Mel and Enid Zuckerman College of Public Health
University of Arizona

Doctoral Seminar in Epidemiology EPID796A
Fall 2020

Time: Wednesday 5:00 PM-6:00 PM with future monthly 3 hour meetings on Wednesdays.

Location: Online only

Instructor:
Elizabeth T. Jacobs, Ph.D. – Course Director
University of Arizona Cancer Center – Room 1920
626-0341 jacobse@u.arizona.edu

Office Hours: By appointment

Teaching Assistant: Not applicable

TA Office Hours: Not applicable

Course Description: This doctoral seminar will be to explore advanced concepts and methods in Epidemiology. The presentations and discussions will focus on these challenges in epidemiological research by both the doctoral students and their faculty mentors.

Course Prerequisites: Course Requisites: EPID 573A, EPID 573B, EPID 573C, EPID 576A, EPID 576B, EPID 576C; Epidemiology doctoral student (major or minor) passed qualitative exam, completed minimum of 40 epidemiology units.

Course Learning Objectives:
• Learn technical writing related to epidemiology and public health
• Understand the strengths and limitations of reporting epidemiological information in formal and in a popular-press format
• Become familiar with a broader range of epidemiological problems and challenges

PhD Competencies:

1. Evaluates the integrity, comparability, and limitations of data to make inferences related to analyses and results.

Course Project: Students are required to write either a scientific paper for peer review, or a grant proposal, related to Epidemiology and Public Health.
Assessment: Students are required to turn in each piece of writing for critique. scientific literature. Assessment of this ability occurs at each monthly in-person meeting, during which there is a discussion of each comment and question provided by the students and the instructor.

2. Leads group interactions competently, ethically, respectfully and professionally, including with persons from diverse backgrounds.

Course Project: During this course, each student will provide a piece of scientific writing and is expected to lead the discussion surrounding their discussion points.

Assessment: During each in-person discussion, participants gain experience and are assessed on their ability to present and discuss scientific critiques.

3. Understands the basic principles of educating professionals and the public on the fundamentals of epidemiological concepts.

Course Project: One of the learning objectives for this course is to, “Understand the strengths and limitations of reporting epidemiological information in a popular-press format”. Integral to the course is an in-depth discussion of whether the writing piece will be successful for educating other professionals and the public about epidemiological concepts.

Assessment: Assessment occurs during the discussion period for each in-person meeting.

Course Notes: None

Required Texts/Readings: None

Course Requirements:

Each student will identify a writing project that they would like to complete by December 2020. Each class meeting, we will discuss and critique the work as a group.

Grading/Student Evaluation: Grading Scale/Student Evaluation and Policies:

Students’ final grade (pass/fail) is determined by the following components:

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Due Dates</th>
<th>Total Points</th>
<th>Percent (point%) as the Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participant in Discussion Sessions</td>
<td>N/A</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Homework 1</td>
<td>September 16th</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Homework 2</td>
<td>October 16th</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Homework 3</td>
<td>November 20th</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Homework 4</td>
<td>December 4th</td>
<td>10</td>
<td>10</td>
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Grade scale for the final grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Pass</td>
<td>&gt;75%</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt;75%</td>
</tr>
</tbody>
</table>
Course Schedule:

**Wednesday, August 26th**
Introduction to class
Introduction to Introductions
Introductions to peer critiques

**Wednesday, September 16th**
Share introduction with Dr. Jacobs and your exchange group

**Wednesday, September 23rd 5:00 PM-8:00 PM (Online)**
Discussion of writing critiques and how to incorporate and move forward
Introduction to writing a Methods section

**Wednesday, October 14th**
Share Methods section with Dr. Jacobs and your exchange group

**Wednesday, October 21st, 5:00 PM-8:00 PM (online)**
Discussion of writing critiques and how to incorporate and move forward
Introduction to writing a Results or Preliminary Work section

**Wednesday, November 11th**
Share Results or Preliminary Work section with Dr. Jacobs and your exchange group

**Wednesday, November 18th, 5:00 PM-8:00 PM (online)**
Discussion of writing critiques and how to incorporate and move forward
Introduction to writing a Discussion section or the final section of a grant proposal (timeline, strengths and limitations, etc.).

**Wednesday, December 2nd**
Share Discussion section or final proposal section with Dr. Jacobs and your exchange group

**Wednesday, December 9th, 5:00 PM-8:00 PM (online)**
Discussion of writing critiques and how to incorporate and move forward
Congratulations on finishing your writing project!

**ASSIGNMENTS**

First, a word about class participation. As you can see from the grade breakdown, class participation is an imperative part of this class. Please come to each class session prepared to discuss the assigned books, as this will account for a full 60% of your grade. As you are all doctoral students I will not badger you to make sure you are doing the work; I will simply assume that you are getting it done.

You have undoubtedly noticed that one week prior to our 3-hour discussion meeting, you are required to send me and your exchange group whichever writing piece we are working on during that segment of the course. These emails should be sent to my email address listed on this syllabus and are due by midnight the week prior to our scheduled discussion meetings. IF the dates of the discussion meetings on the syllabus change, these questions or comments should be
sent the week prior to the new date. Submission on time means full credit for each piece of writing.

**ALL ENROLLED CLASS MEMBERS MUST BE AVAILABLE FOR THE ENTIRE 3-HOUR DURATION OF THE DISCUSSION MEETING.**

**Communications:** You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

**UA Smoking and Tobacco Policy:**
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on campuses and in its vehicles. The official policy can be found at: http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

**University Course Policies:** (please see the following URL): https://academicaffairs.arizona.edu/syllabus-policies

**Plagiarism:** What counts as plagiarism?
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

**Gender Pronoun Guideline**
It is recommended that instructors address, in one way or another, pronoun usage in their classroom, and that this be done the first day of class. It can be done in a fashion each instructor prefers, but for many, the following statement could work:

“It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.”

The application of this guideline in all instructional settings involving group interactions is strongly encouraged, but the means of carrying it out are left to each faculty member.

**Content Advisory Guideline**
It is recommended that instructors use “content advisories” when assigning certain kinds of course materials. The purpose of these advisories is to alert students to the possibility of unexpected exposure to content evocative of prior traumatic experiences. So alerted, students can talk with the instructor about alternate materials, if such is possible, since students will remain responsible for requirements of the course. The policy is not meant to restrict course content in any way, but to provide ample information about course content in advance, enabling students with legitimate concerns to plan better. Students are encouraged to speak with the instructor at the beginning of the semester prior to course content engagement to voice concerns.

**Classroom Behavior**

Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/disruptive-behavior-instructional](http://policy.arizona.edu/disruptive-behavior-instructional) and the Policy on Threatening Behavior by Students found at: [http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf](http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat_bklt_2012.pdf)

Disruptive behavior, including shouting, *ad hominem* attacks on other students or faculty, or other inappropriate behavior will not be tolerated in this course. If a student is unable to behave in a way that is amenable to fruitful scientific discussion, they will be asked to leave the classroom immediately. They will then be required to set up a meeting with the Professor and Department Head to discuss appropriate classroom behavior as well as preparing a plan for improving interactions with colleagues.

**Grievance Policy:** Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at: [http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy](http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy)

**Grade Appeal Policy:** [http://catalog.arizona.edu/2014-15/policies/gradappeal.htm](http://catalog.arizona.edu/2014-15/policies/gradappeal.htm)

**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.