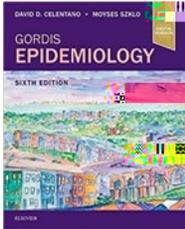


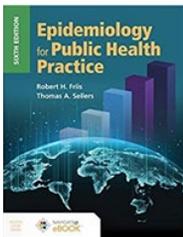


disease causation are covered to further allow the exploration of the different types of epidemiological studies. Emphasis will be on understanding, differentiating, and applying the various analytical and descriptive study designs to address public health problems. This course will stress the importance of critically examining methodological issues and statistical analysis decisions that may affect internal and external validity.

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Celentano, D and Szklo, M. (2015) *Gordis Epidemiology 6th Edition*. Elsevier. ISBN-13: 978-0323552295



Friss, R and Sellers, T. (2021) *Epidemiology for Public Health Practice 6th Edition*. Jones and Bartlett. ISBN-13: 978-1284175431

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Upon completion of this course, students will be able to:

1. Define epidemiology and describe how it is used
2. Utilize, interpret, and compare measures of morbidity and mortality
3. Calculate and interpret statistics commonly used in epidemiology
4. Identify epidemiological study designs, articulate their strengths and weaknesses, and explain their preferred situational use
5. Effectively utilize appropriate epidemiological methods and strategies to evaluate health problems in the community
6. Discuss criteria for disease causation
7. Articulate threats to internal and external validity and discuss approaches to address and control these threats
8. Read, understand, and evaluate epidemiological reports in the literature

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#### Graduate Learning Outcomes

1. Research, scholarship, creative expression and/or appropriate high-level professional practice
2. Activities requiring originality, critical analysis, and expertise
3. The development of extensive knowledge in the field under study

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1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
  2. Select quantitative and qualitative data collection methods appropriate for a given public health context
  3. Interpret results of data analysis for public health research, policy or practice
  4. Select methods to evaluate public health programs
  5. Apply systems thinking tools to a public health issue
  - 6.

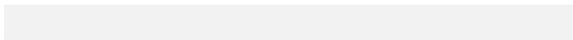
			Research Paper
4. <i>Identify epidemiological study designs, articulate their strengths and weaknesses, and explain their preferred situational use</i>	MPH 01, EAB 02	Class Readings, Lectures, Discussions, & Exercises	Discussion #2 Discussion #3 Discussion #4 Assignment #2 Assignment #3 Exam #1 Research Presentation Research Paper
5. <i>Effectively utilize appropriate epidemiological methods and strategies to evaluate health problems in the community</i>	MPH 01, MPH 02, MPH 11, EAB 02, EAB 03, EAB 04	Class Readings, Discussion, Lectures, Exercises	Discussion #8 Assignment #2 Assignment #3 Assignment #8 Exam #1 Research Presentation Research Paper
6. <i>Discuss criteria for disease causation</i>	HCA A3	Class Readings, Lectures	Exam #3 Research Presentation
7. <i>Articulate threats to internal and external validity and discuss approaches to address and control these threats</i>	MPH 01, EAB 02, EOH 03, HCA B5	Class Readings, Lectures, Discussion, & Exercises	Discussion #6 Assignment #3 Assignment #6 Assignment #7 Assignment #9 Assignment #10 Exam #2 Research Presentation Research Paper
8. <i>Read, understand, and evaluate epidemiological reports in the literature</i>	EOH 03, HCA B5, HCA D18	Class Readings, Lectures, Discussion, & Exercises	Discussion #6 Assignment #7 Exam #2 Research Presentation Research Paper

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The grading components of the course include (Masters Level)

Discussion Boards	8	20%
Exams	3	30%
Assignments	10	20%
Research Presentation	1	30%

The grading components of the course include (Doctoral Level):





content (e.g., calculation expectations, study design exercises, etc.). There are no opportunities to re-take an exam.

Exams will be timed. Duration of exams will vary depending on the number and types of questions within the exam itself. Generally multiple choice and fill-in the blank answers will be given 1.5 minutes apiece, while short answer and calculation questions will be given 3-

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encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor.

Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an

locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic](#)





## Course Schedule

	<i>Introduction</i>	Module 1, Syllabus Acknowledgement Form	Saturday, 11:59pm
		Module 1, Discussion 1: Introductions & Epidemiology in the Media	Wednesday, 11:59pm Saturday, 11:59pm
	<i>Measures of Morbidity and Mortality</i>	Module 2, Assignment 1: Measures of Morbidity	

	<i>Exam 2</i>	Module 11, Exam 2: Modules 7-10	Tuesday, 9:00am Friday, 11:59pm
	<i>Natural History of Disease &amp; Diagnostic and Screening</i>	Module 12, Discussion 8: Screening	Wednesday, 11:59pm Saturday, 11:59pm
		Module 12, Assignment 8: Survival and Screening Measures	Saturday, 11:59pm
	<i>Experimental Studies &amp; Public Health Policy and Ethics</i>	Module 13, Research Presentation and Slides (Group A)	Saturday, 11:59pm
	<i>Group A, Research Presentations</i>	Module 14, Research Presentation and Slides (Group B)	Saturday, 11:59pm
		Module 14, Assignment 9: Group A Research Presentations	Thursday, 11:59pm
		Module 14, Answer Questions Posted on Your Research Presentation Discussion Thread (Group A)	
	<i>Group B, Research Presentations</i>	Module 15, Assignment 10: Group B Research Presentations	Thursday, 11:59pm
		Module 15, Answer Questions Posted on Your Research Presentation Discussion Thread (Group B)	Friday, 11:59pm
		Module 15, Research Study Design Paper (Doctoral Students)	Saturday, 11:59pm