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

Location: A122 Drachman Hall

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

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:
- Read and critique nonfiction books related to epidemiology and public health
- Understand the strengths and limitations of reporting epidemiological information 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 read books on subjects topical to Epidemiology and Public Health. S

Assessment: Students are required to provide questions and comments regarding the books for the in-person discussion. During each in-person meeting, students discuss the content of the
books and how it relates to published 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 provides questions or comments and is expected to lead the discussion surrounding their discussion points. This course leads to a great deal of wide-ranging public health discussion during which dramatically different viewpoints may emerge.

Assessment: During each in-person discussion, participants gain experience and are assessed on their ability to present and discuss controversial topics in a professional, respectful manner.

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 assigned book was successful or unsuccessful as a vehicle 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: These books are required for the class. They can be purchased new or used on the internet for very reasonable prices.


Course Requirements:

The primary requirement is that students MUST read the assigned books. Failure to do so will most likely lead to poor performance in our group discussions of the book. Students are expected to attend each class and participate in class discussions. This is a very interactive class that requires input from all students.

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</td>
<td>N/A</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework 1</td>
<td>September 18th</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Homework 2</td>
<td>October 16th</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Homework 3</td>
<td>November 20th</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Homework 4</td>
<td>December 4th</td>
<td>5</td>
<td>5</td>
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</tbody>
</table>

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 28th**
Introduction to class
Introduction to The Ghost Map
1 hour class

**Wednesday, September 18th**
Five emailed questions/comments/discussion points due

**Wednesday, September 25th 5:00 PM-8:00 PM (A123 Drachman)**
Discussion of Ghost Map
Introduction to Bellevue
3 hour class period

**Wednesday, October 16th**
Five emailed questions/comments/discussion points due

**Wednesday, October 23rd, 5:00 PM-8:00 PM (A122 Drachman)**
Suggestions for final article due
Discussion of Bellevue
Introduction to Ebola
3 hour class period

**Wednesday, November 13th**
Five emailed questions/comments/discussion points due

**Wednesday, November 20th, 5:00 PM-8:00 PM (A122 Drachman)**
Discussion of Ebola
Introduction of final articles, to be selected by the class
3 hour class period

**Wednesday, December 4th**
Five emailed questions/comments/discussion points for articles due
Wednesday, December 11th,  5:00 PM-8:00 PM (A122 Drachman)
Discussion of the articles selected by the class
3 hour class period

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 80% of your grade. As you are all doctoral students I will not badger you to make sure you are doing the reading; I will simply assume that you are getting it done. Failure to so guarantees a poor grade as this course is all about reading books.

You have undoubtedly noticed that one week prior to our 3-hour discussion meeting, you are required to send 5 questions, comments, or discussion points. 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. Each of these 5 questions will earn you 2 pts. toward your final grade.

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 and the Policy on Threatening Behavior by Students found at:

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

Grade Appeal Policy: 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.