THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

PUBHEPI 6437, Cancer Epidemiology
3 credit hours – Spring 2026
Class Time: Tuesdays 4:10-5:30 PM Location: PAES Bldg A103
Class Time: Online Asynchronous

This hybrid course meets in person weekly for 80 minutes and includes asynchronous online modules that supplement lecture content. Online components may include pre-recorded lectures, assigned readings, and structured discussion activities designed to support student mastery of cancer epidemiology concepts

Course Instructor
Aldenise Ewing, PhD, MPH, CPH
Vanderbilt University (2009), Bachelor of Arts, Spanish and Medicine, Health and Society
Emory University (2011), Masters of Public Health, Behavioral Science and Health Education
University of South Florida (2019), Doctor of Philosophy, Public Health

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Instructor's Office Hours: Tuesdays 3-4 pm in 349 Cunz Hall.
Virtual appointments via Zoom are available upon request.

Faculty Feedback & Response Time:
The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 48 hours on school days.
- **Discussion board:** The instructor will check and reply to messages in the discussion boards at least every 48 hours on school days, unless a different turnaround time (due to travel, etc.) is announced.

Course Description
This course reviews fundamental principles and methods of cancer epidemiology within the context of the cancer control continuum, with emphasis on etiology, prevention, screening, diagnosis, treatment, survivorship, and health disparities. Students will explore major cancer types while applying epidemiologic reasoning, surveillance systems, causal inference tools, and study design principles. The course integrates critical appraisal of the literature, ethical considerations, and contemporary challenges in cancer prevention and control.

Prerequisites
PUBHLTH 6001: Methods in Quantitative Data Analysis, or PUBHEPI 6410: Principles of Epidemiology, or PUBHLTH 6430: Epidemiology I, or permission of instructor required.

Course Learning Objectives

1. Describe basic biologic processes involved in the development of cancer including mutagenesis, inflammation, mitogenesis, apoptosis, angiogenesis, metastasis, and immunosuppression.
2. Describe the distinct types of epidemiologic investigations of cancer (case control, cohort, therapeutic and chemopreventive clinical trials and meta-analyses).
3. Describe basic epidemiologic parameters estimated and tested for statistical significance in epidemiologic studies of cancer.
4. Summarize the variation in cause-specific cancer mortality among populations and the impact on global public health.
5. Describe classical risk factors and their mechanisms of action for the major types of cancer (lung, breast, colon, prostate, oral cavity, esophagus, stomach, urinary bladder, pancreas, ovary, uterine cervix, leukemia, and lymphoma).
6. Describe classical preventive factors and their mechanisms of action for the major types of cancer.
7. Assess effective screening modalities that have produced significant benefit in reducing cancer morbidity and mortality.
8. Describe current controversies regarding potential risk factors and preventive factors for the major types of cancer.
9. Describe sources of bias and confounding in epidemiologic studies of cancer.
10. Apply the criteria of judgment in evaluation of causal associations in cancer epidemiology (consistency, strength of association, dose response, specificity, temporality, biological plausibility, cohesiveness of data).

Competencies:

MPH Core:

1. Apply appropriate descriptive and inferential **statistical** techniques to public health data and interpret results of statistical analyses in the context of public health research and evaluation.
2. Apply foundational principles of environmental health science to categorize sources and types of contaminants, matrices involved, pathways for and modes of exposure, associated health effects and societal issues, approaches to control, and major regulations.
3. Apply **epidemiologic** principles to investigate the distribution of risk factors and disease in the population to improve public health.
4. Apply evidence-based concepts of **health behavior and health promotion** to the design of public health messages and strategies.
5. Discuss the major components of the U.S. health care system and be able to apply their understanding to examine **health policy and health program** issues.
6. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
7. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
8. Apply the core functions of assessment, policy development, and assurance in the analysis of global public health problems and their solutions
9. Apply basic principles of ethical analysis to issues of public health practice and policy.

10. Collaborate with multidisciplinary groups to recognize and evaluate public health issues and develop strategies for intervention.

EPI Specialization:

2. Choose the correct analysis for data obtained from an epidemiologic investigation, including data from surveys, matched and unmatched case-control studies, cohort studies, and clinical trials.
3. Analyze and interpret data obtained from an epidemiologic investigation, including data from surveys, matched and unmatched case-control studies, cohort studies, and clinical trials.
4. Assess confounding and effect modification in data from an epidemiologic investigation.
5. Demonstrate familiarity with the basic content and issues in at least two substantive areas of application in epidemiology (e.g., cardiovascular epidemiology, cancer epidemiology, chronic disease epidemiology, infectious disease epidemiology, injury epidemiology).
6. Identify the natural histories of major types of disease and their relevance to epidemiologic investigations.

A complete list of College of Public Health Competencies is located on the College of Public Health website: https://cph.osu.edu/students/competencies.

Competencies assessed in this course are demonstrated through participation, written assignments, analytic exercises, the semester-long research project, poster presentation, and the final paper.

Text/Readings:
Readings will come from the literature and students should see the course outline for details.

Recommended Texts:

Global Epidemiology of Cancer
Author: Randall E. Harris
Publisher: Jones & Bartlett Learning, 2016
ISBN: 978-1-284-03445-5

Epidemiology of Chronic Disease: Global Perspectives,
2nd Edition, Chapters 11-38
Author: Randall E. Harris.
Publisher: Jones & Bartlett Learning, 2019
ISBN: ISBN: 978-1-284-15101-5

Carmen
There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (https://admin.resources.osu.edu/buckeyepass/adding-a-device)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** Cancer Epidemiology will be a hybrid design with 66.5% of time dedicated to in-person activities and 33.5% of time asynchronous distance learning.
- **Pace of online activities:** Online asynchronous components are designed to complement and extend in-person learning. Each week, students are expected to complete online lectures, readings, and Carmen-based learning activities before the next in-person class session. Asynchronous modules are self-paced within each week but must be completed by the deadlines indicated in Carmen to ensure adequate preparation for class discussions and assignments.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect approximately 3 hours per week of direct instruction (e.g., in-person meetings, asynchronous lectures) and 6–9 hours per week of independent work, including completing assigned readings, preparing for journal club, working on data exercises, developing research project components, and completing written assignments. Some weeks, particularly those involving research project milestones, may require additional time to meet graduate-level expectations for analytic rigor and scientific writing.
- **Attendance and participation requirements:** Active participation and attendance are key factors in this class. Students will be expected to read all the assigned readings and be prepared to discuss them in class. Students are also expected to participate actively during the lecture portion of the class through questions and sharing of their experiences and opinions. For each of the guest lectures (see calendar below), students should prepare 1-2 questions for the speaker based on the assigned readings or general questions on the topic. Students do not need to turn in these questions.

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Students should be comfortable uploading assignments, engaging in discussion boards, accessing

readings and lecture materials and submitting files in Word or PDF format. Some assignments may require the use of basic data analysis tools (e.g., Excel, R, SPSS, or Stata), though no prior programming experience is required.

Students must regularly check Carmen Announcements and their OSU email for time-sensitive course updates.

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**
  All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** http://it.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

This course may use Turnitin for plagiarism detection.

Assignments/Assessments

This graduate-level Cancer Epidemiology course emphasizes epidemiologic reasoning, scientific communication, critical appraisal of literature, and application of methods to cancer-related research questions. Students will develop competencies across descriptive, analytical, and causal epidemiology; apply cancer surveillance systems; and communicate scientific findings in both written and oral formats.

The following assignments collectively assess student achievement of course goals and CEPH MPH + PhD competencies.
Assignment descriptions below outline expectations; detailed rubrics and submission instructions will be provided on Carmen.

Category I. Engagement & Critical Appraisal (30%)

Attendance and Participation (10%)

This course is a seminar-style graduate elective, so consistent attendance and active participation are essential. Students are expected to arrive having completed all assigned readings and prepared to engage substantively in discussion. Participation will be evaluated based on the quality of contributions, evidence of engagement with course materials, and professionalism during interactions with peers and guest speakers. Meaningful participation includes asking informed questions, contributing thoughtful comments during discussions, and actively taking part in in-class learning activities designed to deepen understanding of cancer epidemiology.

Journal Club (20%)

Each student will participate in one journal club session as a presenter, working with a partner to lead an in-depth discussion of two or three selected peer-reviewed cancer epidemiology articles. Presenters are responsible for summarizing the background, research questions, study design, methods, results, limitations, and implications of the assigned readings. They will prepare a set of ten discussion questions one week prior to the presentation and facilitate a critical dialogue around methodological rigor, analytic choices, interpretation of findings, and public health relevance.

All journal club presenters are ***strongly encouraged*** to meet with the instructor at least once before their presentation week to review article selection, ensure methodological accuracy, and confirm discussion questions align with course learning goals.

Students who are not presenting during a given week will complete a short summary worksheet demonstrating understanding of the readings and submit it prior to class. Journal club reinforces skills in literature appraisal, methodological critique, and scientific communication.

Category II. Applied Epidemiologic Methods (15%)

Cancer Surveillance Descriptive Data Exercise (10%)

Students will analyze population-level cancer data using publicly available sources such as SEER*Explorer or CDC WONDER. This assignment requires students to examine cancer incidence, mortality, or survival patterns across demographic groups (i.e., age, sex, race, ethnicity, geography), interpret observed disparities, and contextualize these findings within broader public health patterns. The deliverable is a concise analytic memo (one to two full pages) containing a written interpretation and two to three figures or tables summarizing key findings. The purpose of this assignment is to cultivate proficiency in descriptive cancer epidemiology and strengthen skills in population surveillance and interpretation.

Directed Acyclic Graph (DAG) Assignment (5%)

Students will develop a causal diagram for a cancer-related research question connected to their semester project. The DAG should identify hypothesized causal pathways between exposures, outcomes, and covariates, including confounders, mediators, and colliders. Students will also provide a brief narrative explaining the assumptions represented in their diagram and the implications for analytic decision-making, such as variable adjustment strategies. This assignment is intended to foster competency in causal inference and reinforce foundational principles of epidemiologic reasoning.

Category III. Research Design, Analysis, and Scientific Communication (55%)

NIH-Style Specific Aims Page (10%)

Students will prepare a one-page Specific Aims document modeled on NIH standards. This assignment requires students to articulate a compelling cancer-related public health problem, explain its significance and any innovative aspects of the proposed work, and outline one to three specific aims accompanied by a succinct methodological overview. The aims page may also include a conceptual model. This assignment strengthens scientific writing, enhances grant development skills, and helps students clarify their analytic approach prior to completing the semester-long research project. Students must cite relevant literature using AMA or APA style.

Research Project Deliverables (15%)

Students will complete a series of scaffolded assignments that collectively prepare them for the final poster and written paper. These deliverables include the development of a research question and associated hypotheses, a brief literature review that situates the proposed question within existing epidemiologic evidence, a guided data analysis worksheet that walks through analytic decisions, and a set of final tables and/or figures summarizing results. The purpose of these deliverables is to incrementally build the skills necessary to conduct a rigorous cancer epidemiology research project and to ensure students are prepared for later components of the course. All written components should use AMA or APA citation style.

Research Poster Presentation (10%)

Students will present their research findings in a conference-style poster session using the OSU College of Public Health template. Posters should follow the OSU College of Public Health formatting guidelines and must include AMA or APA–formatted citations. Each student or group will deliver a concise five-minute oral presentation, in person, and respond to audience questions. The poster should clearly communicate study objectives, methods, results, and public health implications, and should adhere to professional standards for visual and scientific communication. This assignment offers practice in disseminating epidemiologic findings to both scientific and applied audiences. Students must remain for the full duration of the poster session to engage with peers' presentations.

Full Written Research Paper (20%)

The final written paper, due during Week 15, will synthesize all aspects of the student's research project into a complete epidemiologic manuscript modeled after the structure of peer-reviewed cancer epidemiology journals. The paper must include an introduction articulating the significance of the chosen topic; a methods section detailing study design, variable definitions, analytic decisions, and statistical approaches; a results section that integrates tables and figures; a discussion section highlighting interpretation of findings, limitations, and implications for cancer control; and a concluding statement addressing future directions. The written manuscript represents the capstone demonstration of students' ability to design, execute, and communicate an epidemiologic study. The final paper should be approximately 10–12 pages of text (excluding tables, figures, and references) formatted in AMA or APA style.

Grading
Student performance in this course will be evaluated through a combination of individual and group assignments that assess engagement, methodological competency, critical appraisal skills, and the ability to design and communicate epidemiologic research. Each assignment contributes a specified percentage toward the final course grade, as outlined below. Final course grades will be calculated as the weighted sum of all assignment components.

Assignment Weighting & Evaluation Categories

Engagement & Appraisal (30%)

- **In-Person Attendance and Participation** – 10%
- **Journal Club (Critical Appraisal of the Literature)** – 20%

Applied Epidemiologic Methods (15%)

- **Cancer Surveillance Data Exercise** – 10%
- **Directed Acyclic Graph (DAG) Assignment** – 5%

Research Design & Grant Writing Skills (10%)

Research Project & Scholarly Communication (55%)

- **NIH-Style Specific Aims Page** – 10%
- **Research Project Deliverables** – 15%
- **Research Poster Presentation** – 10%
- **Full Written Research Paper** – 20%

The total of all assignments equals 100% of the final course grade.

These categories reflect core competencies in cancer epidemiology, including critical appraisal, applied data analysis, causal reasoning, research design, and scientific communication.

Determination of Final Grade
Final grades will be assigned based on the cumulative weighted score earned across all assignments. Grades will follow the standard OSU College of Public Health graduate grading scale. Students are expected to complete all assignments by their stated deadlines unless alternative arrangements have been made with the instructor in advance. Late work may be subject to grade penalties unless accompanied by documented extenuating circumstances.

Because this is a graduate-level course, students are expected to demonstrate a high level of independence, analytical rigor, and professional communication in all submitted work. Group assignments require evidence of equitable contribution by all members. The instructor reserves the right to adjust individual grades for group assignments if substantial disparities in effort are documented.

Feedback on assignments will be provided to support students' development of epidemiologic reasoning, analytic competency, and scientific writing skills. Students are encouraged to discuss concerns about grading or progress in the course during office hours or by appointment.

Grading Scale

A	**93 to 100**	Excellent
A-	**90 to 92.9**	Very Good
B+	**87 to 89.9**	Good
B	**83 to 86.9**	Satisfactory
B-	**80 to 82.9**	Below Expected Graduate-Level Performance
C+	**77 to 79.9**	Unsatisfactory for Graduate Credit (may not count toward degree requirements depending on program)
C	**73 to 76.9**	Unsatisfactory
C-	**70 to 72.9**	Unsatisfactory
D+	**67 to 69.9**	Poor
D	**60 to 66.9**	Poor
E	**Below 60**	Failing

Class Policies

Students are expected to contribute to a respectful and productive learning environment throughout the semester. Regular attendance and active participation are essential for success in this graduate-level seminar; students who must miss class should notify the instructor in advance whenever possible. Laptops and tablets may be used for notetaking or course-related activities, but non-course use of electronic devices—including texting, browsing, social media, or other distractions—is not permitted during class meetings. Cell phones should be silenced prior to the start of class, and personal calls should be taken outside the classroom. Course materials, including lecture slides, assignments, and exams, may not be uploaded, shared, or distributed through online platforms such as Quizlet, Chegg, Course Hero, or similar sites, as doing so violates academic and intellectual property policies. Additional guidelines related to assignments, examinations, and the use of AI tools can be found in the corresponding sections of this syllabus, and students are responsible for reviewing and following all course expectations.

Students are responsible for completing all asynchronous online components by the deadlines indicated in Carmen.

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

This course recognizes the growing role of generative AI tools in scientific writing, data analysis, and public health communication. Students may use AI to support early idea generation, explore alternative explanations, or revise drafts only after producing original analytical work. AI tools may not be used to perform core tasks of this course, including literature appraisal, data interpretation, methodological justification, Specific Aims development, DAG construction, poster content development, or writing any part of the graded research paper. Any AI use must be disclosed in an "AI Use Statement," and students are responsible for verifying the accuracy of any information obtained. This course aims to build skills necessary for independent scientific reasoning, and assignments are designed to assess those competencies directly. AI tools may not be used to

summarize scientific literature, generate epidemiologic interpretations, or produce text that is submitted for grading.
Students must include an "AI Use Statement" at the end of any assignment where AI tools were consulted, even if the use was minimal or exploratory. Failure to disclose AI assistance constitutes academic misconduct.

Office of Student Life: Disability Services
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services
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 or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Academic Misconduct
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Intellectual Diversity
Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems
A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the

department chairperson. Specific procedures are outlined in Faculty Rule 3335-8-23, the CPH Graduate Student Handbook, and the CPH Undergraduate Student Handbook. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct
The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at http://civilrights.osu.edu/,
Call 614-247-5838 or TTY 614-688-8605,
Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Late Assignment Policy:
Assignments are due on the dates specified in the course schedule. Assignments submitted within 24 hours of the deadline will incur a 10% deduction. Assignments submitted between 24 and 72 hours past the deadline will incur a 25% deduction. Assignments more than 72 hours late will not be accepted unless extenuating circumstances are communicated to the instructor as soon as reasonably possible. Students anticipating difficulty meeting a deadline should reach out in advance when feasible. Extensions may be granted in cases of documented hardship. These

policies ensure fairness and maintain the pacing required for the cumulative semester-long research project.

Course Outline

Weekly required readings are listed in the corresponding modules on Carmen and must be completed prior to class.

Week	Class Date	Topics	Assignments / Deliverables
1	Jan 13	Introduction; Course Overview; Foundations of Cancer Epidemiology	Surveillance Descriptive Data Exercise; Journal Club sign-up
2	Jan 20	Cancer Burden & Descriptive Epidemiology	Research Question & Hypotheses
3	Jan 27	Men's Cancer Health; Journal Club	Due Jan 30: RQ & Hyp.; Due Jan 31: Surveillance Exercise
4	Feb 3	LGBTQ+ Cancer Health; Journal Club	DAG Assignment
5	Feb 10	Gastrointestinal Cancers; Journal Club	Due Feb 13: Mini Literature Review
6	Feb 17	Lung Cancer; Screening; Journal Club	Due Feb 20: DAG Assignment
7	Feb 24	Skin Cancer; Journal Club	Specific Aims Page
8	Mar 3	Ethics in Cancer Research; Journal Club	Due Mar 6: Data Analysis Worksheet
9	Mar 10	Women's Cancer Health; Journal Club	Due Mar 13: Specific Aims Page
10	*Mar 16th -20th SPRING BREAK*		
11	Mar 24	Cancer Survivorship; Panel	Due Mar 27: Final Tables & Figures
12	Mar 31	Cancer Prevention & Control; Group Work	Poster Guidelines Released (no deliverables due)
13	Apr 7	AYA Cancers; Journal Club	Independent poster development (no deliverables due).
14	Apr 14	End-of-Life Care	Poster Session Presentation
15	Apr 21	Global Cancer Health	Final Research Paper Due 11:59pm

Alignment of Competencies with Assessments

Competency	Participation	Journal Club	Surveillance Exercise	DAG Assignment	Specific Aims Page	Research Deliverables	Poster Presentation	Final Paper
Apply descriptive & inferential statistical techniques and interpret results		X	X			X	X	X
Apply environmental health principles (exposures, contaminants, pathways)							X	X
Apply epidemiologic principles to investigate disease distribution & risk	X	X	X	X	X	X	X	X
Apply health behavior & health promotion concepts to PH strategies					X	X	X	X
Discuss major U.S. health care system components & policy issues							X	X
Demonstrate effective written & oral communication	X	X			X	X	X	X
Develop programs responsive to cultural values & communities		X	X		X	X	X	X
Apply assessment, policy development, & assurance to global PH issues					X	X	X	X
Apply basic ethical principles to public health practice & policy	X	X				X	X	X
Collaborate with multidisciplinary groups	X	X		X	X	X	X	X
Choose appropriate analytic methods for epidemiologic data		X	X	X	X	X	X	X
Analyze & interpret data from epidemiologic investigations		X	X	X		X	X	X
Assess confounding & effect modification		X		X	X	X	X	X
Demonstrate knowledge of ≥2 substantive epi areas	X	X	X	X	X	X	X	X
Identify natural histories of major diseases & relevance	X	X	X	X	X	X	X	X