



**College of Health Sciences
Department of Public Health Sciences
Health Promotion Program Syllabus**

Course name:	<i>Introduction to Epidemiology</i>
Course no.:	HSCI 3311
Course CRN:	16538
Semester/year	Spring 2022
Undergraduate credit hours:	3
Class location:	TBA
Class meeting time:	Hybrid (50% face-to-face – 50% online)
Class instructors:	Dr. Gabriel Ibarra-Mejia
Contact method:	E-mail, phone, or scheduled video conference through Blackboard Collaborates
Office no. and phone:	Health Sciences & Nursing Building, room 409 Office hours – Wednesday from 9 am to 12 pm Virtual meeting by appointment through “Virtual Office” in Blackboard
Phone:	(915) 747-7270 (voice mail)
Email:	gabmejia@utep.edu
Preferred contact method:	E-mail
Assigned TA:	TBA
Course description:	This course provides the students with an understanding of the basic concepts in epidemiology, the application of statistical tools, and biomedical information. Students interested or considering being involved in public health, public health education, community service, policy-related jobs, or pursue a research-related career should enroll in this course. Additionally, this course includes a Community Engagement & Leadership (CEL) component and will count towards the Community Engagement and Leadership (CEL) Certificate Program. The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Accordingly, course assignments and assessments are developed in line with the CEL program mission in Liberal Arts, as well as within the broader framework and mission of UTEP’s “Edge Advantages” goals
Course pre-requisites:	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 e-mail with personal academic information to gabmejia@utep.edu.
Required textbooks:	None required
Required and Supplemental readings:	Will be posted for each module in the Blackboard Learn Platform.
Course format:	The course has been modified to a hybrid format. The course will make substantial use of the Blackboard Learn platform. To the extent possible, we will adhere to the Team-Based Learning method. TBL has shown to be effective in increasing comprehension and knowledge retention due to collaborative learning employment. Therefore, both individual and group work will be at the core of this course. Learning techniques will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student’s knowledge is not passively absorbed. In contrast with other learning techniques,

	<p>critical thinking assumes students will create knowledge in their minds by actively thinking about the material. It will be crucial that students prepare for each lesson, reading and reviewing the material before engaging in lessons and assignments. Still not entirely sure about what critical thinking is? Visit then the "The Critical Thinking Community," available at: http://www.criticalthinking.org/pages/defining-critical-thinking/766</p> <p>Using these methods, students will apply the gained knowledge to solve common and practical problems in public health epidemiology to identify a problem or need, assess it, conduct basic epidemiologic research and/or propose a sustainable solution. Because the course is designed to challenge students intellectually, students may be required to cover additional materials and conduct activities to complete assessments and assignments. Additional readings and assignments are as a springboard for all activities and discussions, and ALL course materials are testable. Additional but not all resources, course material, readings, etc. will be made available through UTEP's Blackboard Learn system.</p> <p>Students are required to complete individual quizzes and group homework assignments, as well as graded group discussions. There will be a midterm and a final exam. Required meetings for lectures complement each module. Students will have access to online discussion boards and materials. Class materials and assignments will be released weekly, and the students will have the opportunity to complete all assignments by set deadlines. All class materials and assignments will comply with ADA standards. Course engagement is mandatory and will count towards attendance. Students will be required to access and read all materials. All interactions between the instructor and students will be carried by e-mail, Blackboard Learn platform, or instructor's virtual office hours. In exceptional cases, a telephone or through a video conference meeting.</p> <p>This course also includes a CEL component. The course will include integrated, structured community-based (direct and indirect outside of the classroom) projects and activities linked to course learning objectives. Students will obtain extra leadership and interpersonal skills while applying their knowledge in a community setting by participation in reciprocal teaching-learning activities over the course of the academic semester. It is expected that these activities will be mutually beneficial for the student and community partner.</p> <p style="text-align: center;">NOTE: GRADUATE LEVEL STUDENTS REQUIRE COMPLETION OF ADDITIONAL COURSE WORK. Check with the instructor for further details.</p>
<p>Course requirements:</p>	<p>Time commitment is essential to complete the course requirements. Students are expected to complete all in-class and online (Blackboard Learn) materials and assignments. It is also expected that students have a sufficient level of proficiency using Blackboard. Therefore, it is expected each will have the required technical tools and support to use and complete the online sections of the course, including a computer, internet access, and connectivity. If a student does not own a computer, check with the institution's resources and campus library to use a computer. Also, each student should have the knowledge and skills to use word processing, spreadsheet, visual media software, and the capacity to open pdf-type files and have sufficient proficiency in using Blackboard. Learning how to use other software such as SPSS or excel-type add-ins may be required. If students are not familiar with Blackboard, Learn, or other programs needed, contact UTEP's Technology Support for available training and specific questions at 915-747-4357 or helpdesk@utep.edu. Students are responsible for maintaining internet connectivity at all times while working on Blackboard Learn. Students will not be allowed to re-submit an assignment or quiz because of internet connectivity issues, NO EXCEPTIONS.</p>

<p>Major learning objectives (must be numbered)¹ :</p>	<p>After completing the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Basic (demonstrated through individual and group activities): <ol style="list-style-type: none"> a. Describe the historical roots of epidemiologic thinking and their contribution to the evolution of the scientific method. b. Explain how ethical principles affect epidemiologic research. c. Use rates and proportions to numerically express the amount and distribution of health- and non-health-related outcomes. d. Use the distribution of health-related outcomes in groups to generate hypotheses that might provide a causal explanation. e. Explain basic statistical and epidemiologic concepts of estimation, inference, and adjustment to establish an association. f. Explain how to use evidence of an association to judge whether an association is causal using the principles of contributory cause. g. Describe the basic epidemiologic study designs used to test hypotheses, identify associations, and establish causation. h. Apply the concepts of benefits, harms, and cost to a public health decision. i. Describe the concepts of measurement of test performance and be able to apply the concepts of testing and screening in different settings. j. Describe the broad applicability of epidemiologic methods to clinical and basic science as well as public policy. 2. Advanced (demonstrated through group activities): <ol style="list-style-type: none"> a. Analyze the evidence for and against a recommendation for intervention. b. Synthesize epidemiological methods to assess the strengths and weaknesses of assertions in the scientific literature and popular press. c. Evaluate the design of an epidemiologic investigation, demonstrating the ability to reconcile scientific validity and ethical sensitivity. d. Analyze a public health problem (e.g., investigation of a disease outbreak, community needs assessment). e. Conduct community-based research to include surveying, observations, and field notes f. Propose sustainable solutions to an identified problem using a systems and epidemiology approach. g. Develop critical thinking skills h. Improve teamwork and interpersonal skills i. Practice community-based research skills and knowledge
<p>Course outcomes:/ competencies lined with NCHCEC Health Education Specialist:</p>	<p>After completing the course, the student will demonstrate the following learning outcomes/competencies:</p> <ol style="list-style-type: none"> 1. Assess needs, assets, and capacity for health education. 2. Conduct evaluation and research related to health education. 3. Work individually and within a group-setting to produce undergraduate-quality level reports. 4. Communicate effectively in written and electronic modes of communication 5. Serve as a health education resource person.
<p>Assessment strategies:</p>	<ol style="list-style-type: none"> 1. Individual quiz tests. 2. Weekly group homework activities (solving a complex question, problem, or scenario). 3. Midterm exam 4. Final comprehensive exam or COVID-19 Contact Tracing Certificate* 5. Completion of 20 CEL hours associated with public health community project (community engagement activities). <p>*Available free from Coursera at https://www.coursera.org/learn/covid-19-contact-tracing</p>

Required materials:	<ul style="list-style-type: none"> • Handout available in Blackboard: “Principles of Epidemiology in Public Health Practice,” <i>Third Edition</i> - An Introduction to Applied Epidemiology and Biostatistics • Listed websites • Additional handouts • Voiceover presentations, videos and other media
Grading scale & criteria	<p>Completion of the course will require that the student fulfills the following:</p> <p>Grading scale:</p> <ul style="list-style-type: none"> • >90 % = A • 80-89% = B • 70-79% = C • 60-69% = D • <60% = F

Dropping the course, withdrawals, and incomplete:	<p>Students may drop individual courses or completely withdraw from the University, and grades are based on when the actions are taken. Refer to the online Academic Calendar at www.utep.edu/calendar.</p>
Grading policies for dropping the course, withdrawals, and incomplete:	<p>a) Student-initiated Drops It is the student's responsibility to officially drop a course that she/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.</p> <p>b) Administration 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.</p> <p>At the instructor's discretion, 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 academic dean or department chair's concurrence. 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 the university's disciplinary action 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.</p> <p>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:</p> <ol style="list-style-type: none"> 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. <p>d) Incomplete course work</p>

	An "I" (incomplete grade) can only be considered <u>if requested by the student in advance of the course's conclusion</u> and only for <u>legitimate, documented</u> emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in denial except in the most extraordinary circumstances.
Course/Instructor & Institutional Policies	
Attendance:	<p>Although attendance is an essential component of this course and information not contained in the textbook will be presented during class through lectures and discussions, there will be no rollcall or taking attendance. However, not being in class every time and on time will significantly affect final grades since quizzes will be available only during the first 20 minutes of the class when in a synchronous format. Therefore, we recommend:</p> <ol style="list-style-type: none"> a) Attend all scheduled synchronous classes and be punctual (no later than 15 minutes after the scheduled time start). b) 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. Furthermore, each time a student is late, he/she will miss the graded activities without the possibility of making up for them or rescheduling. c) Absences will affect the final score/grade. Each time a student is absent, he/she will miss the graded activities without the possibility of making up for them or rescheduling. d) Students 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). Must turn-in appropriate proof justifying absence within one week of the event. e) Active student participation in this course is critical. Students must be prepared before every class every week. During scheduled synchronous meetings, students must be prepared to engage in instructor and student-led discussion, formulate and answer, and in general, be actively engaged in all course activities. Participation can also be tracked through the completion of assignments/activities, total time spent online accessing Blackboard materials, etc.
Course etiquette:	<p>As we know, sometimes, communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean, given the lack of body language and immediate feedback. Therefore, please keep this netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.</p> <ul style="list-style-type: none"> o Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas. o Respect and courtesy must always be provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated. o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation. o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.
Communication and feedback plan:	E-mail is the best method to approach the instructor when having questions regarding the course materials (gabmejia@utep.edu). The instructor or TA will usually reply within 24 hours. In the e-mail, please type in the subject line "Epidemiology Course," and in the message, explain in complete sentences the question or problem you may have. A phone or video conferencing appointment can be set up if needed.
Student progress:	Grades and feedback on grades will be available through Blackboard Learn Grade Center. Additional feedback may be sent from the instructor by e-mail.

Reading assignments:	All assigned readings need to be completed before coming to the next scheduled class session. For example, the reading assignments for week 2 need to be completed before coming to the week-2 class session.
Quizzes or readiness assurances tests:	<p>One individual quiz test and group homework assignment will be given every week. Each is worth a maximum of 10 points. There will be a limited time and deadline to complete the quizzes and exams. Group homework assignments and discussion entries will be due by a deadline date. Scores will be posted after due dates in the Blackboard Learn Grade Center section. <u>The lowest grades on quizzes will be dropped, and only ten quiz grades will be counted towards your final grade.</u></p> <p>Absences are not an excuse to miss quizzes or other graded activities. Except in the cases of University-approved absences, there will be no rescheduling or retaking of quizzes. In such cases, arrangements need to be made with the instructor and complete before the scheduled date. In group activities, the student who does not contribute to complete the activities will not receive a grade for it.</p>
Discussion board posts:	A section on Blackboard will be set up for general discussion topics. These will be and accessible throughout the semester. The purpose is to include discussion interactions between all those involved in the course.
Group work:	<p>Nowadays, collaboration is a highly regarded skill. Groups will be assembled during the first week of the course. During this period, students will not be given the option of freely assemble. The instructor will assign students to groups at random. The maximum number of members in a group is four (4). <u>Please avoid including yourselves in a group to which you have not been invited and accepted.</u></p> <p>Although group work should be equally distributed, each group will appoint a "Group Leader" who will liaison between the group and other groups and the instructor. This does not apply to single-member groups. When completing a group assessment, the score will be the same for all members. However, at the end of the course, each group member will complete a peer evaluation in which students will evaluate and rank a member's participation to receive proper merit in the form of extra credit points. Changing groups, dropping, or joining others are allowed only under extraordinary situations.</p>
Writing standards:	<p>Please check your work for misspelling, grammar, and sentence structure before submitting assignments. References in written reports should follow the Publication Manual of the American Psychological Association (APA Style) 7th ed. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html</p> <p>All written documents should be double spaced, 1-inch margins, and Times New Roman font size 12. Please feel free to seek out assistance from the UTEP Writing Center or other writing support. The UTEP Writing Center is free, and they are very helpful. Alternatively, you can also consult the Purdue Online Writing Lab https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html</p>
Late assignments:	Due dates for homework, individual and group assessments, group activities, and exams are designed for fairness for all students. No exceptions to those dates will be made except in cases of university-designated closures. All assignments are due on the due date. Late assignments will be received up to one week after the deadline. However, 10% of the total point-value will be deducted for each day an assignment is late (including weekend days).
Permission to record lectures & discussions:	It is not permitted without the express permission of the instructor.
Test proctoring software:	<p>Major course assessments (midterm and final exams) will use Respondus LockDown Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs before the first test.</p> <p>Please review the following guidelines:</p>

	<ul style="list-style-type: none"> • The assessments will only be available at times identified on the course calendar. • You may take the test at any time during the 24-hour window. • A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements. • You have one attempt to take the test. Once the time window closes, your answers will be saved, and no changes can be made. A higher score will be recorded. • Respondus Lockdown Browser will require that all internet tabs be closed before the start of the test. • Respondus Monitor requires a webcam and microphone. • You will be required to show the webcam your student ID before the start of the test. • Your face should be completely visible during the test. Blocking the camera will disable the test. • No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.) • You should not have conversations with other people and/or leave and return to the area during the test.
Plagiarism detecting software:	Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to attribute sources rather than paraphrase correctly.
Copyright statement for course materials:	All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for this course's purpose. They may not be further disseminated.
Instructor and course evaluation:	The instructor will provide more details on how the course will be evaluated. There are an internal evaluation and a University standard online evaluation in which you will have the opportunity to rate the instructor's performance and the course content. It is recommended that you complete these evaluations so that we continue improving the course.
Accommodations for individuals with disability:	The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu , or apply for accommodations online via the CASS portal.
COVID-19 Precautions:	Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu , so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

	<p>The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org</p>
Field trips:	<p>This course includes community visits outside the classroom and scheduled lecture hours.</p>
Copyright and fair use requirements:	<p>The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you on or assume any responsibility for a student's violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.</p>
Student conduct and scholastic dishonesty:	<p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give an unfair advantage to a student or the attempt to commit such acts." <u>Regent's Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the university's integrity, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386), "It is an official university policy that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts".</p> <p>Examples of "cheating" include:</p> <ul style="list-style-type: none"> • Copying from the homework, in-class work, or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test. • Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes." • Using, obtaining, or attempting to obtain by any means the whole or any part of the non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor, or accessing a test bank without instructor permission. • Collaborating with or seeking aid from another student for an assignment without authority. • Substituting for another person, or permitting another person to substitute for oneself, to take a test. • Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

	<p>"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's academic work offered for credit or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from online and other material.</p> <p>"Collusion" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to violate any provision of the rules on scholastic dishonesty.</p>
Student resources:	<p>UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.</p> <ul style="list-style-type: none"> • If you have personal issues and require assistance, counseling services, and resources are available online and in-person through the Division of Student Affairs. You can access these services online (http://sa.utep.edu/counsel/), by phone (747-5302), or in person. <p style="text-align: center;">Counseling Center 202 Union West El Paso, Texas 79968</p> <ul style="list-style-type: none"> • UTEP Library: Access a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. • RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide. • University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. • Math Tutoring Center (MaRCS): Ask a tutor to help explore other available math resources. • History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor, and explore other history resources. • Military Student Success Center: Assists personnel in any branch of service to reach their educational goals. • Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships. • Counseling and Psychological Services: Provides a variety of counseling services, including individual, couples, and group sessions and career and disability assessments.

UPDATED COURSE SCHEDULE*

Dates	Topics	Course activities
Course introduction: Week 1	<ul style="list-style-type: none"> • Welcome • Course details, outcomes, and expectations • Team building • Introduction to CEL 	<p>Readings:</p> <ul style="list-style-type: none"> • Course introduction and overview • Course syllabus and organization • Review of Blackboard Learning Platform <p>Assignments:</p> <ul style="list-style-type: none"> • Complete pre-course examination • Familiarization with CEL activities
Module 1: Week 2	<ul style="list-style-type: none"> • Lesson 1: History, Philosophy, and Uses of Epidemiology 	<p>Readings:</p> <ul style="list-style-type: none"> • Assigned readings (Blackboard) <p>Assignments:</p> <ul style="list-style-type: none"> • Complete weekly quiz • Complete weekly group community engagement activity
Module 2: Weeks 3-5	<ul style="list-style-type: none"> • Lesson 2: Populations • Lesson 3: Measuring exposure and disease: descriptive epidemiology • Lesson 4: Sampling 	<p>Readings:</p> <ul style="list-style-type: none"> • Assigned readings (Blackboard) <p>Assignments:</p> <ul style="list-style-type: none"> • Complete weekly quiz • Complete weekly group community engagement activity
Module 3: Weeks 6-7	<ul style="list-style-type: none"> • Lesson 5: Watching a Sample, Counting Cases • Lesson 6: Exposures 	<p>Readings:</p> <ul style="list-style-type: none"> • Assigned readings (Blackboard) <p>Assignments:</p> <ul style="list-style-type: none"> • Complete weekly quiz • Complete weekly group community engagement activity
March 12th	<ul style="list-style-type: none"> • Midterm exam 	<p>Assignments:</p> <p>Complete online examination on scheduled date and time</p>
Module 4: Weeks 8-10	<ul style="list-style-type: none"> • Lesson 7: Causation • Lesson 8: Association • Lesson 9: Noncausal Associations 	<p>Readings:</p> <ul style="list-style-type: none"> • Assigned readings (Blackboard) <p>Assignments:</p> <ul style="list-style-type: none"> • Complete weekly quiz • Complete weekly group community engagement activity
Module 5: Weeks 11-13	<ul style="list-style-type: none"> • Lesson 10: Mitigating against noncausal associations in design and analysis. • Lesson 11: Causes working together. • Lesson 12: Results beyond the study sample 	<p>Readings:</p> <ul style="list-style-type: none"> • Assigned readings (Blackboard) <p>Assignments:</p> <ul style="list-style-type: none"> • Complete weekly quiz • Complete weekly group community engagement activity
Module 6: Weeks 14 & 15	<ul style="list-style-type: none"> • Lesson 13: Identifying disease early. • Lesson 14: Epidemiology and what matters most. 	<p>Readings:</p> <ul style="list-style-type: none"> • Assigned readings (Blackboard) <p>Readings:</p> <ul style="list-style-type: none"> • Assigned readings (Blackboard) <p>Assignments:</p> <ul style="list-style-type: none"> • Complete weekly quiz • Complete weekly group community engagement activity
Week 16	Final exam	<p>Assignments:</p> <p>Complete online examination on scheduled date and time</p>

* Note: The course syllabus is a tentative general plan for the course. Any changes will be announced to the class in advance by the instructor.

HSCI 3311 Introduction to Epidemiology

Community Engagement Group Activity

These activities will be carried out in collaboration with UTEP's Center for Community Engagement (CCE) and the selected community agency/organization. For this project, you will be partnering with a community organization either of your choices or assigned by the instructor. Students will organize in groups of 5.

First, students will conduct an observational epidemiologic study and develop a profile of the population they will work with. Second, students will need to identify a public health-related problem, conduct a need assessment, and select a priority issue. Third, once the profile and problem or need are identified, students will develop a sustainable solution, use the "100 Great Community Engagement Ideas" handout, and develop a plan of action to engage and propose the solution to their community.

Although the project is designed to be carried out in groups, each student must account for the hours spent in these activities. Please keep a timesheet to be validated by the contact person at the agency or organization. In addition, during each weekly lecture, time will be assigned to review progress, troubleshoot, and answer inquiries.

Project Timeline. The following steps require uploading a group report unless otherwise noted.

Step	Outcome	Due Date	Scoring
1	Introduction to CEL (no report required)	Week 1	-----
2	Initial population profile and problem identification	Week 3	0 - 25
3	Action plan	Week 4	0 - 25
4	Final report	Week 14	0 - 25
5	Poster presentation	Week 15	0 - 25

The final written report must contain the following:

1. Cover page with a descriptive title and names of contributing members.
2. A structured 150-word abstract
3. An introduction section that clearly states the main goal and its specific objectives explains its importance and provide necessary background information.
4. A methods or procedures section identifies the source of the data/information and describes the methods used to obtain it.
5. A results section provides demographic information about the study participants and highlights findings from the conducted statistical analyses. Include tables and figures as needed.
6. The conclusion section, which summarizes the study, identifies its limitations and problems during the project.

There is no limit on the number of words for the main text (excluding the title page, abstract, references, and tables/figures).

For the poster presentation, the instructor suggests following the guides provided by Stanford University, available at <https://undergradresearch.stanford.edu/share/surps-asurps/make-good-poster>