

PUBHEPI 6410 – Principles of Epidemiology
3 credits – Fall 2025
Online, Asynchronous

Course Instructor

Name and Degree: Sarah E. Anderson, Ph.D, Nutritional Epidemiology, Tufts University, 2006

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Instructor's Office Hours

In-person: Wednesdays 11am-noon (Cunz 336)

Zoom: Fridays 2:00-2:30 PM (link available in Carmen)

Or by appointment (contact me by e-mail to arrange)

Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7-10 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days.
- **Discussion board:** Either the TA or the instructor will check and reply to messages in the discussion boards at least every 12 hours on school days, and every 24 hours on weekends, unless a different turnaround time (due to travel, etc.) is announced.

Graduate Teaching Assistant (GTA)

Name: Bhargavi Sriram

Email address: sriram.48@osu.edu

Office hours: Tuesdays 2:00-3:00 PM (link available in Carmen)

GTA Responsibilities

The GTA assigned to the course will hold regular office hours and lead review sessions for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description

This is an introductory graduate level course in epidemiology. We will touch on many different topics during the semester, and you can expect to be introduced to terminology and concepts used in the field of epidemiology. We will not cover any one topic in-depth, but there will be opportunities for you to explore areas of interest. This section of 6410 is 100% distance learning.

Prerequisites

Grad standing, or permission of instructor. Not open to students with credit for PUBHEPI 6430 or PUBHLTH 6001.

Course Learning Objectives

1. Define and summarize terms, concepts, and methods in epidemiology, including its definition, goals, and components.
2. Interpret measures of disease frequency and epidemiologic study designs.
3. Identify strategies in the design and conduct of epidemiologic studies that will minimize the adverse effects of error, especially bias.
4. Conduct fundamental quantitative analyses of basic epidemiologic studies.
5. Critically evaluate and interpret published epidemiologic study results.

Competencies: This course covers or partially covers the following public health competencies:

Foundational Public Health Knowledge:

1. Explain public health history, philosophy and values
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Foundational MPH Competencies:

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. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice.
11. Select methods to evaluate public health programs

Text/Readings:

Celentano DD, Szklo M. *Gordis Epidemiology. Sixth Edition*. Philadelphia: Elsevier Inc., 2019.

The textbook is available as [an e-book through the library](#). If you are accessing the book from OSU campus you will not be asked to sign in; off-campus students will need to log in and will be automatically prompted to do so once they click the link. If you experience issues accessing the text, please contact the OSU Library at (614) 292-OSUL (6785) or via their chat (<https://library.osu.edu/>). A hardcopy of the book can be purchased for less than \$50 on Amazon or the campus bookstore. The Seventh edition of this textbook was published in 2024 and can be used if you chose. However in this course the textbook chapter numbers and page numbers will refer to the sixth edition. In addition to the assigned textbook chapters, any readings for discussion boards and other resources needed for assignments will be posted to Carmen.

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:** This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Pace of online activities:** This course is organized into weekly modules. Each week begins on Tuesday and ends on Monday (a few exceptions during exam weeks will be announced). Each module will describe the requirements and expectations for that week and can be used as a guide in scheduling your time. You can access all the modules from the start of the semester and can work ahead at your own pace, but note that the discussion boards, exams, and assignments have specific dates and must be completed during the time periods assigned. Pay close attention to due dates (these can be found in the Syllabus tab or course Calendar on Carmen and will also be listed in each module). I have tried to be consistent in scheduling due dates. Please let me know if you have concerns about particular dates and times. I use frequent announcements in this course. I will use announcements in Carmen to communicate any changes to course policies or other urgent information. I also use regular announcements to summarize content and provide guidance about assignments and due dates. Please familiarize yourself with the Notification Preferences in Carmen (under Account) so that you can control how Carmen communicates with you. The default settings in Carmen may not be optimal for you. Please think about how you want the technology to function and adjust the settings to fit your preferences. If you need help with this, there are OSU instructional technology resources that can assist.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., reading textbook, viewing recorded lectures) in addition to 6 hours of homework/active learning activities (e.g., practice problems, case studies, discussion posts, projects) to receive a grade of (C) average. You should plan to spend between 8 and 12 hours each week on this course and to log-in multiple times per week to the site on Carmen. The asynchronous design of this course allows for more flexibility, *but it also puts more responsibility on you to effectively manage your time and learning.*
- **Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. **Participation is an important component of this course.**
 - **Participating in online activities for attendance: AT LEAST ONCE PER WEEK.** If you know that you will be unable to participate in the course for a period of more than a few days (e.g., if you will be travelling and unable to access the internet) this should be discussed with me in advance. Any unexcused disappearance (i.e., no participation in course activities during a period of 6 or more consecutive days) will result in a lowering of the final course grade. Likewise, please communicate with me if you have an illness, emergency, or other situation that is likely to impact your engagement. It is appropriate to use e-mail for these communications, or to talk with me (in person or by phone) during office hours.

- **Participating in office hours and live sessions: OPTIONAL.** All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: AT LEAST ONCE PER WEEK.** I will use the discussion board feature in Carmen to provide you with examples, pose problems, and encourage you to draw connections. Each week will generally include one or more discussion boards. You are expected to participate in at least 1 discussion board each week. Additional information is provided under assignments later in this syllabus.

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)

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

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

Assignments/Assessments

Exams:

There are three exams in this course. All exams are open-note, open-book. You will take exams using Carmen. The exams will have multiple-choice and short-answer questions. Some questions may require you to perform calculations. You will have 90 minutes to complete each exam. The first exam covers textbook chapters 1-5, the 2nd exam covers chapters 7-10, and the third exam covers chapters 7-10 & 12-15. The third exam is cumulative from chapter 7 (because the content is interrelated) but will focus on materials in chapters 12-15. Practice questions (practice exams and review questions) will be provided before each exam and are designed to help you prepare. Each exam will be scheduled for an 'exam window' and you can choose when during the window you want to take the exam. The exam windows will be from 10AM on Thursday through midnight on Sunday (see the calendar for the exact dates). It is wise to plan to take the exams before the final day of each exam window. Students who miss an exam will not be allowed to take a make-up exam unless a valid excuse has been approved by the instructor. **Exams must be completed on your own without the help of other individuals (books and notes are OK).** Material that will be assessed in exams will be covered in lectures, the textbook, practice exercises, and practice exams. You will not be tested on a concept that is mentioned in a discussion board unless the concept is also covered in the textbook, lecture, practice exercises or practice exam.

Assignments:

The other major components of the course are described below: All course assignments will be found on Carmen. I will utilize the gradebook feature in Carmen. If you have any questions about assignments or grading, please send me an e-mail.

Textbook readings, lectures & quizzes: Each week we will focus on one (or sometimes two) of the textbook chapters; you are encouraged to read the chapter before watching the pre-recorded video lecture. The division of epidemiology has created a repository of recorded lectures that we will be using for this course. The lecturer you hear in these presentations will frequently be one of my colleagues. Each module will provide a link to the video lecture, the power point slides from the lecture, and a written transcript of the lecture. It is likely that you will need to repeat parts of each of the lectures multiple times to understand the content. I encourage you to think about your own learning style and how it will work best for you to engage with the lectures (e.g., how many times to view each lecture, how best to take notes). There will be a short (~10 question) multiple-choice quiz for each chapter. Quiz scores are a small (5%) component of your final course grade. Weekly quizzes must be completed before their due date to receive credit. You can take the quiz as many times as you like, and the score from the last assessment (before the due date) will be recorded. In calculating your final grade, I will drop your lowest quiz score. You are encouraged to take each quiz until you can correctly answer each of the problems. *Please note that the quizzes assess a VERY basic level of understanding and exam questions will be considerably more challenging. Practice problems and practice exams are the best way to determine your mastery of the material and to prepare for the exams.*

Participation: Please review the participation rubric (available in Carmen) to better understand my expectations and the participation flexibilities that have been designed into this online course. Participation involves discussion boards as well as keeping up with the course material and self-assessment of progress. Each week will include at least one discussion board and there may be two or three discussion boards. I will let you know if one of the boards is particularly important because it contains exercises that you should complete to ensure that you are prepared for exams. Other discussion boards are provided to give you the opportunity to explore material that illustrates concepts discussed in the textbook or that provides an introduction to related concepts.

The week's discussion board(s) will open on Tuesdays at 10am. You are expected to post at least once per week. You will not be able to see the replies of your classmates until you have contributed a post. In addition to posting each week you are expected to respond substantively to one or more of your classmates' posts. Ideally, everyone will follow the discussion throughout the week, but I understand that your level of participation may vary from week to week. Although I will be involved in the discussions, I will not be leading them; you are encouraged to respond to each other, ask questions to keep things interesting, and to help each other understand the course concepts. Weekly discussion boards will close for new posts on Monday at 11:59PM.

You will evaluate your participation and engagement with the course. These participation self-assessment assignments will be due nine times during the semester, (mostly on Fridays at midnight but see calendar for due dates). You will use a rubric to assess your participation and engagement and will be asked to reflect on the past week's course content and write briefly about challenges, goals and concerns. In general this assignment will be available beginning on Monday at 8am and is due on Friday at midnight (11:59PM). I will review your self-assessment each week and post your participation score on Carmen. Although I may choose to raise or lower your score, I expect to do so infrequently. It has been my experience that students are accurate assessors of their own participation and engagement. Your course participation score will be the average of the assessments except that I will drop your lowest score.

Infectious disease collaborative case: In the field of public health, much of the work is collaborative, and it is common to work in teams with others whose expertise, skills, and background differs from your own. We have designed a collaborative case assignment to provide an opportunity for you to experience some of the benefits and challenges of such work. The assignment also provides an opportunity for you to see how basic epidemiologic concepts are utilized and applied in the context of infectious disease. See assignment on Carmen for complete instructions and due dates.

Project: During the 2nd half of the course you will complete a project and presentation on an epidemiology-related topic of your choosing. Working alone or with one other person you will propose a project (this may include close reading of an epidemiologic research study or in-depth investigation of a specific topic). I must approve your choice (you will submit a proposal). A draft of your project will be due for peer-review approximately 1 month before the end of the semester. You will revise your project and create a presentation to share what you learned with the class. As the final activity in the course, we will review and discuss your presentations. Further information on expectations and due dates will be provided in the assignment instructions on Carmen.

Grading

Your evaluation in this course is weighted as follows:

Quizzes	5%
Participation	10%
Case study	15%
Exams	50% (3 exams: 1 st exam and 2 nd exams 15% each; 3 rd exam 20%)
Project	20%

Grading Scale

A	94 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <94	Excellent work that reflects mastery of the material
B+	87 to <90	Good work that reflects mastery of most of the material
B	83 to <87	Good work that reflects mastery of some of the material
B-	80 to <83	Good work that reflects mastery of a few aspects of the material
C+	77 to <80	Mediocre work that reflects familiarity with, but not mastery of the material
C	73 to <77	Mediocre work that reflects familiarity with most of the material
C-	70 to <73	Mediocre work that reflects little familiarity with the material
D+	67 to <70	
D	60 to <67	
E	Below 60	

Class Policies

Written assignments: Your written assignments, including discussion posts, must be your own original work. It is not permissible to use ChatGPT or other artificial intelligence programs. Cite any sources you use for your written assignments and discussion points.

Group projects: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Exams: You must complete exams yourself, without any external help or communication.

Presence and engagement: As you are able, I encourage you to take advantage of opportunities to meet with me and your classmates. I will hold regular office hours and will let you know their location (whether in Cunz Hall (room 336) or virtually). You do not need an appointment *or a reason* to come to office hours.

You are expected to keep up with the material and participate in weekly discussion boards and assignments (some of which require you to work with others). Use the discussion boards to ask questions and seek clarifications as you work to learn the material. Asking questions and responding to questions that your classmates ask is an important component of the course. Do not be embarrassed to ask what you think is a “stupid question.” If you have the question, then it is likely that someone else in the class does as well.

Communication: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in discussion boards as if you were writing a research paper, you should aim to write using good grammar, spelling, and punctuation. It is not appropriate to use the types of abbreviations common in text messages when you are posting to a course discussion space.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. How you do this will depend upon the context. Hyperlinks are encouraged in Carmen discussions. When citing the textbook or other assigned course material (such as an article) it is fine to provide a citation as only the first author's last name and page number [e.g., Celentano, p. 56], but the full reference (in any standard style) should be provided in situations in which an author, date citation would be ambiguous. All writing in this course must be your own. Any direct quotations or heavy paraphrasing should be appropriately identified and referenced.
- **Backing up your work:** Consider composing your discussion posts in a word processor, where you can save your work, and then copying into the Carmen discussion. Carmen does not save your work while you are typing a discussion entry.

Problems & getting help: More so than in a traditional (face-to-face) course, an online course requires many people and technical systems to be carefully orchestrated. Although we try our best to work out the kinks before the start of the semester, we may overlook something or make a mistake – if you see something that is broken or that makes absolutely no sense – we want to know about it (& we will appreciate it if you tell us politely). Overall, if you are becoming frustrated because something is not working, please communicate this to me.

The following provides some guidance about who to reach out to. Although it will be rare that I am the best person for you to approach first about a technological problem, I want you to contact me if you are not getting a timely response or resolution. **In general, you should expect a response in under 24 hours during the work week and in under 48 hours on the weekend.** We will do our best to respond sooner and to let you know about any periods in which response times might be delayed. The *Communicate and Connect Module* in Carmen is the first place to look if you have a question or are experiencing a problem. Please review what others have posted to determine if your question has already been asked and answered.

Communicate and Connect Module

This module will be accessible to you throughout the entire semester. The three discussion boards it contains, and their purposes, are as follows:

- **Questions, Clarifications, Confusions & Epidemiology discussion board**

Use this discussion board to ask questions about course policies and assignments. Likely, if you have a question about an assignment, or policy, others do as well. I will respond and provide clarification on the discussion board to ensure that everyone has access to the same information. I **will not respond to questions about course content or policy by e-mail or through the messaging app in Carmen**. However, if you want to schedule an appointment with me or if you have a question about a grade, please email me so that we can find a time to meet and discuss. In addition, you are always encouraged to stop by my office (or call) during office hours (no need to make an appointment). Remember to use the **weekly discussion boards** to ask questions and seek clarifications about material being covered that week.

- **Technical Help discussion board**

We have worked hard to remove technological problems in this course but occasionally issues related to Carmen and technology will occur. If you have **general technology questions** or questions about how to navigate Carmen, you can post your questions in the Technical Help discussion board. This board is monitored by the Instructional Designer. You will receive a response within 24 hours during weekdays and 48 hours on weekends. However, if you need immediate technical assistance, OSU maintains an IT Service Desk that provides 24 hour support, seven days a week (see general technology support above).

- **Student Lounge: Free-form discussion board**

In a face-to-face class, it's easy to engage in off-topic discussions. When you walk into the classroom you can chat with the person next to you about sports, the latest movies, or your favorite music. This type of engagement is extracurricular, but it can help build relationships that are advantageous inside the classroom. In an online course it's just as important, if not more so, to have a risk-free environment for sharing and connecting with your classmates. In this class, we have created a discussion board labeled "Student Lounge: Free Form Discussion". This discussion space is entirely for student use. Please remember to be respectful in this forum and maintain proper netiquette. I encourage you to use this space to get to know one another.

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

Given that the learning goals of this class are to develop skills and thought processes associated with the practice of epidemiology, the use of generative artificial intelligence (GenAI) tools such as Copilot and ChatGPT are not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on 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](tel: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](tel: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.

Course Outline*

Week	Dates	Topics	Chapters	Assignments
1	August 26-Sep 1	Epidemiology: intro and history Outbreak investigations	1-2	Case Study
2	September 2-8	Measures of disease frequency	3	Case Study
3	September 9-15	Mortality measures	4	Case Study
4	September 16-22	Screening	5	Case Study
5	September 23 – Oct 1	Review	1-5	Case Study
6	October 2-5	Exam 1	1-5	Exam 1
7	October 6-19	Case-control studies (includes fall break)	7	
8	October 20-27	Cohort studies	8,9	Project
9	October 28-Nov 3	Randomized trials	10	Project
10	November 4-9	Review / Exam 2	7-10	Exam 2
11	November 10-17	Risk, relative risk, odds ratio, attributable risk	12,13	Project
12	November 18-24	Bias, confounding, causal inference	14,15	Project
13	November 25-Dec 3	Review / Thanksgiving	7-15	Project
14	December 4-7	Exam 3		Exam 3
15	December 8-16	Health service evaluation / public policy Project presentations	17,19	Project

**Some dates are approximate and may be adjusted. See Carmen for specific details and due dates*

Alignment of Competencies with Assessments

Topics	Course Learning Objective(s)	Foundational Public Health Knowledge	Foundational MPH Competencies	Readings/ Other Assignments	Student Evaluation for Assessment
Introduction to Epidemiology	1	1, 4, 6	1	Chapter 1, online lecture, discussion	
Infectious Diseases and Outbreaks	1, 2, 3, 4	3, 5, 6	1,2,4	Chapter 2, online lecture, case study, discussion	Case study, quiz, exam
Measures of Disease Frequency	1, 2, 4	3, 6	1,2,4	Chapter 3, online lecture, discussion	Quiz, exam
Measures of Mortality	1, 2, 4	3, 6	1,2,4	Chapter 4, online lecture, discussion	Quiz, exam
Disease Screening	1, 2, 4	3, 5, 6	1,2,4	Chapter 5, online lecture, case study, discussion	Quiz, exam
Study Designs: Case-Control Studies	1, 2, 3, 5	3, 6	1,2,4,11	Chapter 7, online lecture, peer-reviewed article, discussion	Quiz, exam
Study Designs: Cohort Studies	1, 2, 3, 5	3, 6	1,2,4,11	Chapters 8 and 9, online lecture, peer-reviewed article, project, discussion	Quiz, exam
Study Designs: Randomized Trials	1, 2, 3, 5	3, 6	1,2,4,11	Chapter 10, online lecture, peer-reviewed article, project, discussion	Quiz, exam
Estimating Risk	1, 2, 4	3, 6	1,2,3,4	Chapters 12 and 13, online lecture, discussion	Quiz, exam
Bias	1, 3	3, 6	1,2,4	Chapters 14 and 15, online lecture, discussion	Quiz, exam
Confounding	1, 3, 4	3, 6	1,2,3,4	Chapter 15, online lecture, discussion	Quiz, exam
Causal Inference	1, 3	3, 6	1, 4	Chapter 14, online lecture, discussion	Quiz, exam
Epidemiology and Public Policy, Health Services Evaluation	1, 2, 3, 5	3, 6	1, 4,11	Chapters 17 and 19, online lecture, discussion	Quiz, exam