

The Ohio State University College of Public Health

Course Number: PUBHEPI-5438 (1513, 1742)

Course Title: Cardiovascular Disease Epidemiology

Credit Hours: 3

Class Time & Location:

Fall Semester, 2025,

Time: 2:20-3:40 PM, T TR

Location: 160 Cunz Hall LECTURES PREENTED IN PERSON

Instructor: Randall E. Harris, MD, PhD, Professor

PhD, 1974, North Carolina State University, Genetics & Statistics

MD, 1983, University of Nebraska, Medicine

Certification, 1985, Duke University, Pathology

Certification, 1994, Ohio State University, Public Health

Office Location

Division of Epidemiology

College of Public Health

1841 Neil Avenue, Columbus, Ohio 43210-1351

306 Cunz Hall, Telephone: 714 292-4720

E-mail: Harris.44@osu.edu

Office Hours: 2:00-4:00 PM M W

Faculty Feedback & Response Time:

- Grading: You can generally expect feedback within 7 days.**
- E-mail: I will reply to e-mails within 24 hours on school days.**

Prerequisites

PUBHEPI 2410, 6410 or 6430, or permission of instructor

Course Description

The epidemiology of cardiovascular disease is designed to give the student current information on the etiology, pathogenesis, and risk factors of common cardiovascular diseases in the population of the United States and beyond. This is accomplished by a series of didactic lectures coupled with an open forum format involving student presentations and open discussion with the class on current literature in the field. Specific topics will include basic methods in epidemiology, the epidemiology of cardiovascular diseases (tobacco use, hypertension, diabetes mellitus, and hyperlipidemia as they relate

to coronary artery disease, myocardial infarction, and stroke), and the epidemiology of related conditions that modify the risk of cardiovascular diseases including diabetes mellitus (Types I and II), obesity, renal disease, thyroid disease, and neurological conditions such as post-traumatic stress disorder. The didactic lectures and the focus group format provide an excellent basis for examining current hypotheses regarding cardiovascular disease epidemiology. Student presentations will focus upon controversial topics in the epidemiology of these conditions with teams presenting the “pro” and “con” of the controversy. This format facilitates active discussion of molecular mechanisms of disease pathogenesis and the relevant epidemiologic issues pertaining to the prevention and control of cardiovascular diseases.

Course Learning Objectives

1. Understand and discuss the basic measurements used in epidemiologic investigations.
2. Understand and discuss the basic types of epidemiologic studies including cohort studies, case-control studies, and clinical trials.
3. Discuss the basic risk factors believed to be associated with specific types of cardiovascular diseases, and related conditions such as diabetes mellitus, obesity, renal disease, thyroid disease, and PTSD.
4. Discuss diversity in the incidence and prevalence of cardiovascular diseases with respect to aging, gender, ethnicity, cultural attributes, and adherence and compliance to basic measures of disease prevention and control.
5. Be able to apply the tenets of primary, secondary, and tertiary prevention and care to real problems stemming cardiovascular diseases in the human population.

Bachelor of Science in Public Health (BSPH) Competencies

1. the concepts and applications of basic statistics
2. the foundations of biological and life sciences
3. the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
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
6. the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
7. the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
8. the fundamental concepts and features of project implementation, including planning, assessment and evaluation

Cross-Cutting Concepts

1. advocacy for protection and promotion of the public's health at all levels of society
2. community dynamics
3. critical thinking and creativity
4. cultural contexts in which public health professionals work
5. ethical decision making as related to self and society
6. independent work and a personal work ethic
7. networking
8. organizational dynamics
9. professionalism
10. research methods
11. systems thinking
12. teamwork and leadership

Foundational Competencies

All graduates of the BSPH degree program will be prepared to:

1. summarize the historic milestones in public health;
2. compare and contrast examples of major domestic and international public health issues;
3. discuss approaches and strategies to identify, respond to and intervene with attempt to resolve common public health issues;
4. identify political, cultural, behavioral and socioeconomic factors related to global public health issues; and,
5. apply the fundamental principles of the five core disciplines of public health (biostatistics; environmental health; epidemiology; health administration; health behavior/promotion) to domestic and international population issues.
6. the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
7. the ability to locate, use, evaluate and synthesize public health information

MPH Core Competencies

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#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.

Epidemiology 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., epidemiology of coronary artery disease, stroke, myocardial infarction, hypertension).
- #6 Identify the natural histories of major types of cardiovascular diseases and their relevance to epidemiologic investigations.

Course Format

In this course, didactic lectures will be admixed with an open forum format for critical discussion of cardiovascular disease epidemiology. Each student is required to present and discuss current findings and/or a research paper focusing upon specific aspects of cardiovascular disease epidemiology.

Students are also required to complete weekly assignments, submitting three learning statements describing important concepts from the lectures for that week. Approximately 70% of the course will be devoted to didactic lectures, and 30% devoted to student presentations and open forum discussion of key issues in cardiovascular disease epidemiology.

Text/Readings

Required Lecture Material: Slides corresponding to topics covered in the lectures are posted on Carmen weekly and should be reviewed prior to the in-person lectures given during class time.

Supplemental Text/Readings:

Epidemiology of Chronic Disease: *Global Perspectives 2nd Edition*

Author: Randall E. Harris

Publisher: Jones & Bartlett Learning, 2020

Current literature on the epidemiology of chronic diseases.

Chapters 1-10 cover specific diseases of the cardiovascular system that are addressed in the lectures of Weeks 1-10. Chapters 40, 41 & 42 cover diabetes mellitus, obesity and thyroid diseases, and their relationships with CVD.

Carmen Website

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.

How this in-person course works

Class Format

The class will consist of two lectures per week. Lectures will be presented in person in the assigned classroom at the scheduled class time, 2:20-3:40 PM T TR.

Pace of activities

By Monday of each week, the schedule for the upcoming week will be posted under “Announcements” in Carmen/Canvas. Lecture slides will be posted in advance of the scheduled lectures. A question and answer session will be conducted each week to evaluate students’ understanding of the concepts presented in lecture.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect to spend around 3 hours per week of time on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading, preparation for class and presentations, for example).

Attendance and participation requirements: The following is a summary of students’ expected participation.

- *Participating in activities for attendance*

You are expected to attend class in person 2:20-3:40 PM T TR every week. If you have a situation that might cause you to miss a significant amount of class, discuss it with me *as soon as possible*.

- *Office hours and live sessions*

Questions about class material or other issues can be e-mailed to the instructor at (Harris.44@osu.edu) for real time response during office hours and response in at least 24 hours at other times.

- *Participating in class discussions*

During class, you can ask questions and are expected to contribute to live discussions during question and answer sessions.

- *Class Presentations*

Each student is required to make one presentation to the class discussing current findings of a review article and/or a research paper focusing upon specific aspects of cardiovascular disease epidemiology. Details of the presentations are given below.

- *Weekly Assignments*

Each week, you are required to submit three learning statements that briefly describe important concepts presented in the lectures for that week. Details of the weekly assignments are given below.

Course Technology

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 ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- Self-Service and Chat support: ocio.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: servicedesk@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

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

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

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 (go.osu.edu/add-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 (go.osu.edu/install-duo) 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.

Assignments/Assessments

Students are expected to participate actively in class discussions and to make at least one brief presentation to the class on a relevant topic. Weekly assignments consist of weekly learning statements based on knowledge gained from material presented in class. Each student is required to present an in-class lecture to the class. In-class presentations will focus on scientific articles from the current peer-reviewed literature that discuss the epidemiology of a specific cardiovascular disease to include mechanisms of disease pathogenesis and therapy. The course is designed to reflect the impact of new discoveries in molecular biology and epidemiology with significant impact on the prevention and therapy of cardiovascular diseases. Attendance and participation requirements, and guidelines for weekly learning statements and for student presentations are given below.

Attendance and participation requirements: ATTENDANCE IS MANDATORY.

- *Participating in activities for attendance*

You are expected to attend class, 3:55-5:15 PM, T Th, every week. If you have a situation that might cause you to miss a significant amount of class, discuss it with me *as soon as possible*.

- *Office hours and live sessions*

Questions about class material or other issues can be emailed to the instructor at (Harris.44@osu.edu) for real time response during office hours and response in at least 24 hours at other times. Students are welcome to ask questions to the instructor in person during office hours.

- *Participating in class discussions*

As part of your participation during class sessions, you are expected to ask questions and contribute to live discussions of the material.

Guidelines for Weekly Learning Statements

Write three learning statements that briefly summarize important concepts of the lectures for each week. Statements should be uploaded to Carmen/Canvas by Monday of the following week. Each set of three learning statements is worth a total of 3 points.

Each learning statement should be succinct and cover an important concept about CVD covered in the lecture. Statements may address any of the following concepts:

General Epidemiology: Diagnostic characteristics, incidence, morality, special populations and subgroups at risk, distribution of disease by time, space, and person.

Mechanisms of Pathogenesis: Features of the development of disease including models of pathogenesis based upon the cellular and molecular evidence.

Disease Risk Factors: Classic and potential risk factors of disease including stratification by types of risk factors (behavioral, genetic, environmental, infectious

agent, etc.). Controversies regarding etiology of disease and potential risk factors should be addressed.

Primary, Secondary, and Tertiary Prevention: Methods of preventing exposure to the risk factors of disease, early detection of disease, and post-treatment limitation of disease disability. Chemoprevention should be included in this discussion. Treatment options, survival and current clinical studies can also be discussed..

Guidelines for In-Class Presentations''

Students may team up for class presentations (maximum of 2 per presentation). Guidelines for student presentations are addressed in the following section..

Presentation Time, 15-20 min with 10-15 min for Q & A. Power point slides recommended (10-15 slides)

Recommended Outline of Student Presentation

Brief description of disease & diagnostic criteria

History of Disease

Significant historical events and discoveries

Epidemiology

Global and US epidemiology, age-specific incidence, prevalence, mortality, populations at risk, distribution in time, place and person, controversial issues.

Risk Factors and Preventive Factors

Key epidemiologic findings, case control, cohort studies, randomized clinical trials, meta-analyses.

Mechanisms of Pathogenesis

Cellular and genetic events in the etiopathogenesis of the disease. Time line, cells involved, impact of multiple factors and interactions, molecular targets for prevention.

Methods of primary, secondary and tertiary prevention

Application of Criteria of Judgment

Question and Answer Session

Expectations of Undergraduate and Graduate Students

Undergraduate students are expected to address general concepts in their presentations and learning statements rather than focus on elements of study design and methodology that have not been encountered in their courses. Graduate students are expected to address important issues related to classical epidemiologic methods in study design, data analysis and interpretation.

Grading

Grades will be determined based upon evaluations of class participation, in-class presentations and discussion, and weekly assignments. Advanced level undergraduate students permitted to enroll in the class will be graded in similar fashion as graduate students although graduate level methodologic issues of study design and biostatistical analysis are not considered in evaluations of undergraduate students.

Approximate Weights and Criteria for Grade Determination

Class Participation & Attendance:	15%
Class Presentation & Discussion:	45%
Weekly Assignments:	40%

A	Significant contributions to in-class discussion, outstanding in-class presentation and completed assignments (learning statements).
A-	Significant contributions to in-class discussions, excellent in-class presentation and completed assignments (learning statements).
B+	Significant contributions to in-class discussions, very good in-class presentation and completed assignments (learning statements)..
B	Some contributions to in-class discussions, very good in-class presentation and completed assignments (learning statements)..
B-	Some contributions to in-class discussions, good in-class presentation and/or incomplete assignments (learning statements)..
C	Lack of contributions to in-class discussions and subpar presentation and/or incomplete assignments (learning statements)..

Grading Scale

A	94 to 100	Outstanding work that reflects mastery of material, 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 reflects familiarity with, but not mastery of 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

Students are expected to focus on the presentation and discussion during class time. Students may use recording devices to record the class. Cell phones and pagers may be used to receive emergency telephone or pager messages, but only if they are rendered inaudible. Laptop and tablet computers may be used, but only to take notes (no music, e-mail, texting, social networking, web browsing, etc.) and no other electronic devices may be used at any time (iPods or other music players).

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

In this course, students are welcome to explore innovative tools and technologies including generative artificial intelligence (GenAI) in order to gain a better understanding of concepts presented in class.

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.

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CLASS OUTLINE: Tentative Lecture Schedule, Fall Semester, 2025. Lecture materials and references are posted on Carmen. Students are also encouraged to read the appropriate chapters in the supplementary text.

Week 1	Dr. Harris	COVID 19 PANDEMIC Cardiovascular Effects
Week 2	Dr. Harris	Epidemiology of Cardiovascular Disease
Week 3	Dr. Harris	Epidemiology of Ischemic Heart Disease (Coronary Heart Disease)
Week 4	Dr. Harris	Epidemiology of Myocardial Infarction
Week 5	Dr. Harris	Epidemiology of Sudden Cardiac Death
Week 6	Dr. Harris	Epidemiology of Stroke (Cerebral Infarction)
Week 7	Dr. Harris	Epidemiology of Heart Failure
Week 8	Dr. Harris	Epidemiology of Aortic Aneurysm & Dissection
Week 9	Dr. Harris	Epidemiology of Venous Thromboembolism & Pulmonary Embolism
Week 10	Dr. Harris	Epidemiology of Hypertension <i>Thyroid Diseases</i>
Week 11	Dr. Harris	Epidemiology of Diabetes Mellitus <i>Obesity</i>
Week 12	Student Presentations	
Week 13	Student Presentations	
Week 14	Student Presentations	
Week 15	Student Presentations	

Note: No class on Thursday, October 16 (Autumn Break); No class on Thursday, November 27 (Thanksgiving Holiday).

Alignment of Core Competencies with Assessments

Competencies	Assessment 1 (individual discussion)	Assessment 2 (group discussion)	Assessment 3 (learning statements)	Assessment 4 (in-class presentation)
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.	X	X	X	X
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.	X	X	X	X
3 Apply epidemiologic principles to investigate the distribution of risk factors and disease in the population to improve public health.	X	X	X	X
4 Apply evidence-based concepts of health behavior and health promotion to the design of public health messages and strategies.	X	X	X	X
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.	X	X		
6 Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.			X	X
7 Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.	X	X	X	X
8 Apply the core functions of assessment, policy development, and assurance in the analysis of global public health problems and their solutions	X	X	X	X
9 Apply basic principles of ethical analysis to issues of public health practice and policy.	X	X	X	X
10 Collaborate with multidisciplinary groups to recognize and evaluate public health issues and develop strategies for intervention.	X	X		