

PUBHEPI 2410 – Epidemiology in Public Health
3 credits – Autumn 2025
Asynchronous

Course Instructor

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Course Coordinator

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Instructor's Office Hours

Tuesdays, 10:00 am – 11:00 am via Zoom or by appointment
<https://osu.zoom.us/j/95556899649?pwd=abN8xAGL1pjfQjLbXp5iHJuLaJ7gcJ.1>

Instructor Feedback & Response Time:

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

- **Grading:** You can generally expect feedback within 10 school days.
- **E-mail:** I will reply to e-mails (sent via Carmen or OSU email) within 2 school days.

Communication Expectations: The primary mode of communication with your instructor is through University email, and Carmen Canvas is a second option. *In order to make sure you do not miss important course communications, please make sure you have email notifications for Carmen announcements and messages turned on.* The instructor should respond to email and Carmen messages within two business days. Instructors are not notified of comments that students submit on assessments that have already been graded. **Your instructor is not available evenings, weekends, or during holidays.**

GTA Instructor Responsibilities

Hannah Piscalko is the primary instructor of this course, and is supported by Dr. Amie Hufton, the course coordinator. The instructor will post announcements, hold office hours, grade assignments, and meet with any students who need help with class material. The course coordinator is responsible for developing and delivering course content and creating assessments.

Course Description

This is a foundational course in epidemiology designed for undergraduate students. We will cover the principles and procedures in the field of epidemiology, with a focus on the application of the principles of epidemiology. These principles will be illustrated through real-world examples and applied exercises. There are no prerequisites for this course.

Prerequisites

None.

Course Learning Objectives

Learning Objectives: The overall objective of the course is to give the student a basic understanding of the principles and procedures of epidemiology. Upon successful completion of this course, a student will be able to:

1. Summarize historical events in the field of epidemiology.
2. Explain the concept of the natural history of infectious and chronic diseases.
3. Summarize major causes of mortality and morbidity for developed and developing nations.
4. Summarize basic concepts in infectious disease epidemiology including the incubation period, attack rate, acquired and innate herd immunity and portals of entry and exit into the human system.
5. Summarize basic concepts in chronic disease epidemiology including the empiric induction period, screening for antecedent conditions, risk factors and preventive factors and selected concepts regarding diagnosis and treatment.
6. Summarize basic concepts of primary, secondary and tertiary prevention.
7. Perform calculations of sensitivity, specificity, predictive value positive and predictive value negative for a diagnostic test.
8. Differentiate between incidence and prevalence epidemiologic measures.
9. Use and apply basic methods of rate calculations for diseases and state the importance of rate adjustments for age and other potential confounders.
10. Describe the basic features of epidemiologic investigations (case studies, surveillance studies, case control studies, cohort studies) and intervention studies (field studies and randomized clinical trials).
11. Define and interpret relative risk and the odds ratio.

Competencies:

BSPH Foundational (Core) Competencies

1. Summarize historic milestones in public health.
3. Discuss various approaches and strategies to identify, respond to and intervene with attempt to resolve common public health issues.
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
7. Locate, use, evaluate and synthesize public health information.

Bachelor of Science in Public Health CEPH Foundational Domains and Cross Cutting Concepts Addressed CEPH Foundational Domains

4. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
5. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
7. The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

CEPH Cross Cutting Concepts

3. Critical thinking and creativity
6. Independent work and a personal work ethic
9. Professionalism
10. Research methods
12. Teamwork and leadership

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

GE Category: Themes – Health and Well-Being

Goal 1: Analyze health and well-being at a more advanced and deeper level than in the Foundations component.

Learning Outcomes:

1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Students engage in critical thinking throughout the course via the reflection papers, the problem sets, the case study, and epidemiology in the news assignments. In writing (and responding to others' writing) multiple times in the Epidemiology in the News assignments, students interpret real-work examples of epidemiologic information. The problem sets allow students to practice the concepts illustrated in the course and are key to the learning necessary to complete the case study assignment. Students use critical thinking to complete the case study assignment, which is presented as an investigation into the risk factors for a real-world disease condition.

Goal 2: Integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Learning Outcomes:

2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Activities to achieve goal: Much of the work in the field of public health is collaborative. The explicit objective of the case study is to introduce students to real-world problems in the field of public health and apply epidemiology to the case study problem. Students' self-evaluation and peer-evaluation, an important part of the case study assignment, is meaningful in this course, and will be valuable in their development of themselves as learners. Students will connect to out-of-classroom thinking about health and wellness through the Epidemiology in the News assignments and the reflection writing. The reflection assignments stimulate students to reflect on new and challenging information.

Goal 3: Explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Learning Outcomes:

3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.

Activities to achieve goal: This course emphasizes several historical aspects of epidemiology and cultural aspects of public health epidemiology, with every module using examples from the world around us. The course has a focus on the physical, mental, and environmental aspects of wellbeing. Much of what we do in public health is at the societal level and students learn about policy approaches to addressing public health issues in nearly every module. Through readings, recorded lectures, documentaries, assignments, reflections, Epidemiology in the News posts, and the case study, students will explore a variety of epidemiologic public health topics from many perspectives. These various assignments require them to apply epidemiologic thinking to the issues and reflect on their learning. Working through applied problems and reflections will deepen students' ability to engage with complexity, enhancing personal resilience to think about and manage the complexities of the world around them. They will deepen engagement with complexity particularly through writing reflection papers and completing the case study assignment with a group of fellow students.

Text/Readings:

Required Text: Friis R. & Sellers T. *Epidemiology for Public Health Practice. Sixth Edition.* Burlington: Jones and Bartlett Learning, 2021. Both digital and hardcopy access available through OSU library.

Required Reading: University of North Carolina Department of Epidemiology. *ERIC Notebook*. All required readings are available in the Carmen course website within the specific module.

Available also at: <https://sph.unc.edu/epid/eric/>

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 delivery via asynchronous Distance Learning (DL) mode. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Pace of online activities:** This course is divided into 14 modules, each of which contain the content and assessments for that module. Students will view the recorded lectures, read the assigned material, complete weekly quizzes and periodic problem sets, view vignettes focusing on

breakthroughs in the field of epidemiology, and work with their peers to complete several group assignments.

- Materials for each module will be available approximately 10 school days before that module's due dates to allow students flexibility in managing their time and workload. Assessments are typically due on the same day/time each week, but students are encouraged to be working through each module frequently throughout the week. Due dates may be extended by instructors to accommodate breaks and holidays. See Carmen for the most up-to-date information.
- **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 and interaction with peers (e.g., recorded lectures and discussions) in addition to 6 hours of homework/active learning activities (e.g., assignments listed below) to receive a grade of (C) average.

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) for office hours

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

Assignments/Assessments

Expectations and guidelines for all assessments

Historically, the vast majority of students are very successful in this course. Here are a few guidelines and expectations that will hopefully help you this semester:

- **If an assignment's directions include a word count range, students may lose up to all points on the assignment if the submission does not meet the minimum word count. For example, if an assignment states that students should respond with 200-250 words, and a student submits less than 180 words, it is likely that the grade for that submission will be a 0. The word count of a**

submission includes the components synthesized by the student, and does NOT include references/sources.

- If an assignment's directions include information about using a specific source or resource, students may lose up to all points on the assignment if they do not use that source/resource. For example, if an assignment states that students should use a peer-reviewed journal article, and a student uses a government website instead, or some other source that is not the specified source, it is likely that the grade for that submission will be a 0.
- This is a college-level course, and all assignments/submissions are expected to be mostly free of grammatical and spelling mistakes. A submission that has multiple spelling/grammatical mistakes, OR is very difficult or confusing to read due to lack of clarity or coherence, is not considered college-level work, and it is likely that the grade for such submissions will be a 0.
- One of our core values as instructors is equity. Because of this, we do not offer extra credit or make-up opportunities to individual students, nor curve the grade of an individual student, nor allow students to re-submit work for an improved grade after the due date or grace period of assignments. Any changes to improve course grades are performed systematically and equitably for all students, and instructors don't violate course policies by making individual exceptions, unless a student has extreme circumstances.

Public Health is a collaborative discipline. You are encouraged to work together and to help each other understand the material. For assignments, you may work together, but the work you turn in must be your own. Quizzes and exams must be completed independently. *If you have any questions about interpreting this policy, please seek clarification from the instructor.*

Exams (10%) There will be two exams in this course. Exams include multiple choice, true/false, and write-in calculations. Students have a window of time to complete the exams. Once you start an exam, it must be completed in one sitting. Since exams are available for at least one week, there are no opportunities to make up an exam. **Both exams are open note/open book/open Carmen resources, but both must be completed without the help of other people.**

Reflection papers (15%) Students will view documentary videos or read articles related to epidemiology. Materials are available for streaming/viewing through the OSU library with links posted in Carmen. Students are expected to view the material in its entirety and connect the material to concepts discussed in the course. After each assigned viewing, students will submit a reflection on Canvas.

Quizzes (25%): Upon completion of content for each week, students will take a short quiz on Carmen (~10 questions). Quizzes include multiple choice, true/false questions, and occasionally performing calculations. You can take the quiz at any time during the module. Quizzes are allotted three times the amount of time we expect the quiz to take but must be completed in one sitting once started (i.e., a 15-minute quiz will be allotted 45 minutes). **Quizzes are open note/open book/open Carmen resources, but both must be completed without the help of other people.**

Problem sets (10%): Problem sets further illustrate concepts introduced in this course and will help you prepare to complete the case study assignment, as the types of questions are similar. **You may work with your fellow classmates on the problem sets; however, each student should turn in their own assignment.** You can complete the problem set anytime during the assigned Module, but you must finish in one sitting.

Epidemiology in the News Discussions (15%): Each group will have a discussion board for this group assessment. There will be three graded discussions over the course of this semester (see course schedule for due dates). Each student will reply with a post to the discussion board answering the following

questions/prompts provided on Canvas. After posting, students will respond to posts from other students in your group. Responses will be guided by questions/prompts provided on Canvas.

Case Study (25%): Much of the work in the field of public health is collaborative. The objective of the case study is to introduce students to real-world problems in the field of public health and apply principles of epidemiology to the Case Study topics and questions. The Case Study components and assignments are distributed over several modules in the course.

Grading

Grading: There are 600 points total in this course. The final grade is determined by dividing the student's total earned points by 600.

Assignment	Points	Percentage of total course grade
Weekly Quizzes	150	25%
Exams (2)	60	10%
Problem sets (2)	60	10%
Epidemiology in the News Discussion Posts (3)	90	15%
Case Study (multiple assignments)	150	25%
Reflection Papers (3)	90	15%

Grading Scale

A	93 to 100	Outstanding work that reflects mastery of the material and the ability to apply it
A-	90 to <93	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

Late Work Policy

- Assessments such as quizzes, problem sets, reflections, and discussion posts (but NOT the mid-term and final exams) can be submitted up to **3 days (exactly 72 hours) after the due date without penalty**. Students do not need to notify instructor(s) of late submissions as long as the submission is within this 3-day grace period.
- If missing a course deadline (by more than the 3-day grace period) because of extenuating circumstances, students must reach out to the instructor within 24 hours of the assignment deadline posted on Carmen in order to be considered for potential accommodations. Students should understand that extensions past the 3-day grace period are extremely rare, since there is already so much flexibility in this course.
- Because exams are available for at least one week, they may not be taken after the scheduled due date, and there is no 3-day grace period for these assessments.

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 aligned with the Council on Education for Public Health (CEPH) and OSU's General Elective expectations, the use of generative artificial intelligence (GenAI) tools such as **Copilot or ChatGPT, or writers aids like Grammarly** is 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

This schedule serves as a guide for this semester; however, content and due dates are subject to change with appropriate notice to students. Please refer to Carmen for the most up-to-date schedule.

Module	Topics	Content	Assignments	Due dates (More detail provided in Canvas)
1	History and scope of epidemiology	Welcome to course module; lecture 1; Chapter 1; ERIC Notebook (Issues in Epidemiology and Health Services Research); Journal Article: BMJ 2022 How we classify countries and people- and why it matters	Syllabus Knowledge Check Quiz; Module 1 Quiz	09/3/2025
2	Practical applications of epidemiology	Lecture 2; Ch 2; View Disease Warriors Video	Module 2 Quiz; Reflection Paper: Disease Warriors	09/10/2025
3	Measures of morbidity and mortality	Lecture 3; Ch 3; ERIC notebook readings	Module 3 Quiz; Epidemiology in the News Discussion 1; CITI Training	09/17/2025
4	Descriptive Epidemiology	Lecture 4; Chapter 4; Eric Notebook	Module 4 Quiz; Epidemiology in the News 1: Peer Response	09/24/2025
5	Sources of Data for Epidemiologic Uses	Lecture 5; Chapter 5; Eric Notebook;	Module 5 Quiz;	10/1/2025
NA	Exam 1	Review Modules 1-5	Exam 1	Due: 10/8/2025 (No grace period) Available from: 10/1/2025
6	Introduction to epidemiologic study designs; Ecologic and Cross-sectional studies	Lecture 6; Chapter 6; Eric Notebook Readings; View Back to Basics	Module 6 Quiz; Epidemiology in the News Discussion 2; Reflection Paper: Back to Basis	10/15/2025

N/A	Fall Break	Fall Break	Fall Break	10/16/2025-10/19/2025
7	Case-control studies	Lecture 7; Chapter 6; Eric Notebook Readings	Module 7 Quiz; Case Study Part I	10/22/2025
8	Cohort Studies	Lecture 8; Chapter 7; Eric Notebook Readings	Module 8 Quiz; Reflection Paper 3; Epidemiology in the News 2: Peer Response	10/29/2025
9	Experimental study designs	Lecture 9; Chapter 8; Eric Notebook Readings; Review Video of Risk Ratios and Odds Ratios	Module 9 Quiz; Problem set 1	11/4/2025
10	Evaluating Epidemiologic Evidence	Lecture 10; Eric Notebook Readings; Chapter 9 and 10	Module 10 Quiz; Case Study Part 2	11/12/2025
11	Disease Screening	Lecture 11; Chapter 11; Eric Notebook Reading; View Invisible Shield Part 1	Module 11 Quiz; Epidemiology in the News Discussion 3; Reflection Paper: The Invisible Shield Part 1	11/19/2025
12	Infectious disease epidemiology	Lecture 12; Chapter 12; View Lyme Disease, A Buckeye's story	Module 12 Quiz; Epidemiology in the News 3 Peer Response	11/25/2025
13	Introduction to Chronic diseases, disability, and social epidemiology	Lecture 13; Chapter 15; Journal article on Epidemiology of Disability and Health	Module 13 Quiz; Problem set 2	12/3/2025
14	Final Review and Case Study	Course review	Case Study Part 3 (No grace period); Case Study: Peer and Self-Evaluation (No grace period)	12/10/2025
N/A	Exam 2	Modules 6-13	Exam 2	Due: 12/15/2025 (No grace period) Available from: 12/8/2025

Alignment of Competencies with Assessments

This course assesses the following competencies (in order of BSPH Foundational Competencies, BSPH CEPH Foundational Domains, and CEPH Cross Cutting Concepts) through the designated assignment groups.

Competencies	Quizzes, Exams and Problem Sets	Reflection Papers	Epidemiology in the News	Case Study
1. Summarize historic milestones in public health.	x	x		
3. Discuss various approaches and strategies to identify, respond to and intervene with attempt to resolve common public health issues.		x	x	x
6. Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.		x	x	x
7. Locate, use, evaluate and synthesize public health information.			x	x
4. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice	x	x	x	x
5. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations	x	x	x	x
7. The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities		x	x	x
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology		x	x	
3. Critical thinking and creativity		x	x	x
6. Independent work and a personal work ethic	x	x	x	x
9. Professionalism			x	x
10. Research methods	x			x
12 Teamwork and leadership			x	x