Course Pre- and Co-requisites:

Required:
This course is open to graduate students. Students should have completed, or be concurrently enrolled in, an introductory epidemiology class such as EPIB610. Please contact the instructor if you have any questions about whether your statistics background is sufficient.

Recommended:
N/A

Required Texts and Other Readings:

Recommended:

Readings as assigned

Course Description: This course will introduce public health graduate students and those interested in pursuing careers in research and practice to a range of different methodologies used to collect and analyze data on sexual and reproductive epidemiology and related public health topics. These will include methods that produce quantitative data (i.e. computer-assisted interviews, survey data, clinic and hospital record data) and qualitative data (e.g. ethnographic interviews, focus groups, systematic observations). We will also cover methods used to collect sensitive data or data on vulnerable and often “hidden” populations (e.g. respondent driven and snowball sampling). Software used to analyze qualitative data will also be introduced. The emphasis will be to introduce students to the appropriate methods used for challenging and sensitive research topics such as sexual behavior, HIV/STI, drug use, sexual abuse.

Course Learning Objectives:
At the completion of this course, students will be able to:

1. Define sexual and reproductive epidemiology and its role in meeting the goals of improving domestic population development
2. Define sexual and reproductive epidemiology and its role in meeting the goals of improving global population development
3. Apply the basic terminology and definitions of epidemiology, sexual health and reproductive health
4. Understand basic epidemiologic measures such as incidence, prevalence, rates, and ratios. As they pertain to understanding disparities in sexual and reproductive health
5. Identify key sources of epidemiologic data used for determining disparate rates of morbidity and mortality due to problems in sexual and reproductive health
6. Describe a sexual and reproductive health problem in terms of magnitude, person, time, and place
7. Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations
8. Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics
9. Describe applications of epidemiology to analyzing reproductive and sexual health data
10. Discuss the role of social epidemiology to understand disease patterns in STI and HIV
11. Discuss the applications of epidemiology to STI and HIV policy development

**Program Competencies Addressed in this Course:**
The following competencies for epidemiology methods for sexual and reproductive health research are addressed in this course:
1. Demonstrate the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues.
2. Assess a public health problem in terms of magnitude, person, time and place.
3. Identify the principles and limitations of public health screening programs.
4. Discriminate key sources of data for epidemiological purposes.
5. Evaluate the strengths and limitations of epidemiologic reports.
6. Communicate epidemiological information to lay and professional audiences.

**Course Requirements:**

1. **Reading.** In order to be prepared to participate in class discussions, students are required to complete the reading assignments before attending class. Lectures will not necessarily cover all materials included in the reading assignments.

2. **Attendance and Participation.** Attending class is necessary in order to do well. Exams are based on class material as well as assigned readings. I expect every student to attend every class session. If you must miss a session, please let us know in advance. Class participation is important to learning, and I encourage active participation; if you have a question, it’s likely that other students do as well.

3. **Course Website.** The syllabus, PowerPoint slides and other course materials will be posted on the EPIB Canvas website: [http://elms.umd.edu/](http://elms.umd.edu/). I’ll place each session’s PowerPoint presentation on the Canvas website the morning of the day it will be used. You will upload your assignments to the Canvas site, and complete the homework questions via Canvas as well.

**Evaluation**

1. **Exams.** One take-home midterm and one in-class final examination will be given (60% of grade). The exams will cover material from class and the assigned readings. The final exam will be open-book and review concepts and procedures learned in class and consist of open-
ended questions. There are no makeups for exams, with the exception of documented medical excuses or personal emergencies to be discussed with the Instructor. If you arrive late, you must complete the exam during the time allotted.

Midterm:
Final Exam:

1. **Assignments.** Three assignments will be given over the course of the semester (20% of grade; specific guidelines will be provided in class). All assignments should be typed and submitted via Canvas before 12 PM on the specified due date.

   **Assignment 1— CITI Training (5%)** complete the CITI training course and upload the completion certificate to Canvas any time before the last day of class. You can find the CITI course at [https://www.citiprogram.org](https://www.citiprogram.org). If you have not taken the CITI course previously, you may choose the biomedical or social behavioral “track”. If you have taken the course before and your certificate has expired, you can follow the directions to take a refresher course and submit the refresher completion form. If you have previously completed the course and the certificate is not expired, simply submit your existing completion form.

   **Assignment 2— Article Critique: Due; instructions will be provided in class (10%).**

   **Assignment 3 — (5%) Proposal of study for reproductive and sexual health epidemiology**

2. **Online Homework Questions.** Four sets of homework questions will be assigned (1-10 questions per assignment, 20% of grade; multiple choice, fill in the blank, short answer, or reflective responses). Homework questions will be posted at least one week before the due date and should be submitted via Canvas before 12 PM on the specified due date.

   Homework 1: Due
   Homework 2: Due
   Homework 3: Due
   Homework 4: Due

**Grading Scale (%)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.0 – 100.0</td>
</tr>
<tr>
<td>B+</td>
<td>87.0 – 89.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.0 – 79.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.0 – 69.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
<tr>
<td>A</td>
<td>92.0 – 96.9</td>
</tr>
<tr>
<td>B</td>
<td>82.0 – 86.9</td>
</tr>
<tr>
<td>C</td>
<td>72.0 – 76.9</td>
</tr>
<tr>
<td>D</td>
<td>62.0 – 66.9</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 91.9</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 81.9</td>
</tr>
<tr>
<td>C-</td>
<td>70.0 – 71.9</td>
</tr>
<tr>
<td>D-</td>
<td>60.0 – 61.9</td>
</tr>
</tbody>
</table>

**Office Hours**

Please attend office hours or schedule an appointment with the instructor or Teaching Assistant if you are having trouble with the concepts and/or assignments.

**Course Policies and Procedures**

a) **Verify your e-mail address!**

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 (e.g., class cancellations, room change). 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, e-mail: www.helpdesk.umd.edu or call 301-405-1400.

b) Late assignments and homework questions.
Ten percent will be deducted for each day the assignment is late unless arrangement has been made prior to class. Extensions for late assignments will only be in the case of personal emergency (e.g., illness, death in the family), and illnesses will require appropriate documentation. If you find yourself in this position, please contact the instructor or TA before the deadline to discuss alternative arrangements. No late submissions for homework questions will be accepted.

c) Missed quizzes or exams.
If you are ill or need to reschedule a quiz or exam for some other reason, please notify the instructor in advance by email so arrangements can be made. Make-up quizzes will be considered only for those students who have a legitimate reason for absence and provide written documentation to substantiate their absence. Otherwise, no accommodation will be made for making up the quiz. **Note update with school policy for missing a final exam.

d) Religious observances.
Students will not be penalized for participation in religious observances (http://president.umd.edu/policies/iii510a.html). Tests and major assignments have not been scheduled on certain holiday dates. Please inform the instructor in advance of any intended absences for religious observances.

e) Use of laptops, smartphones, or other communication devices.
Place your cell phone on vibrate or turn it off, and limit use of laptops, smartphones, or other communication devices to legitimate classroom purposes (e.g., taking notes). I expect professional behavior in class, meaning no email, websurfing, or any other electronic activities. During the quizzes and the final exam, use of phones, laptops or other devices is prohibited.

f) Absence policy.
In accordance with the University policy, if you are absent for a single lecture (1 class) 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 acknowledgment that the information is true. Whenever feasible, contact the instructor in advance. Multiple (2 or more) or prolonged absences will require written documentation from an appropriate health care provider/organization. If a student is absent on days when tests are scheduled, or homework or papers are due, he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. Full information on policies covering absences can be found at www.president.umd.edu/policies/v100g.html.

g) Disability support services/ Special accommodations
If you are a student with a documented disability on record with the University and wish to have an accommodation made for you in this class, please see me immediately (i.e., within the first two weeks of the start of class) to discuss how to proceed. For documentation, contact 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. The counselors at Learning Assistance Services can help you with time management, note-taking, and exam preparation skills.

h) Inclement weather / University closings.
In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students via email 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 (www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

i) 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 the code.
- **Plagiarism**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. Student must cite sources with proper citation whenever they are used, whether those sources are published or unpublished (e.g., internet web sites).

The University of Maryland Honor Pledge reads:

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

The Honor Pledge statement should be *handwritten* and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. As a student, you are responsible for upholding these standards for this course. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu. If you are in doubt about the instructions for any assignment or exam in this course it is your personal responsibility to ask for clarification. If you are unsure about what constitutes plagiarism it is your personal responsibility to ask for clarification.

j) Policies for collaboration.
Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. Collaborations must be noted in writing on the first page of any assignment in which collaborations are permitted. Failure to note collaborations will be considered plagiarism.

k) Potential changes to course schedule.
There may be changes to the course schedule during the semester and some readings may be announced closer to the assigned dates. Updates will be announced in-class, via email and/or and posted to Canvas. It is your responsibility to keep track of updates, additions, and modifications to the schedule, topics, and assigned readings.

l) Course evaluations.
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
Copyright Protection for Class Materials:
My lectures and course materials, including PowerPoint 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.

Course Evaluations:
The University, the School of Public Health, and the Department of Epidemiology and Statistics are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. 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 approximately two weeks prior to the last day of the term before exams begin: www.CourseEvalUM.umd.edu. By completing all of your evaluations each semester, you will have the privilege of accessing evaluation reports for the thousands of courses online at Testudo.

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 required texts and other readings for your EPIB 621. Required and recommended textbooks for EPIB 621 have been placed on reserve in the McKeldin Library or can be purchased from the University Bookstore. All epidemiologic journal articles can be accessed at http://www.ncbi.nlm.nih.gov/pubmed/. Some journals are available at the libraries. The syllabus, required journal articles, PowerPoint slides, and other course materials will be posted on the CANVAS website for EPIB621. Please visit this website prior to each class.
## Course Outline / Course Calendar

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/</td>
<td>Introductions and Course Content&lt;br&gt;Review of Standard Methods in reproductive epidemiology and traditional sources of data&lt;br&gt;Choose Review Article for Critique</td>
<td>Readings</td>
</tr>
<tr>
<td>2</td>
<td>02/</td>
<td>Surveys in special populations (sex workers, IDU’s transgender, youth): Finding your Population&lt;br&gt;Adaptive sampling, PLACE, Capture/Recapture</td>
<td>Readings</td>
</tr>
<tr>
<td>3</td>
<td>02/</td>
<td>Sampling Special Populations: Venue-Based Sampling and Respondent Driven Sampling</td>
<td>Readings</td>
</tr>
<tr>
<td>4</td>
<td>02/</td>
<td>Guest: Studies of MSM in bathhouses, bars and other sex venues</td>
<td>Readings</td>
</tr>
<tr>
<td>5</td>
<td>02/</td>
<td>Clinic populations: STI, HIV and family planning clinics: Working in clinical settings, selecting control groups, data quality, biases and incomplete clinical records</td>
<td>Readings&lt;br&gt;Homework 1</td>
</tr>
<tr>
<td>6</td>
<td>03/</td>
<td>Interviewing special populations on special topics: Asking sensitive questions</td>
<td>Readings</td>
</tr>
<tr>
<td>7</td>
<td>03/</td>
<td>Guest: Qualitative data: When, why and with who to collect ethnographic interviews, focus groups, peer interviews, or structured observations</td>
<td>Readings&lt;br&gt;Assignment 1</td>
</tr>
<tr>
<td>8</td>
<td>03/</td>
<td>SPRING BREAK NO CLASS</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>03/</td>
<td>Qualitative data: Analysis – coding, using software to conduct searches, making matrices, theme analysis&lt;br&gt;Using both qualitative and quantitative data: Triangulation and Mixed Methods Research</td>
<td>Readings&lt;br&gt;Homework 2</td>
</tr>
<tr>
<td>10</td>
<td>03/</td>
<td>Midterm Exam (Take Home Exam Due)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>04/</td>
<td>HIV/AIDS</td>
<td>Readings</td>
</tr>
<tr>
<td>12</td>
<td>04/</td>
<td>Sexually Transmitted Infections</td>
<td>Readings</td>
</tr>
<tr>
<td>13</td>
<td>04/</td>
<td>Ecological and contextual studies: Using data from maps and other community resources</td>
<td>Readings&lt;br&gt;Homework 3</td>
</tr>
<tr>
<td>14</td>
<td>04/</td>
<td>Presentations on Article Critique (10 minutes)</td>
<td>Assignment 2</td>
</tr>
<tr>
<td>15</td>
<td>05/</td>
<td>Issues in analysis of survey data using alternative sampling strategies</td>
<td>Readings</td>
</tr>
<tr>
<td>16</td>
<td>05/</td>
<td>Integrated studies: Collecting specimens in the field&lt;br&gt;Revisiting standard approaches: How can they be improved?</td>
<td>Readings&lt;br&gt;Assignment 3</td>
</tr>
<tr>
<td>17</td>
<td>05/</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
### Session 1
**January**

**Topic:** Review of Standard Methods in reproductive epidemiology and traditional sources of data

7. **Learning Objectives** {Relevant Program Competencies: Discriminate key sources of data for epidemiological purposes.}

   1. Define sexual and reproductive epidemiology and its role in meeting the goals of improving domestic population development
   2. Define sexual and reproductive epidemiology and its role in meeting the goals of improving global population development
   3. Apply the basic terminology and definitions of epidemiology, sexual health and reproductive health
   4. Describe a sexual and reproductive health problem in terms of magnitude, person, time, and place

### Readings
- None

### Session 2
**February**

**Topic:** Surveys in special populations at risk for HIV/STI: Finding your Population

**Learning Objectives** {Relevant Program Competencies: Evaluate the strengths and limitations of epidemiologic reports.}

- Define sexual and reproductive epidemiology and its role in meeting the goals of improving domestic population development
- Define sexual and reproductive epidemiology and its role in meeting the goals of improving global population development
- Apply the basic terminology and definitions of epidemiology, sexual health and reproductive health
- Understand basic epidemiologic measures such as incidence, prevalence, rates, and ratios. As they pertain to understanding disparities in sexual and reproductive health
- Identify key sources of epidemiologic data used for determining disparate rates of morbidity and mortality due to problems in sexual and reproductive health
- Describe a sexual and reproductive health problem in terms of magnitude, person, time, and place

**Readings**
- Look, P.V. Section 1: Pages 34-50
- Behavioral Surveillance Surveys: Guidelines for Repeated Behavioral Surveys in Populations at Risk for HIV. Chapter 4: Sampling Approaches
Session 3  February

**Topic: Sampling Special Populations: Venue-Based Sampling and Respondent Driven Sampling**

**Learning Objectives**  {Relevant Program Competencies: Evaluate the strengths and limitations of epidemiologic reports.}

- Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations
- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics

**Readings**


Session 4  February

**Topic: Studies of MSM in bathhouses, bars and other sex venues**

8. **Learning Objectives**  {Relevant Program Competencies: Discriminate key sources of data for epidemiological purposes.}

- Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations
- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics

**Readings**

Session 5

**Topic:** Clinic populations: STI, HIV and family planning clinics: Working in clinical settings, selecting control groups, data quality, biases and incomplete clinical records

**Learning Objectives** {Relevant Program Competencies: Discriminate key sources of data for epidemiological purposes.}

- Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations
- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics

**Readings**


**Assignments** – Homework 1 due

Session 6

**Topic:** Interviewing special populations on special topics: Asking sensitive questions

**Learning Objectives** {Relevant Program Competencies: Evaluate the strengths and limitations of epidemiologic reports.}

- Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations
- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics

**Readings**

- Baer A, Saroiu S, Koutsky LA. Obtaining sensitive data through the Web: An example of design and methods. EPIDEMIOLOGY. 13 (6): 640-645 NOV 2002
### Session 7

**March**

**Topic:** Qualitative data: When, why and with who to collect ethnographic interviews, focus groups, peer interviews, or structured observations

**Learning Objectives** {Relevant Program Competencies: Discriminate key sources of data for epidemiological purposes.}

- Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations
- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics
- Describe applications of epidemiology to analyzing reproductive and sexual health data

**Readings**


**Assignments** – Assignment 1 Due

### Session 8

**March**

**No Class: SPRING BREAK**

### Session 9

**March**

**Topic:** Qualitative data: Analysis – coding, using software to conduct searches, making matrices, theme analysis: Using both qualitative and quantitative data: Triangulation and Mixed Methods

**Learning Objectives** {Relevant Program Competencies: Discriminate key sources of data for epidemiological purposes.}

- Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations
- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics
- Describe applications of epidemiology to analyzing reproductive and sexual health data
### Readings

Assignment – Homework 2 Due

### Session 10  
**March**  
**Topic:** Handout Take-Home Midterm Examination  

**Learning Objectives**  
{Relevant Program Competencies: Demonstrate the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. Assess a public health problem in terms of magnitude, person, time and place. Discriminate key sources of data for epidemiological purposes.}

- Define sexual and reproductive epidemiology and its role in meeting the goals of improving domestic population development  
- Define sexual and reproductive epidemiology and its role in meeting the goals of improving global population development  
- Apply the basic terminology and definitions of epidemiology, sexual health and reproductive health  
- Understand basic epidemiologic measures such as incidence, prevalence, rates, and ratios. As they pertain to understanding disparities in sexual and reproductive health  
- Identify key sources of epidemiologic data used for determining disparate rates of morbidity and mortality due to problems in sexual and reproductive health  
- Describe a sexual and reproductive health problem in terms of magnitude, person, time, and place  
- Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations  
- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics

### Session 11  
**April**  
**Topic:** HIV/AIDS  

**Learning Objectives**  
{Relevant Program Competencies: Demonstrate the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. Assess a public health problem in terms of magnitude, person, time and place.}

- Describe applications of epidemiology to analyzing reproductive and sexual health data  
- Discuss the role of social epidemiology to understand disease patterns in STI and HIV  
- Discuss the applications of epidemiology to STI and HIV policy development

### Readings
- TBD

**Assignments** – Assignment 2 Due
## Session 12

**April**

**Topic: Sexually Transmitted Infections**

**Learning Objectives** {Relevant Program Competencies: Demonstrate the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. Assess a public health problem in terms of magnitude, person, time and place.}

- Describe applications of epidemiology to analyzing reproductive and sexual health data
- Discuss the role of social epidemiology to understand disease patterns in STI and HIV
- Discuss the applications of epidemiology to STI and HIV policy development

**Readings**
- TBD

**Assignments:** Homework 3

## Session 13

**April**

**Topic: Ecological and contextual studies: Using data from maps and other community resources**

**Learning Objectives** {Relevant Program Competencies: Discriminate key sources of data for epidemiological purposes.}

- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics
- Describe applications of epidemiology to analyzing reproductive and sexual health data

**Readings**

**Assignment – Homework 3**

## Session 14

**April**
Topic: Presentations on Article Critique (10 minutes)

Learning Objectives {Relevant Program Competencies: Demonstrate the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues AND Communicate epidemiological information to lay and professional audiences.}

- Apply the basic terminology and definitions of epidemiology, sexual health and reproductive health
- Understand basic epidemiologic measures such as incidence, prevalence, rates, and ratios. As they pertain to understanding disparities in sexual and reproductive health
- Identify key sources of epidemiologic data used for determining disparate rates of morbidity and mortality due to problems in sexual and reproductive health
- Describe a sexual and reproductive health problem in terms of magnitude, person, time, and place
- Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations
- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics
- Describe applications of epidemiology to analyzing reproductive and sexual health data
- Discuss the role of social epidemiology to understand disease patterns in STI and HIV
- Discuss the applications of epidemiology to STI and HIV policy development

Readings
- N/A

Assignments – Assignment 2

Session 15


Learning Objectives {Relevant Program Competencies: Demonstrate the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues. Discriminate key sources of data for epidemiological purposes.}

- Describe applications of epidemiology to analyzing reproductive and sexual health data
- Discuss the role of social epidemiology to understand disease patterns in STI and HIV

Readings
- Behavioral Surveillance Surveys: Guidelines for Repeated Behavioral Surveys in Populations at Risk for HIV. Chapter 5: Weighting in Multi-Stage Sampling
Topic: The Ethics and Politics of Conducting Reproductive and Sexual Health Research

Learning Objectives {Relevant Program Competencies: Demonstrate the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues}

- Discuss the applications of epidemiology to STI and HIV policy development

Readings

Assignment: Homework 3 Due

Session 17

Topic: Final Examination (In Class)

Learning Objectives
- Define sexual and reproductive epidemiology and its role in meeting the goals of improving domestic population development
- Define sexual and reproductive epidemiology and its role in meeting the goals of improving global population development
- Apply the basic terminology and definitions of epidemiology, sexual health and reproductive health
- Understand basic epidemiologic measures such as incidence, prevalence, rates, and ratios. As they pertain to understanding disparities in sexual and reproductive health
- Identify key sources of epidemiologic data used for determining disparate rates of morbidity and mortality due to problems in sexual and reproductive health
- Describe a sexual and reproductive health problem in terms of magnitude, person, time, and place
- Differentiate among the major epidemiologic methods in sampling and data collection and describe their strengths and limitations
- Discuss the principles and limitations of methods of collecting data on sensitive reproductive and sexual health topics
- Describe applications of epidemiology to analyzing reproductive and sexual health data
- Discuss the role of social epidemiology to understand disease patterns in STI and HIV
- Discuss the applications of epidemiology to STI and HIV policy development

Readings
- N/A