

Second Reading 17-0-0  
1/8/09

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COVER SHEET FOR GRADUATE CURRICULUM PROPOSALS

NOV 12 2008

RECORDS

All curriculum proposals should be sent to the Graduate School office for review and distribution. Information items will be handled administratively and require the "Cover Sheet for Graduate Information Items." New curriculum proposals and substantive curriculum changes require the action of both Graduate Council and the Executive Committee of the Faculty Senate and use this cover sheet. When all signatures have been obtained, the Graduate School will notify the originator of the proposal that it has been sent to the Graduate Council curriculum committee.

Originator: Greg Heath (555) Date: October 31, 2008

Title of Proposal: Two new courses: Advanced Concepts in Community Health, Public Health and Health Systems. Introduction to Epidemiologic Methods (555)

Proposed Starting Date: Fall 2009

REVIEWED BY:					
<u>[Signature]</u>	<u>11/12/08</u>	<input checked="" type="checkbox"/>	approve	neutral	disapprove*
Department Head	Date				
<u>Mary Garrow</u>	<u>11/12/08</u>	<input checked="" type="checkbox"/>	approve	neutral	disapprove*
Dean of the Academic College	Date				
<u>Yvonne Kelpatich</u>	<u>11/13/08</u>	<input checked="" type="checkbox"/>	approve	neutral	disapprove*
Director, The Graduate School	Date				
<u>Stephanie Bellon</u>	<u>11/12/08</u>	<input checked="" type="checkbox"/>	approve	neutral	disapprove*
Dean, The Graduate School	Date				
<u>Linda Otto</u>	<u>11-17-08</u>		approve	neutral	disapprove*
University Registrar	Date				
REVIEWED BY OTHER UNITS AFFECTED:					
<u>Sherah McQuistie</u>	<u>11/11/08</u>	<input checked="" type="checkbox"/>	approve	neutral	disapprove*
Reviewer	Date				
Reviewer	Date		approve	neutral	disapprove*
Reviewer	Date		approve	neutral	disapprove*

\* Those who disapprove must attach an explanation.

SUMMARY OF ACTION BY GRADUATE COUNCIL

- Approved as submitted
- Approved with amendments (amendments indicated and transmitted to originator to revise and submit electronically for Executive Committee of the Faculty Senate)
- Reviewed by the Provost [Signature] 1/20/09  approve  disapprove\*
- Forwarded to Executive Committee of the Faculty Senate
- Graduate Council Chair [Signature] 1-8-09  
Graduate Council Chair's signature Date

SUMMARY OF ACTION BY EXECUTIVE COMMITTEE OF THE FACULTY SENATE

- Approved as submitted
- Referred to Faculty Senate for action. [Signature] 1-15-09  
President, Faculty Senate Date

1/28/09 Date sent to Originator

1/28/09 Date sent to University Registrar

09-0012B (G) revised - removed course 551  
Also see 09-0012 & 09-0012A

Department of Health and Human Performance  
Fall 2008<sup>9</sup>

**Proposal:**

Two new graduate courses being by the department of Health and Human Performance

~~HHP 5xx~~<sup>551</sup>

~~Advanced Concepts in Community Health: Public Health and Health Systems-~~  
3 credit hours

~~— No pre or co-requisites —~~

~~HHP 5xx~~<sup>555</sup>

Introduction to Epidemiologic Methods  
3 credit hours

— No pre or co-requisites

**Catalog Description:** Advanced Concepts

This course addresses the delivery of health programs in a community. The focus is on the administrative responsibilities, and network of agencies involved in the system of public health care delivery.

Introduction to Epidemiologic Methods

This course is designed to teach students about solid epidemiologic research, both how to conduct research and how to analyze research reports. It is designed to help students understand how epidemiologic methods can be used to evaluate public health programs and policies.

**Statement of Request:**

The department of Health and Human Performance is proposing two new courses. These courses would serve as an elective in the proposed concentration of health management. Moreover, students from other programs, including HHP, may be interested in using these classes as an elective option.

**Rationale for new courses:**

These courses address two important needs. First, they address areas in the applied health programs that are not currently met, e.g. epidemiology and administrative management of public health. While programs such as physical therapy and nursing do have research courses and management courses, there are not courses with these particular foci. Second, these courses buttress the proposed health concentration of the MPA program where they could be used as elective classes. For physicians and other clinicians in such a program, these types of classes would be very useful to expand and compliment their skill set in administering health departments and other types of outreach programs.

## **HHP Proposal page two**

### **Impact Statement:**

Since these courses address a need that is not currently filled, the impact should be positive. Clearly these courses will be of benefit to the proposed health management concentration of the MPA program. That said, these courses also address needs in other departments including HHP. These courses can be taught by the current HHP faculty. In fact, one course, Epidemiologic Methods, is being offered as a 597 course for the spring 2009 term. There will not be additional costs related to securing faculty. Additional readings for the course will be covered by the current database access of the library.

**Model Syllabi: attached**

**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA**  
**COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL STUDIES**

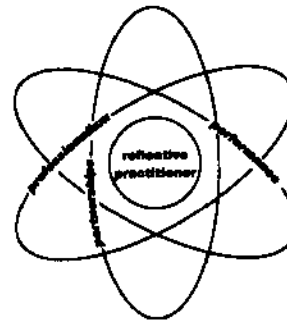
**INTRODUCTION TO EPIDEMIOLOGIC METHODS**  
**3 Cr Hrs**

HHP 500 series - 001

**SEMESTER/YEAR:** Spring 2008  
**CLASS DAYS, TIME, LOCATION:** TBA

**INSTRUCTOR(S):** Dr. Gregory W. Heath and others

**Office:** 206 Maclellan Gym  
**Office Phone:** 425-4432  
**Email:** [Gregory-Heath@utc.edu](mailto:Gregory-Heath@utc.edu)  
**Office Hours:** Call for Appointment



Submit  
per dept  
under  
separate  
proposal?

**ATTENTION:** *If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Office for Students with Disabilities/College Access Program at 425-4006 or come by the office – 110 Frist Hall.*

*If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.*

**Introduction**

Introduction to Epidemiologic Methods is intended mainly for graduate students majoring in the health sciences of athletic training, exercise physiology, nursing, occupational therapy, and physical therapy. This course is also open to graduate students from other departments who need an in-depth introduction to epidemiologic methods in order to apply them as research tools in related fields.

**Course objectives**

The primary objective of Introduction to Epidemiologic Methods is to help the student to learn how to conduct good epidemiologic research. Secondary objectives are to help students understand and evaluate research reported by others, and to enable them to apply epidemiologic principles in other health-related areas, including clinical medicine, public health practice, and health policy.

Upon successfully completing this course, students should be able to:

- Define and apply measures of disease frequency as they reflect the health status of a population.
- Understand and apply widely accepted criteria for causal inference.
- Define and calculate measures of association between a given risk factor and disease.
- Describe and interpret variations in disease frequency according to characteristics of person, place, and time.
- Understand the strengths and weaknesses of alternative epidemiologic study designs for determining whether a given factor is a determinant of disease risk.
- Understand how epidemiologic methods can be used to evaluate public health programs and policies.
- Describe major sources of bias in epidemiologic research (including selection bias, measurement error, and confounding) and how such biases can be evaluated and reduced.
- Understand the basic terms and methods used in outbreak investigation, infectious disease epidemiology, chronic disease epidemiology, disease prevention research, and evaluation of screening tests.
- Evaluate effect modification.
- Critically review scientific literature and synthesize findings across studies.
- Correctly interpret epidemiologic research and place the findings into proper context in relation to other epidemiologic studies, biological or social processes, and public health implications.

### **Course format**

Most sessions in Introduction to Epidemiologic Methods include a mixture of lecture and class discussion of a problem set that will be distributed. Some of the problem sets concern real or hypothetical situations in which topics covered earlier must be considered to solve a study design or data interpretation problem. Others involve working with data. Still others focus on a published paper and raise questions about how the study was designed and conducted. Students should work through the problem sets before class and be prepared to contribute to the discussion. "Official" written answers can be downloaded afterward from the course web site. Some of the problem sets may include optional problems, identified as such. The optional problems are intended to be a little more challenging; some may require knowledge beyond what is covered in class or in the textbook. On several occasions during the semester, the class will meet in two smaller groups for discussion of an assigned problem set.

### **Instructional philosophy**

Although we will be discussing many examples dealing with a variety of diseases, Introduction to Epidemiologic Methods is mainly a course about principles and methods. Examples used in class are generally chosen to illustrate an underlying concept, and any transfer of factual knowledge about the particular disease in question is coincidental.

### **Discussion of problem sets in class**

Discussion of problem sets in class is intended to be interactive, involving everyone in thinking through the methodological issues raised by a problem. To that end, we often call on individual

students at random to initiate discussion on a problem by proposing their own answer. Calling on students at random is intended to provide an incentive for everyone to be prepared for class, even if no written answers are required that day. It also promotes broader participation in the discussion, which otherwise tends to be dominated by a few vocal volunteers.

There is no penalty for giving a "wrong" answer in class. (Some of the problems are intended to be a bit tricky.) You may also "pass" if you are called upon for a specific problem but do not want to offer your answer to that problem.

If you are painfully shy, you can opt out from being called on by requesting that your name not be included on the list from which random names are chosen.

### **Course grading**

Grades in Introduction to Epidemiologic Methods are based on the following factors:

Homework      40%

Mid-term exam 20%

Final exam     40%

### **Handouts**

Most of the written teaching materials that are distributed in class will also be available for downloading from the course web site. A growing list of them will appear in the master list of handouts. Handouts for future sessions are not usually available in advance, because we are still working on them and like to reserve the option to make changes based on what has happened in class before they are distributed.

### **Textbooks**

The required textbook is:

Friedman GD. Primer of Epidemiology (5th edition). New York: McGraw-Hill, 2004.

Other suggested reference texts include:

1. MacMahon B, Trichopoulos D. Epidemiology: Principles and Methods (2nd edition). Boston: Little, Brown, 1996.
2. Rothman KJ, Epidemiology: An Introduction. New York: Oxford University Press, 2002.
3. Rothman KJ, Greenland S. Modern Epidemiology (2nd edition). Philadelphia: Lippincott-Raven, 1998.
4. Sackett DL, Haynes RB, Tugwell P. Clinical Epidemiology: A Basic Science for Clinical Medicine (2nd edition). Boston: Little, Brown, 1991.