



**PubH 6320- Sections 200, 320**  
**Fundamentals of Epidemiology**  
**Spring 2017**

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**Credits:** 3  
**Meeting Days:** The course is online at <https://ay16.moodle.umn.edu>  
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**I. Course Description**

**Welcome to Fundamentals of Epidemiology Online!** “Fundamentals” is an introductory course designed to provide graduate students who are not majoring in epidemiology with an understanding of the basic methods and tools used by epidemiologists to study the health of populations. We will cover all the same topics as the course taken by epidemiology majors, but in somewhat less depth. PubH 6320 is a required course for obtaining an MPH in the School of Public Health. Although you may not want to become an epidemiologist, we hope that by the end of this course, you will have developed an excitement for the subject and an appreciation for the relevance of epidemiology to your own discipline and to everyday life.

**Epidemiology Is Not a Black-and-White Discipline.** In epidemiology there is not always a right answer or only one approach to a research question. Sometimes, we must choose among various alternatives the one that would seem to be most appropriate for the problem posed. Sometimes we choose the best answer, given the alternatives, although it is not necessarily the only answer. This makes epidemiology a difficult subject to teach and to learn. Because epidemiology is immersed in the gray areas of human health, it is possible that you may pose a question, which we are unable to answer immediately, or if we answer it, we may change our mind upon further reflection. We also expect that some of you will come up with answers that had not occurred to us. We welcome such an exchange of ideas and look forward to learning from you.

## II. Course Prerequisites

**Academic Health Center (AHC) student, dual or joint degree student or instructor consent.**

If you are new to online learning, you may find it useful to view the student resources and tips at <https://ay16.moodle.umn.edu/mod/page/view.php?id=664815>.

## III. Course Goals and Objectives

Learning objectives are listed at the beginning of each lesson. Use these as a guide as you work through the lessons.

**There is a minimum amount of knowledge required for passing this course, but there is no maximum.** We would be happy to suggest additional materials for any students. Also see the course website for supplemental reading materials.

## IV. Methods of Instruction and Work Expectations

The course consists of 14 weekly online lessons, lab exercises, a textbook, practice problems, and a number of online resources, including readings, resource links, and motion-graphic modules (animations).

- **This course is NOT offered as an independent study course in which you can go-at-your-own pace. The course requires working with other students. Please see the calendar (below) for the class schedule and a listing of due dates.**
- **Please do not work too far ahead without checking with us because we will be modifying and updating lessons or labs occurring later in the course.** Often we hide later lessons and open them up when it is closer to the time they are due.

**Feedback Welcomed:** We've done our best to make the online course as complete and accurate as possible, but it is constantly under development as we add function or content. If you notice inconsistencies or misspellings, if you have trouble accessing anything, or if you'd simply like to propose improvements, please let us know by posting in the Course Q&A discussion forum, or by contacting the Distance Education Coordinator, Jim Harpole by phone: 612-626-5069 or email: [harpo002@umn.edu](mailto:harpo002@umn.edu)

**Communication:** We will use the Announcements Discussion Forum (a tool within Moodle) which will send out any posted Announcements by the teaching team to your University of MN X500 email (UMN email) towards the end of the day, or we will email your UMN email directly, to communicate important information to you. Please check for our messages throughout the semester.

### Course Expectations

- **We will follow a class calendar with scheduled lessons, labs, discussion posts, other assignments, and quizzes.** Our expectations and requirements for this course are no different from those for a graduate level epidemiology course that is taught in-person, so you will need to properly pace yourself as you work through the class content and assignments.
- **We expect you to take quizzes and exams independently,** without help from any other person, unless otherwise specified. You may be required to take the final exam in the presence of an online proctor. Details will follow.
- **We expect that students will have access to a computer and access to the internet.** High speed internet access is recommended. For computer hardware and software specifications, please see <http://www.oit.umn.edu/moodle/technical-support>. We also expect students in the course to be able to use their computers and software, and their knowledge of the World Wide Web, to fully participate in class discussion and submit labs, assignments and quizzes via Moodle. **It is the responsibility of students to determine if they will have adequate internet access, particularly if they are in remote areas. Poor internet access will not be accepted as an excuse for late assignments.** Computer labs are also available throughout campus (for locations and hours see: <http://it.umn.edu/computer-labs-locations-and-hours>). It is also recommended that you back up your files frequently in case of computer disasters, and that you save your work frequently when completing assignments online (e.g. Quizzes and Exams).

- **We expect you to participate in a small study group**, and actively collaborate in required group for class projects. Collaborating with a group is an important skill in the workplace, so we expect students to demonstrate (or learn) how to work well with a team. We encourage group discussion and problem solving, and we expect you to post your questions and answers within the study group forum whenever possible. If you do not use the forum provided, but use other methods to communicate, we require that you **provide documentation** of meetings conducted – minutes, items discussed, and contributions of each member, etc.
- **Class Discussion Forums:** There are several discussion forums, to help you if you get stuck. They are not required for you to participate in; we provide them because they have been useful for students. For example, the “Course Q&A” forum is a place you can post questions for the teaching team and for fellow students to answer, to clarify substantive questions you have about the material. We monitor this discussion forum each day, and usually respond within a day. “In the news” is a place to post news stories relevant to epidemiology or the specific lesson material. Forum discussions are meant to address more general concepts, or questions about due dates, timing, etc. **Note: To protect your privacy, we prefer that you email your TA and/or instructor directly with questions about your grade(s) or about an assignment that has already been graded, rather than post these questions in the forum.**
- **We expect you to be polite, succinct and professional** in your e-mail communications and discussion postings, please remember to use the same etiquette that you would use in face-to-face conversations with both fellow students and instructional staff.

### Workload and Due Dates

- **It is estimated that, based on the credit load and student experience during the 15- or 16-week semesters, the course and study time would be about 12-13 hours a week.**
- All due dates are posted on the syllabus. **If you anticipate having difficulty meeting any deadline(s), you must make prior arrangements with your TA to be eligible for receiving full credit on your work** (i.e., labs, assignments, quizzes, final exam).
- **Students with disabilities are also encouraged to contact Disability Services** to have a confidential discussion of their individual needs for accommodations (see below). Please share your accommodation letter with the instructor as soon as possible during the semester in order to secure accommodations in a timely manner. In fairness to all students, we can only make accommodations for students with a letter from Disability Services.
- **Flexibility with due dates.** We want students to be successful in learning the course material; therefore, **just as we would in any class, we try to accommodate individuals with documented disabilities, illnesses, and family emergencies.** However, this is not an independent study class and it is not always possible to consider every student's individual personal schedule and to honor every request. We try to be flexible about quiz and lab due dates, but we will only consider requests prior to the due dates.
- Anyone working full-time is discouraged from taking more than one online course and everyone is discouraged from taking too many online classes at one time.

### Strategies for Taking an Online Course in Epidemiology

- **Read the required textbook and other assignments. You will be tested on the readings.** The online recorded lessons are not sufficient to provide a thorough understanding of the course material. You may need several passes through the material to learn online. The lesson modules online will be most helpful to you if you have read the assigned materials first. In that way, the lecture material will have an air of familiarity about it.
- **You are required to be in a study group and are strongly encouraged to communicate with your study partners** during the course to exchange ideas and get help with lab assignments, practice problems and homework assignments. There are also several group assignments in the class. Students are also free to share helpful comments with the class as a whole using the class forum. A portion of your grade is based on your consistent participation in your study group.

- Also **feel free to email to ask questions of the TAs or instructor**. We try to respond to your emails and posted questions in the Course Q&A discussion forum within 24 hours of the time we receive/read your message. If you're in the Twin Cities, we also encourage you to avail yourself of in-person office hours or meetings. Simply email for an appointment.
- **Technical Problems**. Please remember there are people behind this course. We understand that there can be technical problems or computer “glitches”. If you experience a technical problem, **DO NOT PANIC**. These types of problems can be solved and we can make allowances for such problems.

So if you are in the middle of a quiz at 11:00 pm on a Saturday night and the website shuts down and you try to get back in and can't and the deadline for the quiz is at 11:55 pm Saturday. **DO NOT PANIC**. Send an email explaining the problem. Technical issues are electronically documented in the course. We will help you on Monday morning. We will understand that you had a problem, and we can give you a break.

Our past experience with this class shows that variety of technical problems can occur during any given semester. Often the teaching team can provide only limited technical support for many of these problems and you may need to contact others for assistance. Listed below are some helpful tips on whom to contact about various technical problems you might encounter during the semester:

For content-related problems such as broken links, content or tables not available: post a note in the Course Q&A discussion forum and/or contact the class TAs or instructor.

For Moodle-related technical problems, call the Help Desk (612) 301-4357 (1-HELP on Campus). They respond to questions and concerns Monday-Friday, 8am-5pm. Or, fill out the help request form at: <http://it.umn.edu/course-management-system-moodle-related/students>. Regularly scheduled maintenance of Moodle would be noted on this website (<https://umnprd.service-now.com/sysstatus/>), although updates and maintenance for Moodle is infrequent and usually occurs between semesters, so we don't anticipate that this will pose a problem. For technical issues, you may also contact the Distance Education Coordinator, Jim Harpole at 612-626-5069 or [harpo002@umn.edu](mailto:harpo002@umn.edu).

For all other computer- and software-related problems contact the Help Line at 612-301-4357, <http://www.oit.umn.edu/help-support/>

## V. Course Text and Readings

### Required Texts

The required text book is: ***Essentials of Epidemiology in Public Health, 3<sup>rd</sup> Edition***, by Ann Aschengrau and George R. Seage II, published by Jones and Bartlett, Copyright 2014 (ISBN 978-1-284-02891-1).

The textbook is available at the University of Minnesota Bookstore, located in Coffman Memorial Union on the Minneapolis campus or via online services <http://www.bookstores.umn.edu/textbooks>. It is also available at online services such as Barnes and Noble (<http://www.bn.com>) and Amazon (<http://www.amazon.com>). Be sure to check for the best prices, as sometimes these services and others will offer the book used.

### Supplemental Texts & Articles

There is no one perfect text for teaching epidemiology so we strongly urge you to read other material as well. Don't reread something five times in one book if it is not clear. Find another source to read. It may explain a topic in another way that is just what you need to hear. Additionally, no one text satisfies everyone. If you find other materials that cover the required topics for this course that you like better than the suggested materials, go ahead and use them..

The University of Minnesota Bio-Medical Library provides information on how to evaluate web-resources: <http://hsl.lib.umn.edu/biomed/help/evaluating-web-resources>.

**VI. Course Outline/Weekly Schedule: Spring 2017: January 17 – May 10, 2017**

<b>Week/Lesson</b>	<b>Lectures &amp; Videos</b>	<b>•Required Assignments and Activities Due This Week</b>	<b>Readings (from Aschengrau unless otherwise indicated)</b>
<p><b>1</b>  <b>Orientation and Scope of Epidemiology</b>    <b>Jan 17 – Jan 22</b></p>	<ul style="list-style-type: none"> <li>• Lecture 1: Orientation and Scope of Epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>•Lab 1 (due 1/22)</li> <li>•Syllabus Assessment (due 1/22)</li> </ul>	Chapter 1
<p><b>2</b>  <b>Causality</b>    <b>Jan 23 – Jan 29</b></p>	<ul style="list-style-type: none"> <li>• Using the 2x2 Table video</li> <li>• Validity &amp; Reliability video</li> </ul>	<ul style="list-style-type: none"> <li>•Lab 2 (due 1/29)</li> <li>•Select a Study Group (due 1/29)</li> </ul>	Chapter 15
<p><b>3</b>  <b>Measures of Disease Occurrence: Counts and Proportions</b>    <b>Jan 30 – Feb 5</b></p>	<ul style="list-style-type: none"> <li>• Lecture: Measures of Disease Occurrence: Counts and Proportions</li> <li>• Frogpox and 2x2 Table video</li> </ul>	<ul style="list-style-type: none"> <li>•Lesson 3 RoundTable Discussion (due 2/2 and 2/5)</li> </ul>	Chapter 2
<p><b>4</b>  <b>Measures of Disease Occurrence: Rates</b>    <b>Feb 6 – Feb 12</b></p>	<ul style="list-style-type: none"> <li>• Lecture: Measures of Disease Occurrence: Rates</li> <li>• Meet the Moonies: Examples of Measures of Disease Frequency video</li> </ul>	<ul style="list-style-type: none"> <li>•Lab 3 / 4 (due 2/12)</li> </ul>	None
<p><b>5</b>  <b>Descriptive Epidemiology</b>    <b>Feb 13 – Feb 19</b></p>	<ul style="list-style-type: none"> <li>• Lecture: Descriptive Epidemiology</li> <li>• Creating an Epi Curve – CDC tutorial</li> <li>• Using an Epi Curve – CDC Tutorial</li> </ul>	<ul style="list-style-type: none"> <li>•Lab 5 (due 2/19)</li> <li>•Lesson 5 Roundtable (due 2/16 and 2/19)</li> <li>•<b>QUIZ 1 (Group Assignment) (open 2/13-2/25)</b></li> </ul>	Chapter 5

<p><b>6</b> <b>Rate Standardization</b> <b>Feb 20 – Feb 26</b></p>	<ul style="list-style-type: none"> <li>Lecture: Rate Standardization</li> <li>Rate Adjustment video</li> </ul>	<ul style="list-style-type: none"> <li><b>QUIZ 1 (Group Assignment) (open 2/13-2/25)</b></li> <li><b>QUIZ 2 (open Tues 2/22-Mon 2/27) (covers lessons 1-5)</b></li> <li>Lab 6 (due 2/26)</li> </ul>	Chapter 3 pp. 69-73
<p><b>7</b> <b>Excess Risk</b> <b>Feb 27 – Mar 5</b></p>	<ul style="list-style-type: none"> <li>Lecture: Excess Risk</li> </ul>	<ul style="list-style-type: none"> <li>Lab 7 (due 3/5)</li> <li>Lesson 7 Round Table Discussion (due 3/2 &amp; 3/5)</li> </ul>	Chapter 3
<p><b>8</b> <b>Study Design</b> <b>Mar 6 – Mar 12</b></p>	<ul style="list-style-type: none"> <li>Lecture: Study Design</li> </ul>	<ul style="list-style-type: none"> <li><b>QUIZ 3 (open Tues 3/7-Mon 3/13) (covers Lessons 6-7)</b></li> <li>Lab 8 (Group Assignment) (due 3/12)</li> </ul>	Chapters 6 & 17
<p><b>Spring Break</b> <b>Mar 13 – Mar 19</b></p>			
<p><b>9</b> <b>Intervention Studies</b> <b>Mar 20 – Mar 26</b></p>	<ul style="list-style-type: none"> <li>Lecture: Intervention Studies</li> </ul>	<ul style="list-style-type: none"> <li>Lab 9 (due 3/20)</li> <li>Lesson 9 RoundTable Discussion (due 3/23 &amp; 3/26)</li> </ul>	Chapter 7
<p><b>10</b> <b>Cohort Studies</b> <b>Mar 27 – Apr 2</b></p>	<ul style="list-style-type: none"> <li>Lecture: Cohort Studies</li> <li>Method of Reheating video</li> </ul>	<ul style="list-style-type: none"> <li>Lab 10 (due 4/2)</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8</li> </ul>
<p><b>11</b> <b>Case Control Studies</b> <b>Apr 3 – Apr 9</b></p>	<ul style="list-style-type: none"> <li>Lecture: Case-Control Studies</li> </ul>	<ul style="list-style-type: none"> <li>Lab 11 (due 4/9)</li> <li>Lesson 11 RoundTable Discussion (due 4/6 &amp; 4/9)</li> </ul>	Chapter 9
<p><b>12</b> <b>Infectious Diseases</b> <b>Apr 10 – Apr 16</b></p>	<ul style="list-style-type: none"> <li>Lecture: Infectious Diseases</li> </ul>	<ul style="list-style-type: none"> <li>Lab 12 (due 4/16)</li> <li><b>QUIZ 4 (open Tues 4/11-Mon 4/17) (Covers Lessons 8-11)</b></li> </ul>	<p>Friis and Sellzers, Chapter 12, pp 437-482</p> <p>Supplemental – Emerging Infectious Disease Articles (CDC)</p>

<p><b>13</b> <b>Screening</b>  Apr 17 – Apr 23</p>	<ul style="list-style-type: none"> <li>Lecture: Screening</li> </ul>	<ul style="list-style-type: none"> <li>Lab 13 (due 4/23)</li> <li>Lesson 13 Round Table Discussion (due 4/20 &amp; 4/23)</li> </ul>	<p>Chapter 16</p>
<p><b>14</b> <b>Error, Bias, Confounding</b>  Apr 24 – Apr 30</p>	<ul style="list-style-type: none"> <li>Lecture: Error, Bias, Confounding</li> </ul>	<ul style="list-style-type: none"> <li>Database Exercise: How Epi Applies to Your Field (due 4/30)</li> <li>Lab 14 (due 4/30)</li> </ul>	<p>Chapter 10 Chapter 11 Psaty, et. al. JAMA, 1995 Lab 14 required reading Waier 1984 (lab 14 optional reading)</p>
<p><b>15</b> <b>Wrap up and Finals Week</b>  May 1 – May 10</p>	<ul style="list-style-type: none"> <li>Prepare for Final</li> </ul>	<ul style="list-style-type: none"> <li>Manuscript Critique (Due Thurs 5/4)</li> <li>Quiz 5 (open 5/5-5/10) (Covers Lessons 12-14)</li> <li>Final Exam (Comprehensive) (open 5/5-5/10)</li> </ul>	

## VII. Evaluation and Grading

**Overview.** The teaching team will use a variety of Moodle tools to monitor and assess your progress through the course materials, including reports on the frequency and duration of your access to the lessons; your use of the assignment tool, discussion board, and other course components; and the start times and duration you need to complete online assessments or quizzes.

Grades will be based on participation in your study group, completion of lab exercises, roundtable discussion (online posts), a manuscript critique exercise, and quizzes and final exam scores. We plan to give four (4) timed open-book quizzes (Quizzes 2-5) and an open-book final exam. Quiz 1 (Literature Activity) is a collaborative group exercise that is to be completed in your study group. All other quizzes and the final exam must be completed individually without collaboration in groups or assistance from classmates.

**All assignments are due at 11:55 pm central time, on the assigned due date.**

- **Participation:** Your grade for participating in class will be based on instructor evaluation of your participation in your study group discussions.
  - **Study Group.** In the first two weeks of the course, you will sign up for a study group, comprised of 5 students. There will be a discussion forum for you to identify students with whom you prefer to participate in the group, that may be based on (for example) when and how you are able to meet to complete the group work. **Purpose:** As discussed above, we expect you to participate in a small study group for the course of the semester to actively collaborate in required group projects. For example, Quiz 1, Lab 8, and the Manuscript Critique **must** be completed with your study group. For these activities, at the top of the submission, identify each person in the group, and then at the end, you will identify the role and participation of each person to the completion of the assignment. We encourage group discussion and problem solving to help you complete your Lab assignments and to understand the material in the course more broadly, and we expect you to post your questions and answers within the online study group forum whenever possible. If you use another method (e.g. email

exchange, or in person meetings), note this in the assignment when we ask about the contributions of each group member. At the end of the semester, the instructors will evaluate your participation in your study group discussions and your summary of process in each group assignment.

- **Roundtable Discussions:** You are required to post to the Roundtable discussions, occurring every other week, in odd numbered weeks ((Week 3, 5, 7, 9, 11, 13.). Posting in the 6 roundtable discussions is worth 6% of your grade collectively (1% per Roundtable), and is based on completion with answers that demonstrate you are engaging the material. The Roundtable Discussion will relate to the epidemiologic topic of the lesson that week. The Roundtable discussions are online posting assignments, consisting of two parts: an initial post, and a response post. You must complete the Roundtable Discussion assignment by reading the background including any included websites and reflecting on the Lesson from that week to, (1) initially post on Thursday of that week, and then (2) reviewing and responding to at least one other classmate's post by Sunday of that week. There is no minimum posting length, but your post should generally be at least a short thoughtful paragraph. The posting can of course be written well ahead of the due date for the initial post, but the response post must obviously be posted in response to another student's initial post. The TAs and instructor will monitor the discussions and will join in where necessary. Posts are due by 11:55pm on the due date.
- **Lab exercises:** Lab exercises are collectively worth 18% of your final grade. Each individual lab contributes approximately 1.38 percentage points (i.e., 18 percentage points collectively/13 labs = 1.38) toward your final score for the class. The labs provide students with practice problems and often offer applications beyond what's seen in the lessons. They are meant to be a learning experience, so thoughtful but incorrect answers are acceptable. Working together on labs is acceptable and even encouraged but you need to use your own words when submitting your answers for your lab assignment. It is not acceptable to copy another student's work, or the key, and submit it as your own. Labs are due by 11:55pm on the due dates, on Sundays.

Labs will be graded based on completeness and whether the work was submitted by the due date deadline:

- Completeness: Full credit will be given if at least 90% of the answers were thoughtfully completed. If the lab is deemed incomplete or if it is clear that a student has put no thought into their answers, the lab will be penalized by 20%.
- Late work/No work: Late coursework will be penalized 20%, unless prior arrangements were made to submit work at a later date. Any work that is **not** submitted by the last submission due dates listed in the syllabus (see the next paragraph) will receive a 0% score without an exception granted from the teaching team.
- Late Lab Deadlines. Late labs will not be accepted after the quiz that tests that material opens. Labs submitted after their initial due date, before this late lab due date, will be graded as noted below. Specifically, Late Labs 1-5 must be submitted before Quiz 2 opens (by 2/20/17); Late Labs 6-7 are due before Quiz 3 opens (by 3/6/17); Late Labs 8-11 are due before Quiz 4 opens (4/10/17); Late Labs 12-14 are due before Quiz 5 opens (by 5/4/17). Labs submitted after these dates, without advance permission, will be scored a 0%.

The table below summarizes the grading rubric for the labs. The percentage in the last column, labeled 'Multiplier#', when multiplied by 1.38 (the total number of percentage points for each lab) computes the number of percentage points earned on a particular lab. Example: If you submitted your work late without making prior arrangements but before the quiz on that material, and your work was deemed complete, you would receive 80% \* 1.38 = 1.10 percentage points for that lab.

Submitted Lab (Y/N)	Met Initial Lab Deadline* (Y/N)	Completed** (Y/N)	Multiplier#
Yes	Yes	Yes	100%
Yes	Yes	No	80%
Yes	No	Yes	80%
Yes	No	No	40%

No	NA	NA	0%
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\* Deadline from weekly calendar or established by special arrangement.

\*\* 90% of the lab answers must be thoughtfully completed.

# Multiply this value by 1.38 to compute the number of percentage points earned for a particular lab.

Note: See the 'Grading Criteria' section below for how the total number of percentage points earned during the semester maps into a final letter grade.

Several of the labs are delivered online within the course (e.g. you fill them out directly online). For the other labs, you will need to download the lab and submit as follows:

Logistics of Submitting the Lab Exercises: Download the Word file from Moodle for each Lab, which will list each Question you must answer for the lab. Save the document to your computer, and include your last name and first initial in the document title (for example, if your name is Jane Doe, save the Lab 2 file as: Lab\_2\_Word\_DOE J.docx). It is important that you include your name in the document title so that we can identify whose lab it is when we grade it. After you enter your answers into the Word document, upload the word document back into the Moodle website by the lab assignment deadline. More specific instructions are available through Moodle Help.

- **Manuscript critique:** This is a group exercise to be completed with your study group, due near the end of the semester, worth 10% of your final grade. Detailed instructions and grading for the manuscript critique will be available on the class website. This assignment is graded based on correct answers, not simply on completeness. Please watch the Home Page for more information. Note that late projects and critiques will be penalized by 20% unless prior arrangements have been made with the TAs and the instructor. At the top of the submission, identify the name of each person in the group. At the end of the submission, there will be a section to identify and describe the specific roles that each group member played in completing the assignment. It is due by 11:55pm on the due date.
- **Quizzes and final exam:** The 5 quizzes and the final exam will be available to you in the Moodle site for a limited period of time. The dates the quizzes/exam are available for you to complete the assignment are listed in the syllabus as well as on the Moodle website. The quizzes and exam are not available until the opening date. Quiz 1 is worth 7% of your grade, each Quiz for Quizzes 2-5 are worth 10% of your grade, and the Final Exam is worth 15% of your grade. Quiz 1 is a group exercise (to be completed with your study group) while all other quizzes (2-5) and the final exam are to be completed individually. Quizzes and Final Exam are graded on correctness.

Quiz 1. Quiz 1 is a collaborative exercise that is to be completed in your study group (as a Word document that you download and then upload when finished). Quiz 1 must be completed as a group effort; unless prior arrangements are made with the instructor, no credit will be given for work completed individually on Quiz 1.

Quiz Availability. Check the times and dates under "Availability", which indicates the several-date time period where the quiz/exam is open for you to take it. Quizzes 2-5 are timed: you will have 2 hours to finish the questions in each quiz, but you can choose the time within an approximately week-long period that the quiz remains available to the class. Quizzes will generally be open and available to be taken the Tuesday after the lab material for that Quiz has been due, and will be open for 7 days. (This is true for Quizzes 2-4, which will be open Tuesday through Monday). Quizzes 2-5, and the Final Exam, are timed exams. You will generally have a couple hours (denoted within each Quiz or Exam) to complete the quiz or exam, once you start it, until the deadline (which is generally 11:59pm Central Time, the day the quiz/exam closes). The quiz/exam will close at this time automatically, regardless of when you start it.

**NOTE: You will NOT be able to re-enter a quiz after you have submitted your answers or otherwise closed out of the Assessment Tool.**

**All exams and quizzes are open-book.** We recommend that you have paper, pencil, and a calculator handy before you sign on.

Please also note these important points regarding quizzes and the final:

- **We will provide make-up quizzes and incompletes for documented family emergencies, illness, and other extraordinary circumstances, or by prior arrangement for work conflicts, etc. If prior**

arrangements were not made for schedule conflicts AND the student is allowed to make up the quiz, we may apply a late penalty equal to 20% of the total possible points for the quiz.

- Students are solely responsible for correctly entering their answers into the assessment (exam) tool. Any allowances for students' entry errors are not automatic and will be made at the discretion of the teaching team.
- While taking your quiz/exam, please save your answers frequently as you go along, to prevent you from losing your work if there is a computer or internet connectivity problem.
- ALL EXAMS ARE TO BE TAKEN INDEPENDENTLY. No collaboration or sharing with classmates is allowed; you should conduct yourself as you would for a proctored, in-class exam. As mentioned previously, the teaching team may monitor your performance on quizzes to ensure independent work.
- Pay attention to the **FORMAT** of the answer you are supposed to provide, for each question in each Quiz/Exam, including (for example) the number of decimal places for calculations.
- **Database Exercise:** Worth 1% of your grade, this assignment is due near the end of the semester. In this assignment, you will have to provide a database entry of an example of how epidemiology applies to your field. Instructions will be forthcoming, in the week the assignment is due.
- **Total Grade Points.** Assignments and quizzes will contribute to your total grade points, which will determine your letter grade for the class (see Grading Criteria below). To compute grade points for each activity, we multiply the percentage points earned for an activity by the points multiplier for that activity, as seen in the table below. Example: If you earned 86% on quiz 3, you would earn  $86 \times 0.1 = 8.6$  grade points for quiz 3. The total grade points are computed as the sum of the grade points for all of the class activities.

Activity	% Contribution to Total Grade Points	Points Multiplier
Participation in study groups	3%	0.03
Roundtable Discussions	6%	0.06
Labs	18%	0.18
Quiz 1 (Group Assignment)	7%	0.08
Quiz 2	10%	0.10
Quiz 3	10%	0.10
Quiz 4	10%	0.10
Quiz 5	10%	0.10
Database Exercise	1%	
Manuscript Critique (Group Assignment)	10%	0.10
Final Exam (Comprehensive)	15%	0.25

- **A/F letter grade** will be determined by total effort as follows:

<b>A = 92.5 – 100%</b>	(4.000) Represents achievement that is outstanding relative to the level necessary to meet course requirements.
<b>A- = 90.0 – 92.4%</b>	(3.667)
<b>B+ = 87.5 – 89.9%</b>	(3.333)
<b>B = 82.5 – 87.4%</b>	(3.000) Represents achievement that is significantly above the level necessary to meet

	course requirements.
<b>B- = 80.0 – 82.4%</b>	(2.667) Minimum passing grade for the University of Minnesota, School of Public Health (SPH) Master's of Public Health (MPH) program,
<b>C+ = 77.5 – 79.9%</b>	(2.333)
<b>C = 72.5-77.4%</b>	(2.000) Represents achievement that meets the minimum course requirements.
<b>C- = 70.0 – 72.4%</b>	(1.667)
<b>D+ = 67.5 – 69.9%</b>	(1.333)
<b>D = 62.5 – 67.4%</b>	(1.000)
<b>D- = 60.0 – 62.4%</b>	(0.667)
<b>F = &lt;60%</b>	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between instructor and student that the student would be given an I.

**For additional grading information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html> .

**Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student, in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy** - A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

**VIII. Other Course Information and Policies**

**Optional Assignments**

Self-tests available at the end of each lesson do **NOT** contribute to your grade. They are optional, and offered only to help you assess your understanding of the material. They do not provide extra credit.

Syllabus Assessment. The syllabus assessment is offered in week 1, to test that you have read and understand the syllabus. There is an optional assignment, but it is highly recommended, to ensure you understand all the course procedures, assignments, and grading.

Participation in Class Discussion Forums. We expect students to frequently visit the Course Q&A Discussion Forum, and the Announcement forum. The Course Q&A forum is a place to ask questions of other students and the teaching team and to answer questions posted by other students. However, you are required to go

to the Roundtable Discussion, in weeks we hold them, to answer questions posed by the teaching team and respond to another student's post. (See Roundtable Discussions).

## Resources

**Math Review.** In this class, you need to use basic math skills to perform simple calculations of disease rates and risks. If you want to refresh your math skills, please visit:  
<http://www.sph.umn.edu/current/resources/math/> .

**Writing Support.** If you need support with writing, Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants help students develop productive writing habits and revision strategies. SWS consultants are teachers of writing: graduate and undergraduate teaching assistants and professional staff. Some consultants specialize in working with multilingual writers, and others have experience with writing in specific disciplines. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to [writing.umn.edu/sws](http://writing.umn.edu/sws) or call 612.625.1893.

In addition, SWS offers a number of [web-based resources](#) on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project. Additional information on how to avoid plagiarism is available from Indiana University <https://www.indiana.edu/~istd/overview.html>

**Other Math/Writing refresher options**, see: <http://sph.umn.edu/students/incoming/refreshers/> .

## Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

## Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

## Student Academic Integrity and Scholastic Dishonesty

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows: Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in

cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging , or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

The Office for Student Conduct and Academic Integrity has additional information at:  
<http://oscai.umn.edu/know-code/scc-simplified>.

### **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:  
<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information, but more importantly, of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:  
<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf> .

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:  
[http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf) .

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to

assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**The Office of Student Affairs at the University of Minnesota**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service. For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

**Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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