UNIVERSITY OF TEXAS AT EL PASO
College of Health Science
Health Science Program
CRN 29046 - HSCI 3311 – Introduction to Epidemiology
Spring 2018
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Office hours: Monday 10:00 – 12:00 and 14:00-16:00
Class period: Friday 4:10 – 7:00 PM
Location: Health Science/School of Nursing Building 135

PURPOSE:
This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, no changes will be made without notice.

COURSE DESCRIPTION:
This course will provide the students with an understanding of the concept of epidemiology, the application of statistical tools and biomedical information. Students interested or considering being involved public health, public health education, community service, policy-related jobs or pursuing a research-related career should enroll in this course. The teaching method is based on constructivism teaching philosophy which can include, but not be limited to:

1. Introductory lectures
2. Problem solving group work
3. Student discussions, presentations and exercises
4. Movies and other visual media materials

Using this technique will enable the student to apply the gained knowledge to solve common and practical problems. In this regard, the course will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student's knowledge is not passively absorbed from an instructor's lectures. In contrast, critical thinking assumes students will create knowledge in their own mind by actively thinking about the material. It is going to be crucial that you prepare for each lesson, reading and reviewing the material before coming to class. Your instructor will use class time to overview the assignment, clarify difficult concepts, expand your knowledge of selected topics, and to **challenge you intellectually**. This means that very possibly more material will be covered in class. Not necessarily your instructor will teach straight out of the book. Instead, the readings will be used as a springboard for classroom activities and discussions. In addition to your readings, in-class lectures will provide additional

information that will be testable. Handouts and other additional reference materials will be posted and made available through Blackboard.

RESTRICTIONS:
In order to register for this course, the student must have completed and passed the following prerequisite courses: HSCI 3308 (Disease Characteristics, Prevention, and Control), MATH 1320 (Mathematics for Social Sciences), and PSYC 1303 (Statistical Methods). For authorization, send an email with your general information to: gabmejia@utep.edu.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

1. Explain the importance of epidemiology
2. Use the epidemiologic process to address health care problems.
3. Describe the methodological considerations for epidemiologic investigations and population surveillance.
4. Describe epidemiological measures of health status, mortality, morbidity, vital statistics, and health status indicators, including behavior and it application.
5. Be critical on epidemiological information
6. Plan for effective risk reduction communications with the community of interest.
7. Identify limitations of screening programs
8. Understand the importance of epidemiological information in decision making
9. Practice his/her ability to critically review research-based materials related to public health issues.
10. Practice and increase his/hers oral and public presentation abilities necessary in future health care professionals.

COURSE OUTCOMES/COMPETENCIES:

1. Assess needs, assets and capacity for health education (Objectives 1, 2, 3 & 4).
2. Conduct evaluation and research related to health education (Objectives 3, 4, 5, 7 & 9)
3. Serve as health education resource person (Objectives 1, 2, 3, 4, 5, 6, 7 & 8).
4. Work individually and within a group-setting to produce an undergraduate-quality level report based on a systematic literature review (Objective 8).
5. Communicate effectively in written and electronic modes of communication (Objectives 8 & 9).

TEXTBOOK (required):

Epidemiology 101: Essential Public Health Series
Author: Friis RH
Publisher: Jones and Bartlett Publishers, 2018
ISBN-13: 9781284107852

COURSE REQUIREMENTS:

Students are required to read all assigned readings, meaning al chapter of the textbook and additional posted materials.

Group work will be an integral part of the course. Groups will be formed during the first week of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date, the instructor will assign the student at random to a group. More details on group work can be found in the **Grading Criteria** section.

Additionally, all students are required to:

- Have access to a computer that connects to the Internet and a working e-mail account (miners.edu account). Other e-mail systems should not be used for this course. If you do not own a computer, you can make use of several computer labs on campus.
- Be able and have the means of accessing the online course by way of Blackboard. The course is only accessible online by logging in to your "My UTEP" portal at http://my.utep.edu and accessing the Blackboard tab that will show your entire course list. For information on how to log in you can contact the UTEP Help Desk at (915) 747-5257, or check their information page at http://admin.utep.edu/Default.aspc?tabid=63402.
- Have some abilities in using a mouse and keyboarding, and how to use a Web browser to access the internet, email and Blackboard.
- Be able to perform Internet searches, use e-mail, chat, and discussion boards.
- Be able to study independently, be self-disciplined, and have good study and time management skills.
- Have knowledge of how to use word processing, spreadsheet, visual media software, as well as capability to open pdf-type files. Usually, on-campus computers will provide the necessary software and connectivity. However, if you plan not to work on campus, it is your responsibility to make sure you have the software and connectivity requirements.
- Have the means to store all assignments and if necessary turn them in electronically (disks, flash drives, etc.).
- Download and install the app "Slack" on your mobile device.

GRADING CRITERIA:

Completion of course will require that the student fulfills the following:

a) Attendance (see correspondent sections for details).
b) Completing two main writing assignments and oral presentation on them (see correspondent sections for details):
    1. Literature review
    2. Secondary analysis of existing data
c) Examinations: Two (2): 1 mid-term & 1 final (comprehensive).
d) In-class and homework assignments (10)
e) Extra credit assignment (s) & instructor's prerogative points (IP-points)

Attendance

The student must comply with at a minimum 0f 80% attendance. In order to be credited with attendance for the day, students must be physically present throughout the duration of each class. Tardiness and/or leaving early have an effect on attendance. Please refer to the attendance criteria on "COURSE POLICIES" section for more details.

Writing assignments:

Writing Assignment #1: Literature review paper

For this project, you and your colleagues will be writing a short *literature review* report, which will be worth 0-100 points. You will present your results two ways: as a written report and in-class presentation. The deadline to complete the project is before spring break. However, please to Appendix "Writing Assignment #1: Review paper" for further instructions.

Writing Assignment #2: Secondary analysis of existing data

For this assignment, you will be working on an existing individual-level dataset from a trusted organization (such as the U.S. CDC, the WHO, or other sources as indicated by instructor), select an epidemiology-related study question that you can explore within the dataset, conduct basic statistical analysis, and write up your findings in a report which will be worth 0-100 points. *You will need to turn in a written report*. The deadline to complete this project is before the last week of class. However, please to Appendix "Writing Assignment #2: Secondary analysis of existing data" for further instructions.

Examinations

One two-and-a-half hour midterm examination and **one** (1) final comprehensive examination will be given for the Spring-2018 Semester. **All examinations will be in the assigned classroom.** Examinations may consist of combination of multiple choice, matching, fill-in-the-blank, short answer, and essay questions. The exams can also be conceptual in nature. They are designed to test your ability to think about the material, not your memory. Midterm examination is worth **100 points.** The final comprehensive examination is also worth **100 points** and it will be scheduled during final's week. There is no re-scheduling of the final test.

Examination Schedule		
Examination type	Point value	Date
Midterm written examination	100	3/9
Final written examination	100	5/11
Total	200	

In-class & homework assignments

As a group or individually, you will be required to read and answer/solve assigned homework questions and/or problems. NO POINTS WILL BE AWARDED FOR THIS ACTIVITY. However, not turning it in evidence of completion will represent a ***10-point***

deduction for every group member, or individual. These assignments will be available through Blackboard® Learning Platform.

Active participation
Students are encouraged to actively participate in the learning process. This includes attentive listening. A second component of active participation is asking questions for clarification of confusing information and expressing opinions. You can also make use of email, chat, or online discussion groups for these purposes. ***Active participation is the best method for obtaining IP extra-credit points.***

Instructor Prerogative (IP) and Extra-credit Points
A maximum of 20 IP extra points can be awarded based on class preparation, class participation, and professional behavior (e.g., attitude, teamwork, class presence, etc.) throughout the semester **at the instructor's discretion**, which means no one is entitled to them. Additionally, students can be awarded additional extra-credit points by completing and/or attending extra-curricular activities associated to community engagement and turning in a reflective essay on their participation and learning. The amount of extra-credit points to be awarded will be notified by the instructor once the assignment is given. However, the total awarded amount will not be greater than 20 points.

Final grading
The final score is based on the accumulation of points throughout the course; the total that can be earned taking on account two examinations, group project, and quizzes in this course is **500 points**, plus extra credit and instructor prerogative points.

Type	Point value
Midterm examination	0 -100
Review Paper -Writing Assignment	0 - 100
Review Paper – Oral presentation	0 - 100
Secondary analysis of existing data – Writing assignment	0 - 100
In-class & homework	-100 - 0
Final examination	0 - 100
Instructor prerogative points (non-mandatory)	0 – 20
Other extra-credit (maximum allowed)	0 – 20
Total	**>500**

Although the student can follow his or her performance in Blackboard® Learning Platform, students should disregard the grade estimations made in it. The translation of points earned to a letter grade is defined **only** with the following rubric:

451 points and above …… A
401 – 450 …… B
351 – 400 …… C
301 – 350 ……..... D
300 or less ……..... F

Student progress

Grades will be available through Blackboard's Grade Center; feedback from the instructor and/or TA may sent by e-mail. Group performance will be monitored using the "Slack" application for mobile devices.

Group work

Group work is encouraged and will be an integral part of the course. Groups will be formed during the first meeting of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date, the instructor will assign the student at random to a group. The maximum number of members allowed will be determined in the first day of class. Blackboard´s group sign-in section is set to not allow joining freely or going over this number; groups can be of less than the set number members, or students can elect to work individually.

Although group work should be equally distributed, each will appoint a "Group Leader" who will be the liaison between the group and other groups and the instructor; another student (secretary) should be appointed for the responsibility of submitting group work and assessment. When completing a group assessment, the score will be the same for all members; however, at the end of the course, each group member must complete a "Group Peer Evaluation" to assess each member´s contribution on the project. Extra-credit will be awarded accordingly to each member´s score. Group´s communication and performance will be monitored using the "Slack" application for mobile devices.

COURSE POLICIES

Attendance

Attendance is an important component of this course since information not contained in the textbook will be presented during class through lectures and discussions. So:

- Attend all classes and be punctual (no later than15 minutes after scheduled time start).
- You are expected to personally sign the attendance sheet at the beginning of each class. Responsibility for doing so is solely of the student. Not signing-in equals to being absent.
- Avoid being late to class; students are discouraged from coming to class late or leaving early since this is disruptive to the instructor and more importantly to classmates. If you are late, please sign in after class. However, it will have an your grade; being late is arriving 15 minutes pass the start of the lecture; two (2) late sign/ins is equal to one (1) absence, and will also affect the possibility of being awarded IP points.
- **Absences will affect your final score/grade.** You required at least an 80% attendance (12 out of 15), including the first week of class. Furthermore, for each absence you will be deducted approximately 33% of a grade (16 points). **You are allowed three excused absences; a fourth absence is means for dismissal and at risk from being dropped from the course**. Exceptions will be made in the case of University excused absences (sponsored activities approved by the Dean of students). You will only be able to make up for activities, exams, or

assignments (scheduled or unscheduled) in the case of University excused absences (sponsored activities approved by the Dean of students).

Communication and Feedback Plan
This section includes how you and your students are expected to communicate during the course. When can students expect feedback from you? (I.e. within 24-48 hours) What tools can they use to contact you? UTEP email is the preferred method; send all emails to gabmejia@utep.edu; additionally emails can be sent to the courses' appointed teaching assistant; his/her email will be provided later in the course. Occasionally, a Skype® session can be scheduled – if set up with previous time. Your instructors Skype® ID is gabboim61.

Class disruptions
The use of cell phones (even for text messaging), headphones in any manner, is **prohibited** during class. Laptop computers can be used if needed for in-class assignments. Students who are continuously talking during lectures are showing disrespect for their classmates who are serious about learning. In such case, students will be asked to leave the lecture and will only be invited to return at the discretion of the instructor and will be considered absent for the day.

Active participation
Students are encouraged to actively participate in the learning process. This includes attentive listening. A second component of active participation is asking questions for clarification of confusing information and expressing opinions. You can also make use of email, chat, or online discussion groups for these purposes.

Policy on examinations
Examinations will be held in class on the scheduled dates. You will have a maximum of 2-and-a-half hours to complete the midterm and for the final examinations. No lectures will take place on these dates. During examinations, you will be allowed to bring a written (not typed) "cheat sheet". The size of the sheet is standard letter size and may be used on both sides. No photocopies. All bags must be left either at the front or back of the classroom. Only scratch paper, pens, pencils, and a scientific calculator will be required and allowed.

Missed examinations: **No** extensions on examinations will be granted. If a student misses the midterm or final examination, a make-up exam may be re-scheduled **only** if the student has informed the instructor of the absence ***prior*** to the beginning of the examination, and only if the absence is approved by the instructor. Al re-take exams have a point deduction penalty of 20% of the value of the exam, which will not allow the student to score higher than 80% of the value of the assessment. Only in rare instances will a student be excused from the examination. Students that due to a **University excused absence** missed a quiz will be given the opportunity to complete it at the end of the semester, and before the scheduled date for final examination; however, a similar penalization will be applied also. All other reasons or justifications are not valid for re-taking a quiz. This is not negotiable.

Policy on late assignments
Homework and other assignments must be turned in when scheduled in order for graded score points to be awarded points. A 10% deduction on graded score will be applied for every **24 hours** an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 1 week after the due date.

Notice on dropping the course, withdrawals, and incomplete.
Students may drop individual courses or completely withdraw from the University as described below. Refer to the on-line Academic Calendar at www.utep.edu/calendar or to the *Class Schedule* to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

a) Student-initiated Drops
It is the student's responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of "F" on the student's academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

b) Administrative Drops
During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver. At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline. A grade of "F" received due to disciplinary action imposed by the University overrides a grade of "W" received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

c) Grade Assignment for Drops and Withdrawals
Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student's academic record.
2. If a student drops from a course after the census date but before the student-initiated course drop deadline listed in the *Class Schedule*, a grade of "W" will be assigned.
3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of "W" or "F" for each course. A grade of "W" is considered only under exceptional circumstances and must be approved by the

instructor and department chair for the course. A student may petition for a grade of "W" in writing with the necessary supporting documentation.

d) Incomplete course work
If eligible, the student may receive a grade of Incomplete (I) that will appear on the academic transcript; an "I" (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion is dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected the UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Notice on Students with Disabilities on Special Accommodations
Students with disabilities needing accommodations must present to the professor evidence from DSSO verifying that they have provided documentation and are eligible for services. Deadline to comply with documentation is at the end of the first two weeks of the semester. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

IMPORTANT DATES:

Classes begin	Jan. 16
Census Day	Jan. 31
Spring break	Mar. 12-16
Course drop deadline	Mar. 29
Cesar Chavez day (University closed)	Mar. 30
Spring study day	Mar. 30
Last day of classes	May 3
Dead day	May 4
Final exams week	May 7-11

COURSE ASSISTANCE AND SUPPORT:

Course related: Your instructor is available to assist you online, by phone, and by email throughout the semester.
Technical support: Click on the "Help" hyperlink in Blackboard platform after logging in to your "My UTEP" portal at http://my.utep.edu. Furthermore, get additional technical information and assistance at The University of Texas at El Paso´s Helpdesk.

COURSE CALENDAR:

Note: The course calendar is subject to modification. It is the student's responsibility to carefully review all changes to scheduled readings and assigned materials before class, as well as of deadlines.

Week number and dates	Topics	Readings	Activities	Due dates
Week 1: 1/19	**Overview; Syllabus; Team building.** **Introduction to epidemiology**	Syllabus Chapter 1	Team building; review of UTEP library resources; Blackboard shell introduction; Visit Young Epidemiology Scholars (YES) website	1/18 1/18 1/18
Week 2: 1/26	**Data, sampling, and organizing and presenting data**	Chapter 2 (first part)	Ch. 2: Complete Study Questions and Exercises 1–9.	1/25
Week 3: 2/2	**Measures of central tendency, variation, and distribution.**	Chapter 2 (second part)	Ch. 2: Complete Study Questions and Exercises 10–16. Visit YES website. Complete topic selection assignment	2/1 2/1 2/1
Week 4: 2/9	**Describing Disease Occurrence: rates and ratios**	Chapter 3	Ch. 3: Complete Study Questions and Exercises 1–10. Visit YES website.	2/8 2/8
Week 5: 2/16	**The importance of data in disease occurrence**	Chapter 4	Ch. 4: Complete Study Questions and Exercises 1–10 Visit YES website. Complete background and methods sections	2/15 2/15 2/15
Week 6: 2/23	**Descriptive epidemiology: person, place, and time**	Chapter 5	Ch. 5: Complete Study Questions and Exercises 1–10. Visit YES website. Complete results, discussion, and reference sections	2/22 2/22 2/22
Week 7: 3/2	**Association and Causality**	Chapter 6	Ch. 6: Complete Study Questions and Exercises 1–10. Visit YES website. Complete abstract, keywords, word count, introduction and conclusions sections	 3/1 3/1 3/1
Week 8: 3/9	**First Midterm examination (Ch. 1-6)**			
Week 9:	**SPRING BREAK 3/13 - 3/17**			

COURSE CALENDAR (cont.)

Week number and dates	**Topics**	Readings	Activities	Due dates
Week 10: 3/23	**Study Designs in Epidemiology**	Chapter 7	Ch. 7: Complete Study Questions and Exercises 1–10. Select dataset for secondary data analysis Project presentations	 3/22 3/22 3/22
Week 11: 3/30	**No lecture – Cesar Chavez/Spring study day**			
Week 12: 4/6	**Epidemiology and Policy Making**	Chapter 8	Ch. 8: Complete Study Questions and Exercises 1–10. Visit YES website. Submit plan for data analysis Project presentations	 3/29 3/29 3/29 3/29
Week 13: 4/13	**Prevention and screening**	Chapter 9	Ch. 9: Complete Study Questions and Exercises 1–10. Visit YES website. Submit univariate analysis, graphs and tables Project presentations	 4/5 4/5 4/5 4/5
Week 14: 4/20	**Infectious diseases and outbreaks**	Chapter 10	Ch. 10: Complete Study Questions and Exercises 1–10. Submit bivariate analysis, graphs and tables Project presentations	4/12 4/12 4/12
Week 15: 4/25	**Social and Behavioral Epidemiology**	Chapter 11	Ch. 11: Complete Study Questions and Exercises 1–10. Project presentations	4/19 4/19
Week 16: 5/3	**Special Epidemiologic Applications**	Chapter 12	Ch. 12: Complete Study Questions and Exercises 1–10. Submit overall data analysis conclusions Project presentations	4/26 4/26 4/26
Week 17	**5/11 FINAL EXAM (Comprehensive)**			

HSCI 3311 Introduction to Epidemiology
Spring 2018

Review Project Paper Assignment Guide

1. This is a group project. Select members on first meeting.
2. For this project, you and your group colleagues will be writing a short ***literature review*** paper.
3. Your group must decide on a topic related to a chronic disease/public health issue affecting the U.S. Mexico border region population and addressing Healthy People 2020 objectives. You will need to use a clear and comprehensive systematic search strategy to identify ALL relevant primary research articles published on the topic from 2012-2018, so the scope of the paper must be quite narrow.
4. Complete the "Project Topic Proposal" form no late than 2/2, then you must upload drafts of sections according to the following timeline:

Project Timeline:

Step	Outcome	Due Date	Scoring
1	Select a topic	2/2	0 - 10
2	Complete background and methods sections	2/16	0 - 10
3	Complete results, discussion, and reference sections	2/23	0 - 10
4	Complete abstract, keywords, word count, introduction and conclusions sections	3/2	0 - 10
5	Upload complete report to Blackboard	3/8	0 - 60

* Must be completed by deadline. Hard copy must be turned in on day of presentation.

5. Your project must examine the literature published from 2012-2018 on one well-defined aspect of chronic disease prevention. An example can be such as exploring the question: "Is ____ {exposure} a risk factor for ____ {disease/condition} in ____ {population}?" or the question, "Is ____ {intervention} effective in treating ____ {disease/condition} in ____ {population}?"
6. The final paper will require the following:
    - Cover, or title page
    - A structured abstract of 100-150 words
    - A body-of-text (not including the reference section), which should include the following sections:
        - Introduction
        - Background
        - Methods
        - Results
        - Discussion
        - Relevance to HP-2020 objectives and border health
        - Conclusions

- References – minimum of 15 references (at least 12 of which must be peer-reviewed journal articles). Do not rely solely on government and/or organization information from websites and documents. You may use their databases, but necessarily what is posted in their websites.

7. If you include pictures, it is highly recommended that picture quality is sufficient to provide the relevant information.
8. There is a minimum required of 10 pages; however, you may use as many as needed.
9. The maximum possible points that can be awarded for this writing assignment the project is 100. Scoring will be based on content quality, style format (APA), as well as spelling, grammar, and composition ability. You can visit www.apa.org, although UTEP's library has plenty of resources on it including the Library's Writing Center, which you can schedule visits to get advice. For scoring criteria, refer to "Literature Review Project Report Scoring Sheet" & "Literature Review Rubric".
10. The group should schedule the presentation of their project on any meeting day after Spring Break. A maximum of 2 presentations will be allowed per day, since they will be conducted during class time. Each presentation should last between 15-20 minutes and everyone in the group must participate. Refer to "Oral/visual Presentation Scoring Sheet".
11. Deadline for uploading a copy of the final report on to Blackboard is 3/8; a hard copy must also be turned in on the day of presentation. The hard copy is to be turn in by hand to the instructor.
12. Electronic reports will be submitted by the instructor to Safe Assign for evaluation of potential plagiarism. A maximum of 15% of similarity will be considered as acceptable. Greater similarity percentages will be return for correction, which must be completed and re-submitted before the last day of class.

HSCI 3311 Introduction to Epidemiology
Spring 2018

Literature Review Project
Topic Proposal
(Will be available in Blackboard)

Instructions: Fill out completely and submit.

Group number:

Group members:

1.
2.
3.
4.
5.
6.

Selected Topic:

Research question to be explored:

How does this topic & question go beyond what will be covered in class?

Healthy people 2020 objectives addressed in the project:

Importance/relevance/relationship to US-Mexico border region health:

Proposed outline:

List of names of potential journal sources:

Review Project Report Scoring Sheet

Report title: _____

Group: _____

Date of presentation: _____ Report submitted on: _____

Activity	Potential points	Awarded
Select a topic submitted at/before deadline	0 - 10	
Complete background and methods sections submitted at/before deadline	0 - 10	
Complete results, discussion, and reference sections submitted at/before deadline	0 - 10	
Complete abstract, keywords, word count, introduction and conclusions sections	0 - 10	
Upload complete report to Blackboard by deadline & final written & electronic report submitted on day of presentation.	Yes/No	10% deduction for each 24 hours late
Report (from "Literature Review Scoring Rubric")	0 - 60	
Total	0 - 100	

Total possible score points for project report: 100 points

Literature Review Scoring Rubric

The following rubric will be used to assess your literature review. To calculate your score, multiply the total percentage score by 60 (the total points possible), then divide by 120. Example: Sum of percentages scores = 80; multiply 80 x 60 = 4800; then divide 4800/120= 40. Your score will be 40/60 points.

	Rating				Score (%)
	10	**7**	**5**	**0**	
ASSIGNMENT BASICS					
Cover Page	Includes specific and informative title, author(s), course and date.	Omits one of previous	Omits two of previous	Omits three of previous	
Theme	Well organized, demonstrates logical sequencing and structure.	Well organized, but demonstrates illogical sequencing or structure.	Weakly organized with no logical sequencing or structure.	No organization, sequencing, or structure.	
Length	Adheres to 10 page minimum criteria.	Does not meet 10 page criteria by ½ page or less.	Does not meet 10 page criteria by ½ to 1 page.	Does not meet 10 page criteria by more than 1 page.	
Format	Font, spacing, and APA format are correct. Complies with Safe Assign index requirement	Font and spacing, font and APA, or spacing and APA are correct. Complies with Safe Assign index requirement	Font, spacing, or APA format is correct. Complies with Safe Assign index requirement	Font, spacing, and APA format are incorrect. Does not comply with Safe Assign index requirement	
Grammar	There are 2 or less grammatical errors.	There are 3-4 grammatical errors.	There are 4-5 grammatical errors.	There are 6 or more grammatical errors.	
REVIEW					
Abstract	An accurate and concise description of the research project. Overviews the methods, findings, and implications.	The abstract is a concise description of the research project, but is lacking in one of these areas: methods, findings, implications.	The abstract is relatively concise but not a good reflection of the research project and is lacking in more than one of these areas: methods, findings, implications.	The abstract is a poor reflection of the research project and/or is excessively wordy.	
Introduction and background	Sufficient background and how it relates to the proposed topic is provided. The purpose(s) is/are explained early on.	Good background information and how it relates to proposed topic. The purpose of the paper is clear.	Limited background information and purpose of the study is provided or the author is vague on the purpose of the paper.	Insufficient background information. Author is vague on the purpose of the paper.	
Methodology	Fully describes all details & steps for searching and selecting sources.	Describes in general the steps for searching and selecting sources.	Describes some steps for searching and selecting sources.	Makes no description or steps for searching and selecting sources.	
Literature review	Exceptional integration and synthesis of the literature.	Generally, the literature is integrated and well synthesized.	Very little integration and/or synthesis, which impedes flow of the paper.	The literature review is annotated with almost not synthesis or integration.	
Discussion	Very effectively identifies and discusses the strengths and weaknesses of the literature.	Identifies and discusses some strengths and weakness or differences and similarities in past studies.	Mainly reflects previous research findings, with very little critical analysis of differences/similarities or strengths/weaknesses across the literature.	No critical analysis of the literature.	
Conclusions	Detailed conclusions are reached from the evidence offered. Effectively applies findings to current practice effectiveness.	Conclusions are reached from the evidence offered. Applies findings to current practice effectiveness.	There is some indication of conclusions from evidence offered. Application to current practice effectiveness is limited.	No conclusions are made from the evidence offered. Does not apply findings to current practice effectiveness.	
References	Information is gathered from at least 12 current peer reviewed journal articles. Information is cited properly and in APA format.	Information is gathered from at least 10 current peer reviewed journal articles. Information is cited properly.	Information is gathered from at least 8 current peer reviewed journal articles. Information is cited, but has errors.	Information is gathered from <8 or less current peer reviewed journal articles. Information is not cited or is cited incorrectly.	
SUM PERCENTAGE SCORE					

Oral/visual Presentation Scoring Rubric

Group score (100 points total):

Parameter	Measure	Points
Subject	Was the thesis statement clearly stated, was the subject appropriate, manageable, etc.?	0 - 10
Purpose	Was the purpose or the presentation evident? (Informative, persuasive, entertaining)	0 - 10
Audience	Was the audience considered? (Size, knowledge level, attitudes, demographics, etc.)	0 - 10
Materials	Does it appear that appropriate research was done for the presentation? Was the design of visual materials appropriate?	0 - 20
Outline	Was the presentation well organized and easy to follow? Was there a clear and effective introduction and conclusion?	0 - 20

Individual score (15 points total):

Parameter	Measure	Points
Practice	Did the presenter seem well prepared?	0 - 10
Speaking ability	Addressing the audience, use of visual materials, use of notes,	0 - 10
Overall	Dress code, overall impression of the presentation, voice and tone, posture, eye contact	0 - 10

Name	Practice	Speaking ability	Overall	Total individual	Plus group	Final

Total possible score points for visual presentation: 100 points

HSCI 3311 Introduction to Epidemiology
Spring 2018

Secondary Data Analysis Assignment

For this project, you will be conducting a *secondary analysis* of existing data. One of the most time-efficient ways to write a paper is to analyze an existing dataset and write up the results as a formal manuscript. There are many organizations that make their data files available to other researchers and encourage them to publish their results in peer-reviewed journals.

For this assignment, you will be assigned an existing individual-level dataset from a trusted organization (such as the U.S. CDC or the WHO). Your responsibilities are to develop a study question to explore the data, conduct basic statistical analysis, and write up your findings. Your analytic techniques do not have to be complex, but you must have a clear study question and specific objectives for your analysis and you must answer these with your results section. You will need to submit partial results as evidence of progress.

At the end of the course, your will be required to submit your results in a written report. The written report must contain the following:

1. Use APA style throughout the report.
2. Cover page with descriptive title.
3. A structured 150-200 word abstract
4. An introduction and background section that clearly states the main goal and the specific objectives of the analysis project, explains the importance of the analyses conducted, and provides all necessary background information.
5. A methods section that clearly identifies the source of the data and describes the methods used to collect the data, and how it was analyzed.
6. A results section that provides demographic information about the study participants as well as highlights findings from the conducted univariate and bivariate statistical analyses. Include tables and figures as needed.
7. The interpretation and conclusion section which summarizes, identifies limitations, and problems during analysis.
8. Include a reference section
9. There is no limit on the number of words for the main text (excluding the title page, abstract, references, and tables/figures).
10. Written final report must be uploaded on to Blackboard no later than 5/3.

Project Timeline:

Step	Outcome	Due Date	Scoring
1	Select and submit dataset for analysis	3/23	0 - 10
2	Submit plan for data analysis	4/6	0 - 10
3	Submit univariate analysis, graphs, and tables	4/13	0 - 10
4	Submit bivariate analysis, graphs, and tables	4/20	0 - 10
5	Upload written report of analyzed data (Blackboard)	5/3	0 - 60

Secondary Data Analysis
Report Scoring Sheet

Report title: _____
Group: _____
Report submitted on: _____

Activity		Potential points	Awarded
Submitted selected dataset at/before deadline		0 - 10	
Submitted plan for data analysis at/before deadline		0 - 10	
Submitted univariate analysis, graphs, and tables at/before deadline		0 - 10	
Submitted bivariate analysis, graphs, and tables at/before deadline		0 - 10	
Submitted written report of analyzed data at/before deadline		Yes/No	10% deduction for each 24 hours late
Safe Assign Similarity Index (SI) score		_____%	SI scores greater that 25% will be returned for correction before grading
APA style formatting		Yes/No	Non-compliant reports will be returned for correction before grading
Report	Front page	Yes/No	Non-compliant reports will be returned for correction before grading
	Design and methods (Structured abstract, Introduction & background, Methods)	0 - 20	
	Analysis and results	0 - 20	
	Interpretation and conclusions	0 - 20	
	References (extra-credit; at least 3)	0 - 5	
Total		0 – 105 %	

<u>Total possible score points for project report: 105 points</u>

Quantitative Data Analysis Skills Rubric

The following rubric will be used to assess your secondary data analysis project. To calculate your score, multiply the total percentage score by 2 (the total points possible). Example: Sum of percentages scores = 25; multiply 25 x 2 = 50. Your score will be 50/60 points.

	Skill Levels			
	0-6	7-8	10-9	
Parameter	**Unacceptable**	**Acceptable**	**Exemplary**	**Score**
Design and methods	- The abstract is a poor reflection of the research project and/or is excessively wordy, and/or is lacking more than of these areas: methods, results, and conclusions. - Insufficient background information. - Research question and statements of hypotheses or problem vaguely stated or unstated - Research design or model contains deficiencies or is not provided - Does not develop indicators or develops invalid measures - Sampling universe is either marginally appropriate or inappropriate - Design deficiencies in some areas are not offset by superior efforts elsewhere	- The abstract is a concise description of the project, but is lacking in one of these areas: methods, results, conclusions. - Good background information and how it relates to proposed topic. - Implicitly identifies research question and states hypotheses or problem - Research design adequate for testing at least one of the hypotheses or modeling the problem/decision - Develops at least one indicator that is a moderately valid measure - Generally identifies the sampling universe (target population) - Deficiencies in designing one or two elements are offset by superior efforts elsewhere	- Includes and abstract that accurately and concisely describes the project. - Sufficient background and how it relates to the proposed topic is provided. - Explicitly identifies research question and states hypotheses or problem - Directly tests hypotheses or models problem with superior research design - Develops indicators that are valid measures of concepts - Correctly identifies the sampling universe (target population)	
Analysis and results	- Fundamental errors or omissions in identifying the sample or data set - misapplies the analysis or uses the wrong method or test; fails to report at least two major steps - Presents confusing results with incomplete tables or no results at all	- Selects appropriate sample or data set - Statistical methods or quantitative modeling techniques acceptable, but at least one major step not reported or ignored - Results generally identified and reported, although with minimal labeling or other omission	- Selects appropriate sample or data set - Identifies and correctly uses statistical methods to test hypothesis or other quant methods to model the problem - Clearly presents the results in labeled and identified tables, charts, or graphs	
Interpretation and conclusions	-Misidentifies or misreports much of the relevant information (e.g., assumptions, null and research hypotheses, sampling distributions, test statistics, functional forms) - Incorrectly reports the results -Little or no discussion and interpretation of the patterns inherent in the analysis	- Identifies and reports most of the relevant information (e.g., assumptions, null and research hypotheses, sampling distributions, test statistics, functional forms) - Correctly reports results (e.g., hypothesis tests, interval estimates, optimization solutions) - Little or no discussion and interpretation of the patterns inherent in the analysis	- Identifies and reports all the relevant information (e.g., assumptions, null and research hypotheses, sampling distributions, test statistics, functional forms) - Correctly reports results (e.g., hypothesis tests, interval estimates, optimization solutions) - Accurately and creatively interprets the patterns inherent in the analysis	
			SUM OF SCORES	