particular, respect for race, religion, sexual orientation, disability gender, age, marital status, cultural differences, and political conviction should be supported and encouraged in all aspects of the educational process. Additionally, educators ought to show respect and common courtesy for students both during interpersonal interactions and in responding promptly to students' need for guidance and feedback. An environment free from harassment and discrimination, verbal abuse, physical violence, and intimidation in any form must also be provided for all learning activities.

Fairness

Recognizing the inherent subjectivity involved in grading, an educator ought to ensure that their grading practices are as objective as possible by creating and adhering to unambiguous criteria.

Principles of Ethical College and University Teaching

Content Competence

An educator maintains a high level of subject matter knowledge and ensures that the content of the educational experience is current, accurate, representative, and appropriate to the position of the learning experience within the students' program of study. The educator must be capable of approaching each learner with a commitment to meeting his or her educational needs.

Pedagogical Competence

A pedagogically competent educator communicates the objectives of the educational experience to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that are effective in helping students to achieve the course objectives.

Dealing with Sensitive Topics

Topics that students are likely to find sensitive or discomfoting are dealt with in an open, honest, and positive way.

Student Development

The overriding responsibility of the educator is to contribute to the intellectual development of the student, at least in the context of the educator's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.

Dual Relationship with Students

To avoid conflict of interest, an educator does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the educator. The establishment of a romantic/sexual relationship between an educator and a student should be reported to the immediate supervisor of the educator. Such relationships should be dealt with consistent with Penn State Administrative Policy AD41 — Sexual

Harassment (5).

Student Confidentiality

Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials and are released only with student consent, for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to the student or to others.

Patient Privacy and Confidentiality

Educators who utilize patient information as part of any educational experience must follow patient privacy and confidentiality guidelines as outlined by the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Respect for Colleagues

An educator respects the dignity of his or her colleagues and works cooperatively with colleagues in the interest of fostering student development.

Valid Assessment of Students

An educator is responsible for taking adequate steps to ensure that the assessment of a student's performance is valid, open, fair, and congruent with the course/educational experience objectives. An educator must be aware that such assessments are important in students' lives and in the development of their careers.

Respect for Institution and Profession

In the interest of student development, an educator is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches and the profession which he or she represents.

Citing Sources of Educational Material

An educator acknowledges and documents, as appropriate, the sources of information and other materials used for teaching.

Violations of the Educator's Code of Conduct

Should a learner experience conduct that is inconsistent with the Educator's Code of Conduct, he/she is encouraged to first address the issue with either the educator responsible for the inconsistency or the director of the course in which the educator teaches. Should this attempt to resolve the problem fail, or if the nature of the inconsistency is such that the learner does not feel comfortable addressing the issue with either the educator or the course director, the student may consult other individuals. These individuals may include but are not limited to: faculty advisor, student ombudsman, departmental chair, the Vice Dean for Educational Affairs, and the Vice Dean for Faculty and Administrative Affairs. The decision of who to contact may be dependent on the educational program of the learner and/or type of violation that was encountered.

References:

- (1) <http://www.gradsch.psu.edu/research/ethics.html#teaching>)
- (2) <http://cte.uncwil.edu/et/br030697.htm>
- (3) Unified Campus Commitment to Excellence of the Penn State Milton S. Hershey Medical Center and College of Medicine; 05/11/01
- (4) Code of Ethical Behavior of the Hershey Medical Center, Policy A-20 HAM; Effective Date October, 2001
- (5) <http://guru.psu.edu/POLICIES/Ad41.html>

Developed by the Unified Campus Academic Team Endorsed by Teams Council — May 21, 2003

Course Schedule				
Course Title:		Principles of Epidemiology	Course Designation:	PHS 550
Course Director:		Eugene Lengerich, VMD, MS Thomas A. Lloyd, PhD	elengerich@psu.edu tal3@psu.edu	ext 7178 ext 7178
Time :	6:00-8:30pm	Days:	Tuesday	Location: ASB 1101
Date	Lecture #	Instruction Type	Instructor	Projected Lecture Topic - This list is an approximate guide to lecture topics. Titles and content are subject to change
8/26/08	1	Lecture	Lengerich/Lloyd	Introduction, History, Causation and Hypotheses in Epidemiology
9/02/08	2	Lecture	Lengerich	Measures of Exposures and Outcomes in Epidemiology
9/09/08	3	Lecture	Lengerich	Surveillance and Outbreak Investigation
9/16/08	4	Lecture	Lengerich	Study Design - 1
9/23/08	5	Lecture	Lengerich	Study Design - 2
9/30/08	6	Lecture	Ghahramani/ Hollenbeak	Analysis of Secondary Data Sets
10/07/08	7	Lecture	Lengerich/Lloyd	Surveillance Presentations
10/14/08	8	Lecture	Caputo/Harbaugh	Analysis of Hospital Data
10/21/08	9	Lecture	A. Kunselman/ Lengerich	Statistics, Power, and Sample Size in Epidemiology
10/28/08	10	Lecture	Liao	Bias, Confounding and Effect Modification - 1
11/04/08	11	Lecture	Liao	Bias, Confounding and Effect Modification - 2
11/11/08	12	Lecture	Lengerich	Study Designs for Prevention and Early Detection
11/18/08	13	Lecture	Lengerich	Study Designs for Community-Based and Translational Research
11/25/08	THANKSGIVING HOLIDAY - NO CLASS			
12/02/08	14	Lab	Lloyd	Human Participants in Research - Recruitment, Retention, and Respect
12/09/08	15	Lab	Lengerich/Lloyd	Student Presentations - 1
12/16/08	16	FINALS WEEK		

Contact Information

Faculty / Title	Department	Phone #	EMAIL	Office Room #	Mail Code
Kathy Simon , Adm. Asst.	Graduate Student Affairs	6608	ksimon@psu.edu	1712	H170
Mardi Sawyer , Program Administrator	PUBLIC HEALTH SCIENCES	1286	mds21@psu.edu	ASB 4105A	A210
Eugene Lengerich	Public Health Sciences	7178	elengeri@phs.hmc.psu.edu	ASB 2200	A210
Thomas A. Lloyd	Public Health Sciences	7178	tal3@psu.edu	ASB 2200	A210