

**Course Data**

Number: PHUN-441  
 Semester: Spring 2018  
 Title: Epidemiology for Public Health  
 Credit-hours: 3  
 Department: Undergraduate Studies  
 School/College: School of Public Health and Information Sciences  
 Type: Lecture (MW: 3:00-4:15 PM)  
 Location: HM 100 (Bingham Humanities building)

**Catalog Description**

The course explores fundamental epidemiologic concepts and methods used to examine the distribution and determinants of health and disease in and between populations.

**Course Description**

The course explores fundamental epidemiologic concepts and methods used to examine the distribution and determinants of health and disease in and between populations. The course includes a historical perspective, such as the work of Hippocrates and John Snow, as well as modern epidemiology success stories and contributions to public health. Other topics covered include an introduction to epidemiologic study designs; outbreak investigations; measures of occurrence, such as incidence and prevalence; measures of association, including hazard, odds, risk, and rate ratios; screening; statistical concepts as applied to epidemiology; and measures of disease burden, such as mortality and morbidity.

**Course Objectives**

At the completion of the course, the successful student is able to:

- Differentiate between historical and current epidemiological principles and methods [C4]
- Apply basic epidemiological principles, methods, and measures to real-world public health issues and data [C3]
- Describe interrelationships among basic epidemiological principles and methods [C4]
- Describe specific instances where the practice of epidemiology improved public health [C1]
- Interpret and evaluate news articles about health and disease using an epidemiologic perspective [C6]
- Design epidemiological studies to investigate questions about disease causality [C6]
- Design and analyze results from a cross-sectional survey [C4, C6]

**Prerequisites**

Enrolled in BS/BA program in public health.

**Course Instructors**

Name	Office	Office Phone	Email	Office Hours
Dr. Kira Taylor Associate Professor of Epidemiology	SPHIS 232	852-4063	kctayl04@louisville.edu	By appointment
TAs: Evie Pierce, Diana Kuo	HSC Advising Center Room 110B	n/a	<a href="mailto:evangeline.pierce@louisville.edu">evangeline.pierce@louisville.edu</a> <a href="mailto:diana.kuo@louisville.edu">diana.kuo@louisville.edu</a>	TBD (will decide on 1 <sup>st</sup> day of class)

The course may be divided into sections in each semester it is offered. The syllabus is identical for each section.

The course instructor welcomes conversations with students outside of class. Students may correspond with the instructor by email or set up appointments by contacting her.

Students should also contact the instructor with questions they might have regarding the mechanics or operation of the course.

# 2017-2018 Academic Year

[Fall 2017 / Winter 2017 / Spring 2018](#)

- SPRING 2018**

Classes start	Jan. 8, 2018 (Mon)
Last day to drop/add	Jan. 12, 2018 (Fri)
Martin Luther King holiday	Jan. 15, 2018 (Mon)
Last day to apply for degree	Feb. 1, 2018 (Thurs)
Last day to withdraw	March 7, 2018 (Wed)
Spring Break	March 12-18, 2018 (Mon-Sun)
Last day of classes	Apr. 23, 2018 (Mon)
Reading day	Apr. 24, 2018 (Tues)
Final exams	Apr. 25-May 1, 2018 (Wed-Tues)
Commencement/degree date	May 12, 2018 (Sat)*

**IMPORTANT NOTE: The schedule and topics may change as the course unfolds. Changes are posted on Blackboard.**

Class	Topics	Assignments	
		Graded elements (in addition to PureMems)	Reading <u>before</u> class Readings are in the Epidemiology 101 Friis textbook unless otherwise noted
1/8	Syllabus and expectations What is epidemiology? Epidemiology success stories		
1/10	History of epidemiology Introduction to data presentation	<ul style="list-style-type: none"> <li>• Reading Quiz</li> <li>• Syllabus Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Chapter 1, pp. 1-22</li> </ul>
1/15	Martin Luther King Day holiday (no class)		
1/17	Data presentation and statistics	<ul style="list-style-type: none"> <li>• Reading quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 2, pp. 27-48</li> </ul>
1/22	Epidemiologic Measurements of Disease occurrence	<ul style="list-style-type: none"> <li>• Reading quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 3, pp. 57-75</li> </ul>
1/24	Data and Disease Occurrence	<ul style="list-style-type: none"> <li>• Reading quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4, pp. 82-99</li> </ul>
1/29	Descriptive epidemiology	<ul style="list-style-type: none"> <li>• Reading quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5, pp. 103-126</li> </ul>
1/31	Descriptive epidemiology: Applications and practice	<ul style="list-style-type: none"> <li>• In-class activity</li> </ul> <p><b>Turn in Homework Set 1</b></p>	<ul style="list-style-type: none"> <li>• TBD (related to activity)</li> </ul>
2/5	Review for Exam 1	<i>Homework 1 returned</i> <ul style="list-style-type: none"> <li>• In-class activity, cont.</li> </ul>	
2/7	<b>Exam 1</b>	<b>Exam</b>	<b>Covers chapters 1-5 and all course material through 2/5</b>
2/12	Association and causality	<ul style="list-style-type: none"> <li>• Reading quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6, pp. 129-143</li> </ul>
2/14	Analytic epidemiology- Part 1 Overview, Ecologic Studies, and Case-control studies	<ul style="list-style-type: none"> <li>• Reading quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7, pp. 147-155</li> </ul>
2/19	Study designs part 2: Cohort studies and cross-sectional studies Discuss data analysis project	<ul style="list-style-type: none"> <li>• Reading quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7, pp. 155-158</li> </ul>
2/21	Study designs part 3: Experimental studies Bias in epidemiologic studies	<ul style="list-style-type: none"> <li>• Reading quiz</li> <li>• Turn in possible survey questions</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7, pp. 158-162</li> </ul>
2/26	Analytic epidemiology: designing a cross-sectional survey	<ul style="list-style-type: none"> <li>• Class votes on survey questions</li> </ul>	TBD (related to activity)
2/28	Data analysis example; evaluation of confounding and effect modification	<ul style="list-style-type: none"> <li>• <b>Turn in Homework Set 2</b> <ul style="list-style-type: none"> <li>• <b>Take survey</b></li> </ul> </li> </ul>	TBD (related to activity)
3/5	Review for Exam 2	<i>Homework 2 returned</i> <ul style="list-style-type: none"> <li>• Turn in data analysis and conclusion from survey</li> </ul>	
3/7	<b>Exam 2</b>	<b>Exam</b>	<b>Covers chapters 6 and 7 and course material from 2/12 to 3/5</b>
3/12	Spring Break, no class		
3/14	Spring Break, no class		
3/19	Health Policy	<ul style="list-style-type: none"> <li>• Reading quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8, pp. 168-184;</li> </ul>
3/21	Health Policy - Activity	<ul style="list-style-type: none"> <li>• In-class activity</li> </ul>	<ul style="list-style-type: none"> <li>• TBD related to activity</li> </ul>
3/26	Prevention and Screening	<ul style="list-style-type: none"> <li>• Reading quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9, pp. 189-203</li> </ul>

Class	Topics	Assignments	
		Graded elements (in addition to PureMems)	Reading <u>before</u> class Readings are in the Epidemiology 101 Friis textbook unless otherwise noted
3/28	Screening- in-class activity	• In-class activity	• TBD related to activity
4/2	Infectious diseases	• Reading quiz	• Chapter 10, pp. 207-230
4/4	Outbreak investigations	• Start outbreak activity	• TBD related to activity
4/9	Outbreak Activity in groups, cont.	• Finish outbreak Activity	• TBD related to activity
4/11	Social and behavioral epidemiology	• Reading quiz	• Chapter 11, pp. 233-253
4/16	Social & Behavioral Epidemiology activity	In-class activity	• TBD related to activity
4/18	Special epidemiologic applications	• Reading quiz • <b>Turn in Homework Set 3</b>	• Chapter 12, pp. 257-275
4/23	Review for final exam	Homework set 3 returned	
4/30	<b>Final Exam 2:30- 5:00 PM</b>		Primarily covers chapters 8-12 and course material from 3/19 to 4/23; important concepts from first two exams will also be included

## Course Materials

### Blackboard

The primary mechanism for communication in this course, other than class meetings, is UofL's Blackboard system at <http://ulink.louisville.edu/> or <http://blackboard.louisville.edu/>. Instructors use Blackboard to make assignments, provide materials, communicate changes or additions to the course materials or course schedule, and to communicate with students other aspects of the course. It is imperative that students familiarize themselves with Blackboard, check Blackboard frequently for possible announcements, and make sure that their e-mail account in Blackboard is correct, active, and checked frequently.

### Required Texts

- 1) Epidemiology 101, by Robert H. Friis, 2<sup>nd</sup> edition, from the Jones & Bartlett Learning Series  
➔ Download from Blackboard

### Other Required Reading

- Student syllabus for the course (available in Blackboard).
- Other readings may be assigned as indicated on homework assignments or class slides.

### Additional Suggested Reading

Paul, R., Elder, L. (2009) *The Miniature Guide to Critical Thinking: Concepts and Tools*. Dillon Beach, CA: Foundation for Critical Thinking. ("Mini-Guide")

### Required Equipment and Software

- 1) iClicker 2

*Note: please have backup batteries with you in case your iClicker dies.*

- 2) Scientific Calculator (required for exams)

Access to and facility with one of the following spreadsheet software packages:

- Excel Windows 2003 or above
- Excel Mac 2008 or above

Access to and facility with the Internet, including:

- Navigation
- Searching

Access to and facility with Email, including:

- Forwarding UofL email account to preferred account, if different
- Inclusion of email subject

Access to and facility with Blackboard, including:

- Navigation
- Test-taking
- Assignment submission
- Tegrity recordings

*Prepared Materials Used by Instructors*

Materials used by instructors in class are available to students via Blackboard no later than 24 hours following the class. These may include outlines, citations, slide presentations, and other materials. There is no assurance that the materials include everything discussed in the class.

Student Responsibilities

- Students are responsible for their own learning. Instructors can only provide opportunities to learn.
- Students read the required materials prior to each class to prepare for class work and discussions.
- A learner participates by attending every class possible and by taking responsibility for course material when attendance is impossible.
- Participation includes being actively engaged in class discussions, assignments, and activities.
- Students are contributing members of their teams. The teams support their members.
- A student checks email and Blackboard regularly for homework assignments and other course-related communications, and updates to the syllabus schedule.
- A student completes assignments by the due dates that are communicated in class and posted on Blackboard. Late assignments are accepted with a penalty of 5% of the points for the assignment for each day or part thereof late, up to a maximum of 4 days late. After 4 days, the assignment will no longer be accepted and the student will receive a score of 0.
- A participant acts with integrity, including students, guests, and instructors.
- Students abide by the policy for academic honesty (below under Other Policies). Examples of violations of academic honesty are plagiarism, authoring another student's assignment, having another person author your assignment, using another student's iClicker, and fabrication of reasons for tardy submission of assignments.
- Classes start at the time scheduled, so a student should be on time to avoid class disruption. If the instructor is delayed past the start of class, he or she makes best effort to notify students of both the delay and estimated class start time. A student waits in class for at least 15 minutes after the instructor's estimated start time or scheduled start if no notice is given.
- In all course activities, students apply the intellectual standards, especially clarity, accuracy, relevance, significance, completeness, and logic.
- Students apply the information and guidance in The Mini-Guide in class discussions and components of student evaluation (see next section).
- Students are responsible for and may be evaluated on anything in the assigned reading, anything in class presentations and discussions, and anything that can be extracted or extended from these sources using critical thinking and fundamental and powerful concepts.

iClicker registration

**Students MUST register their iClickers in Blackboard for class participation scoring.**

If you are new to PHUN classes and you need to obtain and register your iClicker 2, please go to the Blackboard organization called Public Health Major and click on the Technology tab. You will find information for obtaining and registering your iClicker there.

Excused Absences, Make-Ups, and Late Submissions

In the following paragraph, an "approved source" refers to a person who is engaged in a service connected with the reason for the student's absence and is qualified to provide official documentation for the reason for the student's absence. Examples of approved sources are, without limitation, physicians, nurse practitioners, licensed therapists, licensed funeral directors, university athletic directors and designees, and university administration.

A student is excused from the graded in-class activities of Reading quizzes and PureMems provided he or she presents written documentation from an approved source that provides a valid reason for the student to have been unable to perform or be present for the graded activity. The documentation must cover the timeframe for the activity: for a

Reading quiz, class activity, or a PureMem, this is the class in which it was staged. No make-up is available for these, but the student's score for either is not affected by his or her excused absence.

Students may discuss homework assignments with each other within reason, and are encouraged to work together, but must complete all assignments individually.

Late homework assignments are accepted with a penalty of 5% of the points for the assignment for each day or part thereof late, up until the beginning of the subsequent class period (5 days later). In other words, if you miss class on 1/31, late homework will be accepted until 3:00 PM on 2/5. After that, homework will not be accepted. You may email me late homework assignments to minimize the penalty.

### Student Evaluation

The components of student evaluation are:

#### 1. Quizzes (Reading Quizzes, Syllabus Quiz) (15% of final grade)

Quizzes are given most class periods to assess understanding of the assigned reading for that day. They include a combination of multiple choice questions and calculations. These are closed-book, open-notes quizzes. iClickers will be used to administer quizzes. Notes used during quizzes must be **handwritten** and limited to one 8.5x11 page (both sides) or less. Using computers or other devices (tablets, cell phones) during the quizzes is prohibited. I recommend taking notes during the quiz, as well, so you may have a blank sheet of paper out for this purpose while you take the quiz.

No make-up is available for a missed Reading Quiz. However, the lowest 2 scores will be dropped. A student is excused from a participation instance if excused from its class according to the course's excused absence policy, above.

**Important note: Students MUST register their iClickers in Blackboard for class participation scoring (Reading quizzes, PureMems, etc.).**

#### 2. PureMems (5%)

PureMems are questions asked at the end of class about a topic covered during the class period. Accuracy will affect the grade. 1 point will be given for a correct answer, 0.5 points for an incorrect answer, and 0 points for no answer. PureMems are closed-notes, closed-book.

No make-up is available for a missed PureMem instance; however, the lowest 2 scores are dropped. A student is excused from a participation instance if excused from its class according to the course's excused absence policy, above.

#### 3. In-class activities (10%)

Five in-class activities will be conducted. A write-up or reflection of the activity will be handed in during class time and will be graded on participation and completion; or an iClicker quiz at the end of class will assess understanding of the activity. Each activity is worth 2% of the final grade. If you miss an activity due to an excused absence, you have **one week** to make it up. If you need to make it up, you must turn in a write-up of the activity. If activities are held in groups, each individual must still hand in the write-up or reflection.

#### 4. Homework Sets (3) (8.33% each, for a total of 25%)

Homework sets will be mostly quantitative and consist primarily of analytical applications of epidemiologic methods, and short-answer questions. They will be graded using the intellectual standards of clarity, accuracy, completeness, and logic (see Intellectual Standards, below). Readings and questions about current events in epidemiology (i.e., current outbreaks or epidemics) will also be part of the homework. Homework must be turned in at the beginning of class **on paper** (you may not email homework assignments). It may be typed or neatly handwritten. The homework will be picked up at 3:05 PM. If it is turned in after that time, it will be

counted as late (5% per day, up until the beginning of the next class period). If you know you will be absent, give yours to a classmate to hand in for you.

#### 5. Exams (3) (15% each, for a total of 45%)

The exams are closed book. One sheet of 8x11.5 paper with HANDWRITTEN (not typed) notes on both sides is permitted. **A calculator is required. Cell phones are not permitted to be used as calculators.** The final exam is cumulative, but will focus more on the section of the course after Exam 2.

Make-up of exams is available provided the student is excused from the original exam according to the course's excused absence policy. The make-up exam may not include any questions or problems from the original exam and may be in a different format.

### Grading

The components of student evaluation are weighted as follows.

Element	Due dates	Percent of final grade
1. Reading quizzes	Most classes- may be held at beginning, middle, or end of class (Lowest 2 quiz grades are dropped)	10%
2. PureMems	All classes – held at end of class (Lowest 2 PureMem grades are dropped)	5%
3. In-class activities	Five in-class activities (e.g., outbreak investigation); graded on participation and completion	10%
4. Data analysis project	Questions due 2/21 Analysis and conclusion due 3/5	5%
5. Homework Sets (3)	Turn in <b>hard copy at beginning of class.</b>	25%
6. Exams (3)	Held in class	45% (15% each)

Grading is on ABCDF+/- basis.

Final Grade	Final Points	Final Grade	Final Points
A+	97-100+	C	73- 77
A	93- 97	C-	70- 73
A-	90- 93	D	63- 67
B+	87- 90	D-	60- 63
B	83- 87	F	0- 60
B-	80- 83		
C+	77- 80		

Note: The symbol -| indicates “up to but not including”; for example, 93-|97 indicates “93 up to but not including 97” or equivalently “greater than or equal to 93 and less than 97.”



## Intellectual Standards

There are many intellectual standards that are essential attributes of critical thinking and critical thinkers (see *The Mini-Guide*). The course focuses on the following standards, listed along with their definitions, related terms, opposites, and assessments:

Intellectual Standards and Their Meanings and Assessments <sup>i</sup>					
Std	Parallels	Opposites	Assessment	Rubric Analogy	Std
				Rubric Phrase	
Clarity	Definition: Understandable, the meaning can be seen and grasped; to free from confusion or ambiguity, to remove obscurities.			Think of a wine glass.	Clarity
	Clear Straightforward Obvious Perceptible Transparent Unambiguous Explicit Well-defined	Unclear Vague Obscure Incomprehensible Cloudy Ambiguous Fuzzy Foggy	5 Exceeds Standard	Polished crystal	
			4 Meets Standard	Clear	
			3 Nearly Meets Standard	A bit hazy	
			2 Partially Meets Standard	Hazy	
			1 Does Not Partially Meet Standard	Completely cloudy	
Accuracy	Definition: Condition or quality of being true, correct, or exact; freedom from error or defect; precision or exactness; correctness.			Think of archery.	Accuracy
	Accurate True Definitive Credible Reliable Correct Factual Verifiable Undisputable	Inaccurate Questionable Wrong Incorrect Mistaken Faulty Doubtful Erroneous Flawed	5 Exceeds Standard	Bull's-eye!	
			4 Meets Standard	On-target	
			3 Nearly Meets Standard	Grazed the target	
			2 Partially Meets Standard	Not too far off-target	
			1 Does Not Partially Meet Standard	What target?	
Relevance	Definition: Bearing upon or relating to the matter at hand; implies a close and logical relationship with, and importance to, the matter under consideration.			Think of attending a baseball game.	Relevance
	Relevant Pertinent Apposite Cogent Suitable Useful Germane Applicable Fitting	Irrelevant Impertinent Immaterial Unrelated Inapplicable Extraneous Peripheral Unconnected	5 Exceeds Standard	In the clubhouse!	
			4 Meets Standard	Has a box seat	
			3 Nearly Meets Standard	In the ballpark	
			2 Partially Meets Standard	In the vicinity	
			1 Does Not Partially Meet Standard	Whereabouts unknown	
Significance	Definition: Having importance and value, being of consequence; having considerable or substantial meaning and value.			Think of a vacation just taken.	Significance
	Significant Important Major Essential Crucial Vital Valuable Fundamental	Insignificant Unimportant Trivial Unessential Immaterial Inconsequential Valueless Negligible	5 Exceeds Standard	Priceless!	
			4 Meets Standard	Prized	
			3 Nearly Meets Standard	Worthwhile	
			2 Partially Meets Standard	Mostly OK	
			1 Does Not Partially Meet Standard	Of little value	

Intellectual Standards and Their Meanings and Assessments					
Std	Parallels	Opposites	Assessment	Rubric Analogy	Std
				Rubric Phrase	
Completeness	Definition: Having everything that is needed, lacking nothing essential; to make whole or entire.			Think of your stomach.	Completeness
	Complete Whole Entire Inclusive Comprehensive	Incomplete Partial Limited Deficient Inadequate	5 Exceeds Standard	Stuffed!	
			4 Meets Standard	Just right	
			3 Nearly Meets Standard	A bit hungry	
			2 Partially Meets Standard	Starving	
			1 Does Not Partially Meet Standard	Famished	
Logic	Definition: The parts make sense together, no contradictions; in keeping with the principles of sound judgment and reasonability.			Think of a chess player.	Logic
	Logical Sensible Reasonable Consistent Sound Rational	Illogical Foolish Unreasonable Inconsistent Unsound Irrational	5 Exceeds Standard	Grandmaster!	
			4 Meets Standard	Masterful play	
			3 Nearly Meets Standard	Advanced play	
			2 Partially Meets Standard	Intermediate play	
			1 Does Not Partially Meet Standard	Unsure of the game	

In the table, parallels are terms that are consistent with the intellectual standard, and opposites are terms that are the reverse of the meaning of the standard. Parallels and opposites are important for understanding the intellectual standard by providing additional words and phrases that aid in clarifying what is meant by the standard.

The table also presents how each intellectual standard is assessed. In order to portray the distinctions among assessment levels for a standard, rubric phrases are listed. These phrases are intended to convey commonplace analogies that illustrate the distinctions.

The four standards of clarity, accuracy, relevance, and significance are used in scoring class analyses. In any field, clarity is essential for thinking and communicating. Without clarity and the resultant comprehending (“seeing”), one can only proceed in ignorance (“blindly”). *“If I can’t figure out what you’re saying, I can’t figure out whether you’re saying anything worthwhile.”*

Accuracy of statements is required to effectively assess relevance and significance. A statement may sound relevant or significant but cannot achieve a useful level unless it is accurate. *“Your statement that some people get the flu from their flu shots would be worth considering if it were accurate --but it isn’t.”*

In disciplines whose subject matter includes effecting change in populations through policy and monitoring, of which public health is one, relevance closely follows clarity in importance. When relevance is not attended to, people may be at risk and time and dollars are wasted. *“Thanks for telling me all about your grandfather during the 1918 Spanish flu pandemic, but can we please get back to figuring out whether we really have an outbreak of something and what the heck it is?!”*

Significance aims at the notions of urgency and importance. As with relevance, not paying attention to significance in public health activities is a risk to people’s health and wastes money by not focusing on priorities; however, something can be relevant but not significant. *“In the midst of an influenza outbreak, it’s too late to focus on prevention; focus on control.”*

Logic is needed to put together accurate information in a way that is consistent with critical thinking, i.e., not fooling yourself. *“How can you justify predicting a Salmonella outbreak is likely soon based on our being ‘overdue’?”*

Without completeness, the analysis of a public health situation may not include the information needed for formulating, selecting, and approving an optimal plan of action. And when the plan is incomplete, the chances of failure to achieve the intended outcome are usually dramatically increased. *“Before we spend over \$5 million dollars on this plan, are there other options we ought to consider?”*

## **Other Policies**

### Expected Student Effort Out of Class

Students are expected to spend an average at least 2-1/2 hours per week per credit hour on the course exclusive of class time. This time includes but is not limited to reading, research, preparations for class, team or group meetings (electronic or otherwise), and course deliverables.

### Syllabus Revision

The course director reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

### Inclement Weather

This course adheres to the University's policy and decisions regarding cancellation or delayed class schedules. Adjustments are made to the class schedule as necessary to take into account any delays or cancellations of this class. Local television and radio stations broadcast University delays or closings. The UofL web site ([www.louisville.edu](http://www.louisville.edu)) and telephone information line (502-852-5555) also broadcast delays or closings.

### Grievances

A student who has grievances regarding the course should seek to have the matter resolved through informal discussion and through administrative channels, such as the course director, chair of the course's department, associate dean for student affairs, and university grievance officer. If the issue remains unresolved, the student may file a formal grievance. More information is located at [Summary of SPHIS Student Academic Grievance Procedure](#) in [Student Academic Grievance Committee](#) (<https://sharepoint.louisville.edu/sites/sphis/cbg/sagc/>).

### Disabilities

In accordance with the Americans with Disabilities Act, students with bona fide disabilities are afforded reasonable accommodation. The Disability Resource Center certifies a disability and advises faculty members of reasonable accommodations. More information is located at <http://louisville.edu/disability>.

### Academic Honesty

Students are required to comply with the academic honesty policies of the university and School of Public Health and Information Sciences. These policies prohibit plagiarism, cheating, and other violations of academic honesty. More information is located at <https://sharepoint.louisville.edu/sites/sphis/policies>.

Course instructors use a range of strategies (including plagiarism-prevention software provided by the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works require students to submit electronic copies of their final works to the plagiarism-prevention service. The service delivers the works to instructors along with originality reports detailing the presence or lack of possible problems. The service retains copies of final works and may request students' permission to share copies with other universities for the sole and limited purpose of plagiarism prevention and detection.

In addition instructors provide the opportunity for students to submit preliminary drafts of their works to the service to receive reports of possible problems. Such reports are available only to the submitting student. Copies of preliminary drafts are not retained by the service.

#### Continuity of Instruction Plan

A plan for continuity of instruction for this course has been developed and published. All plans are available at <https://sharepoint.louisville.edu/sites/sphis/do/aa/coip>. Continuity of instruction plans provide guidance for how instruction may be modified to lessen disruption by events that affect transportation, communication, or personal interaction. Such events may be weather-related (e.g., floods, blizzards, tornados), health-related (e.g., epidemics), or other widespread occurrences or threats.

#### Additional Policy Information

Additional policy information is available in the following:

SPHIS Catalog (<https://sharepoint.louisville.edu/sites/sphis/do/aa>)

SPHIS Policies and Procedures (<https://sharepoint.louisville.edu/sites/sphis/policies>)

UofL Undergraduate Catalog (<http://louisville.edu/undergraduatecatalog>)

#### Title IX/Clery Act Notification

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585, and Campus Health Services 852-6479.

Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University.

To file an official report, please contact the Dean of Student's Office 852-5787 and/or the University of Louisville Police Department 852-6111. For more information regarding your rights as a victim of sexual misconduct, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

- i Adapted in *part* from Linda Elder and Richard Paul, *Intellectual Standards: The Words That Name Them and the Criteria That Define Them*, The Foundation for Critical Thinking, 2008.