**EPIB 620 – Chronic Disease Epidemiology**

**Semester:** Summer 2016  
**Classroom and Time:** SPH 1242A  
5/31/16-7/21/16  
Tu & Th 9 am-12pm

**Instructor:** Olivia Carter-Pokras, PhD (UMCP)  
**Office:** 2234G School of Public Health Building  
**Phone:** 301-405-8037 (Office)  
301-257-6106 (Mobile)  
**Email:** Opokras@umd.edu

**Instructor:** David Mann, MD, MS, PhD (UMB)  
**Phone:** 410-961-3957 (Mobile)  
**Email:** david.mann@maryland.gov

**Teaching Assistant:** Rodman Turpin, MS, MLS(ASCP)CM, SM  
**Email:** RodmanTurpin@gmail.com  
**Phone:** 202-465-1249 (Mobile)

**Office Hours:** By appointment

**Course Description:** This course is designed to provide an overview of the prevalence, incidence and risk factors for major chronic diseases that face the U.S. population and the population of other countries. Methodologic issues in epidemiologic studies in general, and specific methodologies unique to certain chronic diseases, will be discussed.

**Course Pre-requisite:** Pre-requisite for this course is EPIB610 or another introductory epidemiology course.

**Required Texts and Other Readings:**

**Required Text:**


Readings as assigned

**Recommended:**

Course Learning Objectives:

Upon completing this course, the student will be able to:

1. Identify major sources of health data, including vital statistics and national health surveys to monitor national disease prevention and health promotion objectives (Program competency #1).
2. Understand the benefits and limitations associated with the use of existing sources of data in epidemiologic studies (Program competency 1, 11).
3. Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
4. Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 10, 12)
5. Identify primary and secondary prevention strategies for these diseases (Program competency 3).
6. Gain confidence in communicating epidemiologic information to lay and professional audiences (Program competency #8)
7. Describe the role of epidemiology in understanding the relative contribution of genetic and environmental factors in the causation of disease (Program competency 5, 9)
8. Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9)
9. Describe the pathogenic sequence of events associated with development of the diseases (Program competency 5)
10. Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)
11. Design a small epidemiologic pilot study to address a chronic disease topic (Epidemiology cognate competency #14)

Program Competencies Addressed in this Course:

This course addresses the core competencies in epidemiology for MPH degrees at the University of Maryland School of Public Health:

- Identify vital statistics and other key sources of data for epidemiological purposes (#1)
- Describe a public health problem in terms of magnitude, person, time and place (#2).
- Discuss the principles and limitations of public health screening programs (#3).
- Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issue (#5).
- Apply the basic terminology and definitions of epidemiology (#6).
- Communicate epidemiologic information to lay and professional audiences (#8).
- Differentiate among the criteria for causality (#9).
- Draw appropriate inferences from epidemiologic data (#10).
- Describe epidemiologic study designs and assess their strengths and limitations (#11)
- Evaluate the strengths and limitations of epidemiologic reports (#12).
- Design, analyze, and evaluate an epidemiology study (Epidemiology cognate competency #14)
Major Graded Assignments:

The class sessions will include lectures, discussions, and classroom exercises to review main concepts of chronic disease epidemiology. Lectures will not necessarily cover all materials included in the reading assignments. Students are expected to complete the assigned readings prior to the class and to be prepared to participate in discussions and exercises during the class. This includes class text reading and assigned journal articles.

Class Participation
This is a graduate level course, and students are expected to attend class regularly, participate in class discussions, complete assigned readings, and put in an average of 9 hours of work outside of class each week to master the material. Students are responsible for determining the most relevant information from each lecture and reading. To help identify the key concepts, students may be asked to compose two questions about the day’s lesson at the end of each class. Students will present their questions at the beginning of the following class to initiate discussion and confirm the previous lecture’s essential information. Alternatively, a posed, content-based question will be provided by the instructor to highlight key points from the readings or lecture. As a courtesy to your instructor and classmates, please notify the instructor in advance if you are unable to attend class. Students who miss class are responsible for obtaining notes and hand-outs from other students.

Oral Presentations
This class will give you multiple opportunities to practice giving oral presentations. When creating Powerpoint slides, consider that each slide will take you at least 1-1.5 minutes to cover. Limit your slides to the amount of time that you have (i.e., no more than 10 slides including the cover slide if you have a ten minute talk), limit text to no more than 6 lines per slide, avoid using complete sentences, and otherwise follow good practice guidelines for creating accessible PowerPoint slide presentations (e.g., https://www.apha.org/events-and-meetings/annual/presenter-information/oral-session-guidelines/access-information-for-presenters).

Article discussion leader
Each student will individually summarize (no more than 10 minutes) and lead a discussion of a non-review epidemiologic article on a chronic disease topic that was published during the past year. Power point presentations are not required. Students should choose epidemiologic journal articles from scientific public health or medical journals. Examples of appropriate journals include: American Journal of Public Health, Annals of Epidemiology, American Journal of Epidemiology, Journal of American Medical Association, etc. A list of journals that publish epidemiologic journal articles that are available online has been posted on our library webpage: http://lib.guides.umd.edu/content.php?pid=176901&sid=4948088. The summary and discussion questions should support a critical review of the article and cover: 1) a brief overview of article; 2) background and literature review on the subject matter; 3) relevance to epidemiology (e.g., if nutritional epidemiology article, should describe how the article advanced the field of nutritional epidemiology); 4) description of methods, results and key conclusions; and 5) strengths and limitations of the study. Students must have their article approved by the course instructor at least one week prior to the presentation so that the articles can be posted for classmates to read.

Healthy People 2020 Data Review
Each student will select a chronic disease topic from the syllabus, and summarize and present data related to relevant Healthy People 2020 objectives. Each student will provide a 7-10 minute overview of
the status of selected Healthy People 2020 objectives related to a chronic disease topic from the syllabus using national and state data. Students must briefly describe the datasource, provide the question wording that the objectives are based on, and **discuss strengths and limitations** of the measures (e.g., reliability, validity). National and state data for their topic should cover a) trends during the past decade and b) current status. Students will use Healthy People 2020 objectives (http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx), national datasources identified for Healthy People 2020, DATA2010 (http://wonder.cdc.gov/data2010/), and the Maryland Health Improvement Process (http://dhmh.maryland.gov/ship/Pages/home.aspx) such as BRFSS. Several national and state datasources can be accessed through links available here: http://sph.umd.edu/department/epib/cchc/national-data

**Specific Aims for Project Proposal**

Several organizations provide pre-doctoral support for students interested in chronic disease. The instructions for your project proposal assignments (specific aims, oral presentation) are based on application instructions from several of them.

You are asked to prepare a 1 page specific aims section summarizing a proposed pre-doctoral project using an epidemiologic study design to examine a chronic disease topic of your choice. The project should be achievable **with your current education and training**, and cover a 3-month to 2-year time period. Your budget can be no more than $25,000 per year.

Each student will submit a one-page specific aims section for the same project that they will later propose in more detail during their oral project presentation. This one-pager should be written using four paragraphs:

1. **Introduction** (e.g., scope of problem, research gap project will address),
2. **Proposed solution** (e.g., overall long-term goal, overall objective of proposed project, why proposed approach is best solution),
3. **Specifics** (e.g., 2-4 independent specific aims, each aim written as 1-2 sentences, use bold bullets or stand-alone or run-on headers)
4. **Significance** (e.g., why project is innovative, expected outcomes, impact on general population)

Specific aims should provide a clear picture of how the project can generate knowledge that may improve human health, its importance to science, and how it addresses a critical research opportunity that can move the field forward. After the aims, add a closing paragraph, emphasizing the significance of the work, and anything else you would like to highlight (e.g., collaborators). The format should match NIH submission requirements (half inch margins, Arial 11 font, single spaced). Grading rubrics, examples and further guidance have been provided in the **syllabus section of your course website**.

**Peer Review of Specific Aims**

Since peer review is standard practice in scholarly work, you will be randomly assigned to review the specific aims for three (3) of your peers by Canvas. You will read and critique the specific aims using the grading rubric. You are expected to model appropriate professional relations, provide constructive feedback on their proposed study and approach, and refrain from deriding a peer.

**Oral Presentation on Project Proposal**

You are asked to give a **15 minute oral presentation** summarizing the same proposed chronic disease pre-doctoral project for which you prepared a specific aims statement.
All items should be addressed. Indicate N/A or None if not applicable to this application.

1. **Specific Aims**
   Begin the Research Plan here by providing a clear, concise summary of the aims of the work proposed and the hypothesis or hypotheses to be tested. The proposed project should not just be a vehicle for a mechanistic collection of data, but rather should contain a credible plan for research as well as a means for training.

2. **Background and Significance**
   Sketch briefly the background to the proposal. State concisely the relevance of the research to cardiovascular function or disease, stroke, or to related fundamental problems. Describe the importance of the research described in this application by relating the specific aims to broad, long-term objectives (All references cited here are to be included in Item 3 below.)

3. **Research Design and Methods**
   Provide an outline of:
   a) The research design and procedures to be used to accomplish the specific aims. The description of your project and methodology should be succinct and precise. It is not sufficient to state that standard methods will be used; you should explain specifically which methods you plan to use and under what conditions.
   b) A tentative sequence for the investigation.
   c) The statistical procedures by which the data will be analyzed.
   d) Discussion of potential experimental difficulties and alternative approaches to achieve the desired aims.

4. **Ethical Aspects of Proposed Research**
   If the research involves human subjects, biohazards, or animals, explain the decision governing these choices. Describe any special consideration you have given to all ethical issues involved in your proposed investigation (biohazards, human or animal subjects), identifying risks and management. Discuss the nature of the informed consent that will be obtained if the research involves human subjects. If the proposed project involves no ethical questions, indicate "4: NONE".

   Note: Except as provided below, if a proposed research project involves human subjects, the population sampled shall be inclusive of the general population, of relevance to the scientific question posed, without restriction in regard to gender, race, age, and socioeconomic status. Proposals that intentionally restrict the population sampled must include a compelling scientific rationale for such research design. Be sure to address this topic.

**Canvas:**
The syllabus, required journal articles, Powerpoint slides and other course materials will be posted on the Canvas website for EPIB620: elms.umd.edu  Please visit this website prior to each class.

**Course Policies:**

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Email – The Official University Correspondence:
Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending
official communications to students, so email must be checked on a regular basis. Academic
advisors, faculty, and campus administrative offices use email to communicate important and
time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or
forwarding email to another address. Failure to check email, errors in forwarding email, and
returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a
student from missing University announcement, messages, deadlines, etc. Email addresses can
be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter
on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Absence Policy:
In accordance with University policy if you are absent for a single (1) lecture due to illness or
some form of personal or family emergency, this absence will be considered “excused” and the
instructor will accept a note from you attesting to the date of the illness/incident, along with an
acknowledgement that the information is true. Whenever feasible, you should try to contact the
instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled
grading event (like an exam or test) will require written documentation from an appropriate
health care provider/organization.

A link to pull information on the new policy covering absences from class can be found at
http://www.president.umd.edu/policies/v100g.html

Late work and Missed Exams / Assignments:
Assignments are due at the beginning of the classes specified in the syllabus. Students may
consult each other when completing assignments, but each student must turn in his/her
individual work. 10% will be deducted for each day the assignment is late unless arrangement
have been made prior to class.

Copyright Protection for Class Materials
My lectures and course materials, including power point presentations, tests, outlines, and
similar materials, are protected by copyright. In addition, persons who publicly distribute or
display or help others publicly distribute or display copies or modified copies of an instructor’s
course materials may be considered in violation of the University Code of Student Conduct, Part 9(k).
You may take notes and make copies of course materials for your own use. You may not
and may not allow others to reproduce or distribute lecture notes and course materials publicly
whether or not a fee is charged without my express written consent. Similarly, you own
copyright in any papers you write for this course and in your exam essays. If I am interested in
posting your answers or papers on the course web site, I will ask for your written permission.

CourseEvalUM
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you
hold as a student member of our academic community. Your feedback is confidential and
important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations. You can access results at www.CourseEvalUM.umd.edu, the same link you use to submit your evaluations. Click View Past Results instead. Use the CourseEvalUM URL and choose Take Evaluations to discover upcoming evaluation dates: www.CourseEvalUM.umd.edu

Available Support Services
The University of Maryland Libraries have many resources that will help with the research for your EPIB 620 project. Required and recommended textbooks for EPIB620 have been placed on reserve in the McKeldin Library. A library webpage has been developed which provides guidance on finding information, data and statistics; epidemiologic journals available at the library; epidemiologic associations; how to read a scholarly article and getting help from a librarian: http://lib.guides.umd.edu/content.php?pid=176901&sid=4948088  Examples of scientific journals available at the library that publish epidemiologic findings include the: American Journal of Public Health, Annals of Epidemiology, American Journal of Epidemiology, Journal of American Medical Association, etc.

Grading Procedures:
Students will be graded from successful completion of course assignments and class participation. Grades will be determined on a 1000-point scale by the following methods:
There will be 1 in-class exam, which will consist of short answer and essay questions and will cover material from class lectures and the assigned readings.

Points  Assessment
250  Oral project proposal presentation. The pilot proposal must use a standard epidemiological study design (i.e., cross-sectional, cohort, case-control, clinical trial) to address a chronic disease-related issues and be designed to answer a relevant research question. The proposal should include well-formulated specific aims that are tied to a chronic disease prevention, treatment/intervention strategy, or observational investigation. Grading will be based on proposal content and classroom presentation (powerpoint presentation). Due Date: July 7 or 12

200  Article discussion. Each student will provide a critical overview and lead a discussion of an epidemiologic article published on a chronic disease topic during the past year (with prior approval from the instructor), or from the assigned reading. Due Date: TBA

200  Healthy People 2020 Data Review. Each student will provide a 7-10 minute overview of the status of Healthy People 2020 objectives related to a chronic disease topic from the syllabus using national data from DATA2010 and the state of Maryland. Students must briefly describe the datasource, provide the question wording that the objectives are based on, and discuss strengths and limitations of the measure(s). Due Date: TBA

200  Specific Aims for project proposal. Each student will prepare a written one-page specific aims section for their project proposal. The specific aims will essentially serve as a summary of the
final Research Plan for the same project that they proposed during their oral project proposal presentation. Due Date: June 23

150 Student participation. Participation is judged by engagement in course activities, familiarity with assigned readings, and overall class participation. Students are expected to attend class regularly, participate in class discussions, complete all assigned peer reviews and readings. Students who miss class are responsible for obtaining notes and hand-outs from other students.

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<thead>
<tr>
<th>Number of Points</th>
<th>Grade</th>
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<td>980 +</td>
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<td>940 – 979</td>
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<td>900 – 939</td>
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<td>880 – 899</td>
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<td>840 – 879</td>
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### Course Outline / Course Calendar (Subject to Change):

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>May 31</td>
<td>Review of Epidemiology; Current issues / challenges in chronic disease control; Methods in chronic disease epidemiology</td>
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<tr>
<td>2</td>
<td>June 2</td>
<td>Role of infectious disease and genetics in chronic disease; Intervention methods for chronic disease control</td>
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<tr>
<td>3</td>
<td>June 7</td>
<td>Chronic disease surveillance; CDC WONDER and BRFSS data interpretation assignment</td>
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<td>4</td>
<td>June 9</td>
<td>Diet and nutrition; Physical activity; High Blood Cholesterol and ATP III/IV Student presentations start</td>
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<tr>
<td>5</td>
<td>June 14</td>
<td>Tobacco use; Alcohol use; Guest Speaker (Invited)</td>
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<td>6</td>
<td>June 16</td>
<td>Cancer; NCI Guest Speaker (Invited)</td>
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<td>7</td>
<td>June 21</td>
<td>Cardiovascular Disease: CAD, Stroke, PVD, Heart Failure, Hypertension and JNC 7/8</td>
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<td>8</td>
<td>June 23</td>
<td>Due Date for 1 page specific aims for project proposal (online peer reviews, no formal class)</td>
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<tr>
<td>9</td>
<td>June 28</td>
<td>Alzheimers Disease; Autism Due Date for Reviews of Specific Aims</td>
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<tr>
<td>10</td>
<td>June 30</td>
<td>Chronic Respiratory Diseases; Adequate Sleep and Sleep Apnea ; Asthma Restrictive/occupational lung disease</td>
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<td>11</td>
<td>July 5</td>
<td>Mental Disorders; Schizophrenia; Depression</td>
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<tr>
<td>12</td>
<td>July 7</td>
<td>Prepare for Oral project presentations (no formal class)</td>
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<td>13</td>
<td>July 12</td>
<td>Oral project presentations</td>
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<td>14</td>
<td>July 14</td>
<td>Obesity and overweight; Diabetes; Chronic Kidney Disease</td>
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<td>15</td>
<td>July 19</td>
<td>Musculoskeletal Diseases: Arthritis, Osteoporosis</td>
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<td>16</td>
<td>July 21</td>
<td>DHHS Guest Lecturer (Invited)</td>
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# Session Outline

<table>
<thead>
<tr>
<th>Session 1</th>
<th>May 31</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Review of Epidemiology; Current issues/challenges in chronic disease control; Methods in chronic disease epidemiology</td>
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Learning Objectives for Session:

- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9).
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).

**Readings:** Chapters 1–2


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<thead>
<tr>
<th>Session 2</th>
<th>June 2</th>
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<tr>
<td><strong>Topic:</strong> Role of infectious disease and genetics in chronic disease; Intervention methods for chronic disease control</td>
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Learning Objectives for Session

- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Describe the role of epidemiology in understanding the relative contribution of genetic and environmental factors in the causation of disease (Program competency 5, 9)
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9)
- Identify primary and secondary prevention strategies for these diseases (Program competency 3)
- Describe the pathogenic sequence of events associated with development of the diseases (Program competency 5)

**Readings:**
Chapters 3, 19


Session 3 | June 7
---|---
**Topic:** Chronic disease surveillance; CDC WONDER and BRFSS data interpretation assignment

Learning Objectives for Session
- Identify major sources of health data, including vital statistics and national health surveys to monitor national disease prevention and health promotion objectives (Program competency #1).
- Understand the benefits and limitations associated with the use of existing sources of data in epidemiologic studies (Program competency 1, 11).
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)

**Reading:** Chapter 4


Session 4 | June 9
---|---
**Topic:** Diet and nutrition; Physical activity; High Blood Cholesterol and ATP III/IV

Learning Objectives for Session
- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9)
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).
- Describe the role of epidemiology in understanding the relative contribution of genetic and environmental factors in the causation of disease (Program competency 5, 9)
- Describe the pathogenic sequence of events associated with development of the diseases (Program competency 5)
- Understand the benefits and limitations associated with the use of existing sources of data in epidemiologic studies (Program competency 1, 11).
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)
Readings: Chapters 6, 7, 12


Student presentations start

Session 5 | June 14

Topic: Tobacco use; Alcohol use; Guest speaker (invited)

Learning Objectives for Session
- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9)
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).
- Describe the pathogenic sequence of events associated with development of the diseases (Program competency 5)
- Understand the benefits and limitations associated with the use of existing sources of data in epidemiologic studies (Program competency 1, 11).
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)

Readings: Chapters 5, 8


Labarthe DR. Measurement (smoking and other tobacco use). In: Labarthe DR. Epidemiology and Prevention of Cardiovascular Diseases: A Global Challenge. 2nd edition. 2011. Sudbury, MA: Jones and


Learning Objectives for Session
- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9)
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).
- Describe the role of epidemiology in understanding the relative contribution of genetic and environmental factors in the causation of disease (Program competency 5, 9)
- Describe the pathogenic sequence of events associated with development of the diseases (Program competency 5)
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)

Readings: Chapter 14


and describe trends in developed and developing countries (Program competency 2, 6).

- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9)
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).
- Describe the role of epidemiology in understanding the relative contribution of genetic and environmental factors in the causation of disease (Program competency 5, 9)
- Describe the pathogenic sequence of events associated with development of the diseases (Program competency 5)
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)

**Readings:** Chapters 11, 13


**Recommended:**


Session 8  June 23

**Topic: Specific Aims for Project Proposal are Due; No Class**

- Gain confidence in communicating epidemiologic information to lay and professional audiences (Program competency #8)
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)
- Design a small epidemiologic pilot study to address a chronic disease topic (Epidemiology cognate competency #14)

*Due date for 1 page specific aims for project proposal*

Session 9  June 28

**Topic: Alzheimers Disease; Autism**

Learning Objectives for Session

- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9)
- Describe the pathogenic sequence of events associated with development of the diseases (Program competency 5)
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)

*Readings:*

Chapter 17


*Due Date for Reviews of Specific Aims*

Session 10  June 30

**Topic: Chronic Respiratory Diseases; Adequate Sleep and Sleep Apnea; Asthma;**
Restrictive/occupational lung disease

Learning Objectives for Session

- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9).
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).
- Describe the role of epidemiology in understanding the relative contribution of genetic and environmental factors in the causation of disease (Program competency 5, 9).
- Describe the pathogenic sequence of events associated with development of the diseases (Program competency 5).
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12).

Readings: Chapter 15


Session 11  July 5

Topics: Mental Disorders; Schizophrenia; Depression

Learning Objectives for Session

- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9).
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).
- Describe the role of epidemiology in understanding the relative contribution of genetic and environmental factors in the causation of disease (Program competency 5, 9).
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12).

Readings: Chapter 16


Sessions 13

Prepare for oral project presentations (No class)

Sessions 13

July 7

Topic: Oral project presentations

Learning objectives for Session:

- Gain confidence in communicating epidemiologic information to lay and professional audiences (Program competency #8)
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)
- Design a small epidemiologic pilot study to address a chronic disease topic (Epidemiology cognate competency #14)

Sessions 14

July 12

Topics: Obesity and overweight; Diabetes; Chronic Kidney Disease

Learning Objectives for Session:

- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9)
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).
- Describe the role of epidemiology in understanding the relative contribution of genetic and environmental factors in the causation of disease (Program competency 5, 9)
- Describe the pathogenic sequence of events associated with development of the diseases (Program competency 5)
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12)

Readings:

- Chapters 9, 10, 20

Additional Readings to be Assigned

**Session 15**
**July 19**

**Musculoskeletal Diseases: Arthritis, Osteoporosis**

Learning Objectives for Session:
- Describe the extent of risk of chronic disease to the population and its different subgroups and describe trends in developed and developing countries (Program competency 2, 6).
- Identify factors that are associated with increased risk of specific chronic diseases (Program competency 2, 5, 9).
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).
- Describe the role of epidemiology in understanding the relative contribution of genetic and environmental factors in the causation of disease (Program competency 5, 9).
- Analyze strengths and weaknesses of the epidemiologic literature examining chronic disease (Program competency 11, 12).

**Readings:** Chapter 8

Additional Readings to be Assigned

**Session 16**
**July 21**

**DHHS Guest Lecturer (Invited)**

**Topics:** Federal policy/programs on chronic disease

Learning Objectives for Session
- Identify primary and secondary prevention strategies for these diseases (Program competency 3).

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**Critical University Policies:**

**Religious Observances**

At UMCP, the University's policy on religious observance and classroom assignments and tests states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Tests and major assignments have not been scheduled on certain holiday dates.

It is the student's responsibility to inform the instructor of any intended absences for religious observances within the first two weeks of the semester. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.
UMB’s policy on religious observances also excuses the absence(s) of students that result from the observance of religious holiday, and can be found here: http://cf.umd.edu/umpolicies/printPolicy.cfm?polid=100

Special Accommodations / Disability Support Services:
If you are a UMCP student, have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from the Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

At UMB, the Office of Educational Support and Disability Services (ESDS) coordinates services to assist students with disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school: http://www.umd.edu/disabilityservices/

Academic Integrity:
The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: http://www.president.umd.edu/policies/docs/III-100A.pdf.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

More information about the UMB School of Medicine’s Statement of Ethical Principles can be found here: http://medschool.umd.edu/osa/handbook/judicial_review.asp

Inclement Weather / University Closings:
In the event that the University of Maryland, College Park is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Official policies and alerts regarding the UMB campus closing come from the President's Office and can be found at http://www.umaryland.edu/alerts/.