Course Change Request

Date Submitted: 11/16/17 8:25 am

Viewing: PHEB 620: Cancer Epidemiology

Last edit: 01/16/18 9:24 am
Changes proposed by: jen.horney

Catalog Pages referencing this course
Department of Epidemiology and Biostatistics
PHEB - Public Hlth Epide Biost

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Horney</td>
<td><a href="mailto:horney@sph.tamhsc.edu">horney@sph.tamhsc.edu</a></td>
<td>979-436-9391</td>
</tr>
</tbody>
</table>

Rationale for Course
Edit
Other

Explain other rationale
non-traditional, distance learning

Course prefix    PHEB
Course number    620

Department     Epidemiology & Biostatistics
College/School     Public Health
Academic Level     Graduate
Effective term     2018-2019

Complete Course Title
Cancer Epidemiology

Abbreviated Course Title
CANCER EPIDEMIOLOGY

Catalog course description
A review of the principles and methods used in cancer epidemiology. The course focuses on cancer etiology and control with emphasis on race/ethnicity and urban/rural differences in cancer incidence and mortality.

Prerequisites and Restrictions
Either PHEB 600 or PHEB 605.

Should catalog prerequisites / concurrent enrollment be enforced? Yes

In Workflow
1. PHEB Reviewer
2. PHEB Department Head
3. Curricular Services Review
4. PH Committee Preparer
5. PH Committee Chair
6. PH College Dean
7. GC Preparer
8. GC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 11/16/17 3:51 pm
   Samantha Payton (samantha-payton): Approved for PHEB Reviewer
2. 11/16/17 4:59 pm
   Jennifer Horney (jen.horney): Approved for PHEB Department Head
3. 11/19/17 10:32 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 12/05/17 4:21 pm
   Rick Danko (danko): Approved for PH Committee Preparer
5. 01/16/18 9:25 am
   Szu-Hsuan Lin (micheyszu): Approved for PH Committee Chair
6. 01/16/18 9:26 am
   Jay Maddock (maddock): Approved for Ph College Dean
7. 01/22/18 1:06 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
8. 02/01/18 2:22 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
### Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHEB 600</td>
<td>C</td>
<td>GR</td>
<td>No</td>
</tr>
<tr>
<td>Or</td>
<td>PHEB 605</td>
<td>C</td>
<td>GR</td>
<td>No</td>
</tr>
</tbody>
</table>

**Crosslistings**  
No

**Stacked**  
No

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s)</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
<th>Total: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(per week):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Repeatable for credit?**  
No

**CIP/Fund Code**  
2613090002 261309

**Default Grade Mode**  
Letter Grade(G)

**Method of instruction**  
Distance Education  
Lecture

**Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)**  
Yes

### Learning Outcomes

- Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

- Syllabi of the non-traditional and traditionally delivered versions of the course have identical SLOs

### Hours

- Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

- Documentation describes at least 45 hours of formalized instruction and at least 90 hours of homework.

### Will this course be taught as a distance education course?

- Yes

### I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

- Yes

### Is 100% of this course going to be taught in Texas?

- Yes

### Will classroom space be needed for this course?

- No

This will be a required course or an elective course for the following programs:

- Required (select program)

- Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MPH-PHEP) Master of Public Health in Epidemiology</td>
</tr>
<tr>
<td>(MPH-PHEB) Master of Public Health in Biostatistics</td>
</tr>
</tbody>
</table>
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Revised Dec 2017 Syllabus, Zanwar P-Cancer Ep-Fall 2017.doc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation:</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Information:</th>
</tr>
</thead>
</table>


Key: 12664

https://nextcatalog.tamu.edu/courseleaf/approve/
Course & Instructor Information

PHEB 620: Cancer Epidemiology
Fall 2017, 3 Hours, 100% Online
Course modules will be made available every other Wednesday on eCampus

Preeti Zanwar, PhD, MPH, MS
zanwar@sph.tamhsc.edu
By Course Messages on Blackboard or via Email

Your instructor is distance online faculty and not located in College Station. Please request a virtual appointment via eCampus course message or send an email.

Course Description

The goal of this course is to present a broad and integrated view of cancer epidemiology. The first part of the course organized in six thematic modules allows students to gain broad knowledge and understanding of the cancer continuum: from (1) history, biology, pathogenesis and descriptive cancer epidemiology (incidence, prevalence, mortality of common cancers in the U.S. and around the world), to (2) risk factors for cancer (epigenetic, microbial, biological, behavioral, environmental, occupational), to (3) cancer prevention (e.g. factors that have shown to mitigate cancer risk, such as physical activity, sleep, stress reduction, diet), evidence-based screening recommendations for early cancer detection and over-detection from over-screening), cancer control and surveillance (cancer registries, biobanks, biomarkers), and to (4) approach epidemiology of specific cancers, to (5) cancer clinical trials and survivorship, and in (6) emerging topics, e.g. mHealth, health disparities, and cancer public health interventions linking upstream and downstream determinants. Modules are supplemented by peer-reviewed scholarly journal articles, concept and expert videos, and hyperlinks. The course includes a review of the principles used in epidemiologic etiology, clinical trial design and conduct, and epidemiologic cancer research and inquiry. Additionally, the course touches on related topics such as aging and cancer, cancer caregiving, and socio-economic and financial aspects of cancer survivorship.

The second part of the course revolves around building student capacity and skills in research and scientific writing in cancer epidemiology. Students engage in active learning by writing synopsis of module reflections and reflecting on their peer write-ups, and come together as inter-professional teams to (1) garner evidence to critique claims on cancer causation, to (2) apply their learnings from first part of the course to write a focused summary on specific cancers, and to (3) develop a review paper based on identifying gaps in knowledge base based on current grant funding priorities of the American Cancer Society, or the National Cancer Institute, the National Institutes on Aging, and the National Institutes of Minority and Health Disparities.

Prerequisites

Either PHEB 600 or PHEB 605
## Course Competencies and Objectives

<table>
<thead>
<tr>
<th><strong>D1. MPH Foundational Public Health Knowledge Competencies</strong></th>
<th><strong>Course Objectives Modules &amp; Assignments Where Course Objectives Were Met</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Profession &amp; Science of Public Health</strong></td>
<td>Discuss the descriptive epidemiology of cancer (including trends in incidence, prevalence, mortality in the U.S. and around the world); Module 1, Reflection 1</td>
</tr>
<tr>
<td>D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</td>
<td>Describe national recommendations for early detection of cancer; Module 3, Reflection 3; Understand the evidence based screening recommendations from U.S Preventive Services Task Force, including for over-screening; Module 3, Reflection 3</td>
</tr>
<tr>
<td>D1.5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.</td>
<td>Appraise claims whether risk factors cause cancer by generating evidence from published epidemiological studies via a group critique assignment; Understand local and national avenues for cancer control and surveillance; Module 3, Reflection 3</td>
</tr>
<tr>
<td>D1.6. Explain the critical importance of evidence in advancing public health knowledge</td>
<td>Discuss the various risk factors (epigenetic, microbial, biological, behavioral, environmental, occupational) Assess the evidence on the gene-environment interplay and cancer; Discuss factors that have shown to mitigate cancer risk (e.g. physical activity, sleep, stress reduction, diet); Module 2, Reflection 2</td>
</tr>
<tr>
<td><strong>Factors Related to Human Health</strong></td>
<td>Explain who are cancer survivors and discuss the socio-economic considerations of cancer survivorship including economic burden; Modules 5, Module 5 Reflection</td>
</tr>
<tr>
<td>D1.7. Explain effects of environmental factors on a population’s health</td>
<td>Discuss what is clinical trial, phases of clinical trials, peculiar aspects of clinical trials, and differentiate between types of clinical trials, e.g. prevention vs. treatment</td>
</tr>
<tr>
<td>D1.8. Explain biological and genetic factors that affect a population’s health</td>
<td>Appraise claims whether risk factors cause cancer by generating evidence from published epidemiological studies via a group critique assignment</td>
</tr>
<tr>
<td>D1.9. Explain behavioral and psychological factors that affect a population’s health</td>
<td>Identify and report on a completed innovative cancer clinical trial; Module 5, End-of-Semester Writing Paper, Modules 1-6 Reflections</td>
</tr>
<tr>
<td>D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EHC. MPH in Epidemiology Concentration Competencies</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EPI.C.1.</strong> Select epidemiologic methods that are appropriate to address epidemiologic content areas.</td>
<td>Discuss what is clinical trial, phases of clinical trials, peculiar aspects of clinical trials, and differentiate between types of clinical trials, e.g. prevention vs. treatment</td>
</tr>
<tr>
<td><strong>EPI.C.2.</strong> Analyze strengths and limitations of study designs for providing evidence for causal associations.</td>
<td>Appraise claims whether risk factors cause cancer by generating evidence from published epidemiological studies via a group critique assignment</td>
</tr>
<tr>
<td><strong>EPI.C.4.</strong> Assess and compare different reporting formats to communicate epidemiologic data to a variety of audiences.</td>
<td>Identify and report on a completed innovative cancer clinical trial; Module 5, End-of-Semester Writing Paper, Modules 1-6 Reflections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D2. MPH Foundational Competencies</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based Approaches to Public Health</strong></td>
<td>Discuss emerging topics and theories in cancer</td>
</tr>
<tr>
<td><strong>D2.1.</strong> Apply epidemiological methods to the</td>
<td></td>
</tr>
</tbody>
</table>
breadth of settings and situations in public health practice

D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context
D2.4 Interpret results of data analysis for public health research, policy or practice

Leadership
D2.16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

Interprofessional Practice
D2.21. Perform effectively on interprofessional teams

epidemiology, including health disparities, public health interventions that link downstream and upstream determinants; Modules 1-6, Cancer Type Summary Module 3, Module 5

Gain improved conveyance/receipt of scientific information via thorough literature search, acquire improved knowledge on epidemiologic approaches to studying cancer, including how to measure and interpret epidemiologic measures in scientific literature
Build a summary table of evidence in support of aims and objectives for group End of Semester Review paper

Develop a review paper on a national funding priority that is journal ready to be submitted by working in groups; Display co-operation and supportive attitude, including respect for another viewpoint, emotional intelligence, and being non-critical of others; Demonstrate commitment and contribution to the success of the writing project, team role fulfillment, sharing of information, teamwork, leadership, communication and listening skills, information sharing, job proficiency, work quality and correctness; SMET Peer-Evaluation for Group Projects

Cancer Epidemiology Course-specific Competencies

Understand and recognize how epidemiologic methods are tailored to address the unique challenges presented by epidemiologic specialty/content areas epidemiologic specialty/content areas

Apply epidemiologic methods tailored to the study of cancer; draw appropriate inferences from epidemiologic data; evaluate strengths and limitations of epidemiologic reports, communicate cancer topics in writing with scientific evidence

Course Objectives by Modules

Module 1: Week of 8/28-9/10: History, Biology, Pathogenesis and Descriptive Cancer Epidemiology
After completion of Module 1 learners should be able to

• discuss the descriptive epidemiology of cancer (including trends in incidence, prevalence, mortality in the U.S. and around the world)
• identify the basic terminology of cancer (e.g., apoptosis, metastasis, angiogenesis)
• discuss the biology of non-cancer and cancer cells
• discuss the pathogenesis of cancer

Module 2: Week of 9/11-9/24: Risk Factors for Cancer
After completion of Module 2 learners should be able to

• discuss the various risk factors (epigenetic, microbial, biological, behavioral, environmental, occupational) for cancer
• construct a table to summarize the determinants to cancer by classifying them as biological vs. non-biological
• assess the evidence on the gene-environment interplay and cancer
• appraise claims whether risk factors cause cancer by generating evidence from published epidemiological studies via a group critique assignment
Module 3: Week of 9/25-10/8: Cancer Prevention & Control
After completion of Module 3 learners should be able to
• discuss factors that have shown to mitigate cancer risk (physical activity, sleep, stress reduction, diet)
• describe national screening recommendations for early detection of cancer and harms from over-screening
• understand local and national avenues for cancer control and surveillance (including cancer registries, biobanks, biomarkers)
• formulate specific aims for semester paper by responding to national current research opportunities and identifying gaps in current knowledge base

Module 4: Week of 10/9-10/22: Epidemiology of Cancer Types
After completion of Module 4 learners will be able to
• synthesize and apply learnings from Modules 1-3 for a particular cancer topic
• create questions of their own and obtain supporting evidence to answer the question(s)
• engage in active learning and inquiry based learning by furnishing questions and answers for midterm exam

Module 5: Week of 10/23-11/05: Cancer Clinical Trials & Survivorship
After completion of Module 5 learners will be able to
• discuss what is clinical trial, phases of clinical trials, peculiar aspects of clinical trials, and differentiate between types of clinical trials, e.g. prevention vs. treatment
• explain who are cancer survivors and discuss the socio-economic considerations of cancer survivorship including economic burden
• identify and report on a completed innovative cancer clinical trial

Module 6: Week of 11/06-11/19: Emerging Topics in Cancer Epidemiology
After completion of Module 6 learners will be able to
• discuss emerging topics and theories in cancer epidemiology, including health disparities, public health interventions that link downstream and upstream determinants
• gain improved conveyance/receipt of scientific information via thorough literature search
• acquire improved knowledge on epidemiologic approaches to studying cancer, including how to measure and interpret epidemiologic measures in scientific literature
• build a summary table of evidence in support of aims and objectives for group semester paper

Textbook and/or Resource Material

Required texts:
2. Assigned required journal article readings will be made available online on eCampus.

Students are advised to log-in on eCampus daily and participate in discussions and keep up with required readings, and deadlines for activities, labs, and exam deadlines. Staying engaged with this online class will be a key factor into your class participation grade, and more importantly your learning, comprehension, and synthesis of the material.

Additional Reference textbooks (Optional):
Service via Research Learning Opportunities:

Local: The **Rural and Community Health Institute** at the TAMU Health Science Center strives to partner with rural and community health facilities, clinics, and physicians to provide a variety of educational programs that strengthen and assure quality and patient safety. For more information visit, [https://www.rchitexas.org/](https://www.rchitexas.org/)

Public Policy Research Institute (PPRI) at the College of Liberal Arts is an interdisciplinary and applied policy-relevant research organization which facilitates research and evaluation for public and private sponsors including various federal, regional, state, and community agencies actively engaged in determining public policy. For more information, visit [http://ci.tamu.edu/centers/indexview/centerid/178](http://ci.tamu.edu/centers/indexview/centerid/178)

Race and Ethnic Studies Institute (RESI) at the Department of Sociology was established to highlight TAMU's strengths and academic leadership in interdisciplinary research relating to the study of race and ethnicity and their various dimensions. For more information, visit [https://resi.tamu.edu/](https://resi.tamu.edu/)

<table>
<thead>
<tr>
<th>Course Topics, Calendar of Activities, Major Assignment Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks</strong></td>
</tr>
</tbody>
</table>
| 1-2, 8/28-9/10 | Module 1 History, Biology, Pathogenesis & Descriptive Cancer Epidemiology | Textbook Chapters (PowerPoints Provided)  
1. Chapters 1-4, Nasca & Pastides  
2. Chapter 1, Harris RE  
Peer-Reviewed Journal Articles  
Videos (Background & Introduction)  
1. (PBS): Cancer - The Emperor of All Maladies Magic Bullets, Episode 1, by Siddharta Mukherjee, MD, DPhil (53 minutes, 59 seconds) [https://www.youtube.com/watch?v=EolPtsu83VQ&list=PLc_YKjaAYQUzQ8pJ5PFNa_BUssD7jGGjz](https://www.youtube.com/watch?v=EolPtsu83VQ&list=PLc_YKjaAYQUzQ8pJ5PFNa_BUssD7jGGjz)  
2. (NCI) Cancer Epidemiology over the Last Half-Century and Thoughts on the Future. Panel Discussion by David Schottenfeld, MD, MS & Joseph F. Fraumeni, MD (1 hour, 25 minutes, 20 seconds) [https://www.youtube.com/watch?v=cJ1uvR1Giwk](https://www.youtube.com/watch?v=cJ1uvR1Giwk)  
3. Introduction to Cancer Biology (Part 1): Abnormal Signal Transduction (7 minutes, 46 seconds) [https://www.youtube.com/watch?v=jifYQMW_nek](https://www.youtube.com/watch?v=jifYQMW_nek)  
4. Introduction to Cancer Biology (Part 2): Loss of Apoptosis (4 minutes, 15 seconds) [https://www.youtube.com/watch?v=8VSqOeJy4dQ](https://www.youtube.com/watch?v=8VSqOeJy4dQ)  |
| Assignments | 1. Introductions, **Due 9/3, 11:59 pm**  
2. What’s Your Cancer Story? **Due 9/3, 11:59 pm**  
2. 500 Word Module 1 Reflection, **Due 9/10, 11:59 pm** |  |
5. Introduction to Cancer Biology (Part 3): Tissue Invasion & Metastasis *(3 minutes, 9 seconds)*  
https://www.youtube.com/watch?v=bdWRZd19swg

6. Introduction to Cancer Biology (Part 4): Angiogenesis *(3 minutes, 58 seconds)*  
https://www.youtube.com/watch?v=Ep_nCSEDaeAE

7. TEDx: The Complex Biology of Cancer (or Why Haven’t We Cured It Yet) *(17 minutes, 17 seconds)*

**Hyperlinks**

1. (NCI): What is Cancer  
https://www.cancer.gov/about-cancer/understanding/what-is-cancer

2. (NCI): A Collection of Related Disease  
https://www.cancer.gov/about-cancer/understanding/what-is-cancer#related-diseases

3. (NCI): Differences Between Cancer Cells & Normal Cells  

4. (NCI): How Cancer Arises  
https://www.cancer.gov/about-cancer/understanding/what-is-cancer#how-cancer-arises

5. (NCI): “Drivers” of Cancer Cells  
https://www.cancer.gov/about-cancer/understanding/what-is-cancer#drivers-of-cancer

6. (NCI): When Cancer Spreads  
https://www.cancer.gov/about-cancer/understanding/what-is-cancer#when-cancer-spreads

7. (NCI): Tissue Changes That Are Not Cancer  
https://www.cancer.gov/about-cancer/understanding/what-is-cancer#tissue-changes-not-cancer

8. (NCI): Types of Cancer  
https://www.cancer.gov/about-cancer/understanding/what-is-cancer#types-of-cancer


http://globocan.iarc.fr/Pages/fact_sheets_cancer.aspx

11. (NCI): Cancer Terminology Dictionary  

---

<p>| 2-4 | Module 2 | Textbook Chapters (PowerPoints Provided) |</p>
<table>
<thead>
<tr>
<th>9/11-9/24</th>
<th><strong>Risk Factors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 6:</strong> Biological Risk Factors &amp; Epidemiologic Studies (Microbiome, Biomarkers, Epigenetics, Immunity, Fat, Age, Race-Ethnicity)</td>
<td><strong>Peer-Reviewed Journal Articles</strong></td>
</tr>
</tbody>
</table>

**Assignments**

1. What is your topic for the review paper? **Due 9/17, 11:59 pm** (List of hot topics provided)
2. 500 Word Module 2 reflection, **Due 9/24, 11:59 pm**
3. Two 250 word posts on peer Module 1 reflection, **Due 9/24, 11:59 pm**
4. 2 Page Group Critique Due, **9/24, 11:59 pm**
5. SMET Peer Evaluation for Group Critique Project

**Other Readings**

1. (ACR): Occupation and Cancer Fact Sheet

**Readings for 2-Page Critique Assignment**


**Videos**

1. (NCI): Cancer Epidemiology, Causes, Risk Factors (2 minutes, 30 seconds)  
[https://www.youtube.com/watch?v=EGyi6xbCRQs](https://www.youtube.com/watch?v=EGyi6xbCRQs)
2. Fire-fighters and Cancer (1 minute, 9 seconds)  
[https://www.youtube.com/watch?v=hGJfyDyzZA](https://www.youtube.com/watch?v=hGJfyDyzZA)

**Hyperlinks**

1. (CDC) Smoking & Lung Cancer.  
[https://www.cdc.gov/cancer/lung/basic_info/risk_factors.htm](https://www.cdc.gov/cancer/lung/basic_info/risk_factors.htm)
2. (NCI): Alcohol & Cancer Risk:  
[https://www.cancer.gov/about-cancer/causes-](https://www.cancer.gov/about-cancer/causes-
| 5-6, 9/25-10/8 | Module 3  
Cancer Prevention and Control  

**Lesson 12.** Cancer Screening & Guideline Decisions of USPSTF  

**Lesson 13:** Prevention & Protective Mechanisms (stress reduction, physical activity, sleep, diet)  

**Lesson 14:** Cancer Surveillance & Control, Registries, & Biobanks  

**Assignments**  
1. Writing Steps 1-7: Aims, objectives and hypothesis for Review Paper Due 10/1, 11:59 pm  
2. Cancer Type Selection, Due 10/1, 11:59 pm  
3. 500 Word Module Reflection 3 on Directed Questions, Due 10/8, 11:59 pm  
4. Two 250 word posts on Peer Module 2 reflections, Due 10/8, 11:59 pm  

|  | **Textbook Chapters (PowerPoints Provided)**  
1. Chapter 16 (Diet & Cancer, p. 430-434), Nasca & Pastides  
2. Chapter 18, Nasca & Pastides  
3. **Guest PowerPoint:** (NCI): Physical Activity & Cancer Prevention, David Berrigan, PhD, MPH  

**Journal Article Readings**  

|  | **prevention/risk/alcohol/alcohol-fact-sheet**  
3. (NCI): Hormones & Cancer  


5. (ACR): Cancer Clusters.  

6. Social & Behavioral Determinants of Oral Cancer:  

7. (NCI): HIV & Cancer Risk  

2. Chapter 18, Nasca & Pastides  
3. Guest Powerpoint: (NCI): Physical Activity & Cancer Prevention, David Berrigan, PhD, MPH  

Journal Article Readings  
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guest Lecture Videos</strong></td>
</tr>
<tr>
<td>1. (UTMB: Sealy Center on Aging): Prostate Cancer Screening – The Exception to the Rule. James S. Goodwin, MD (3 minutes, 8 seconds)  <a href="https://www.youtube.com/watch?v=9eO_urHBHe8">https://www.youtube.com/watch?v=9eO_urHBHe8</a></td>
</tr>
<tr>
<td>2. Breast Cancer Screening Recommendation – Kirsten Bibbins-Domingo, PhD, MD (6 minutes, 15 seconds)  <a href="https://www.youtube.com/watch?v=WVhdNpxkIEQ">https://www.youtube.com/watch?v=WVhdNpxkIEQ</a></td>
</tr>
<tr>
<td>2. Animal Protein Meat and Dairy Cause Cancer – T. Collin, Campbell, PhD, MS (45 minutes, 21 seconds)  <a href="https://www.youtube.com/watch?v=yfsT-qYeOqGM">https://www.youtube.com/watch?v=yfsT-qYeOqGM</a></td>
</tr>
<tr>
<td><strong>Hyperlinks</strong></td>
</tr>
<tr>
<td><strong>Screening</strong></td>
</tr>
<tr>
<td>2. (USPSTF): Prostate Cancer Screening Recommendation  <a href="https://screeningforprostatecancer.org">https://screeningforprostatecancer.org</a></td>
</tr>
<tr>
<td><strong>Prevention</strong></td>
</tr>
<tr>
<td><strong>Surveillance</strong></td>
</tr>
<tr>
<td>9. (TCR): Texas Cancer Registry:  <a href="https://www.dhs.texas.gov/tcr/">https://www.dhs.texas.gov/tcr/</a></td>
</tr>
</tbody>
</table>
### End of Semester Review Paper: Writing Steps 1-7

Step 1: How to Identify Current Knowledge and Identify Knowledge Gaps and Research Needs
Step 2: How to Frame the Problem
Step 3: How to Identify a Critical Need
Step 4: How to Identify a Solution and Long-Term Goal
Step 5: How to Formulate Overall Objective to Fill in Knowledge Gaps and Research Needs
Step 6: How to Formulate Hypothesis
Step 7: How to Formulate Specific Aims

### Student-Centered Group Writing Project (Students Chose the Cancer Type)

- Breast Cancer
- Cervical Cancer
- Lung Cancer
- Hepatocellular Carcinoma/Liver Cancer
- Breast Cancer
- Colorectal Cancer
- Chronic Lymphocytic Leukemia
- Ovarian Cancer
- Prostate Cancer
- Brain Cancer
- Kidney Cancer
- Testicular Cancer
- Non-Hodgkin's Lymphoma
- Head & Neck Cancer
- Skin Cancer

### End of Semester Review Paper: Writing Step 8

Step 8: Revise Specific Aims

### Module 4

**Epidemiology of Cancer Types**

**Assignments**

1. PICA Early Course Evaluation, **Due 10/10, 11:59 pm**
2. Two 250 word posts on Peer Module 3 reflections, **Due 10/15, 11:59 pm**
3. Suggest 3 essay questions for midterm, **Due 10/15, 11:59 pm**
4. Suggest 3 questions based on cancer type summary, **Due 10/15, 11:59 pm**
5. 2200 Word Summary on a Specific Cancer Type (Group Writing Project), **Due 10/22, 11:59 pm**
6. SMET Peer Evaluation on Cancer Type Summary Group Project, **Due 10/22, 11:59 pm**
7. Writing Step 8: Revise Specific Aims, **Due 10/22, 11:59 pm**

### Module 5

**Cancer Clinical Trials & Survivorship**

**Lesson 15:** Clinical Trials & Treatments

**Lesson 16:** Survivorship / Outcomes

### Journal Article Readings

<table>
<thead>
<tr>
<th>Assignments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 500 Word Module Reflection 3 on Directed Questions, <strong>Due 10/29, 11:59 pm</strong></td>
<td></td>
</tr>
<tr>
<td>2. Identify &amp; summarize an Innovative Cancer Clinical Trial, <strong>Due 10/29, 11:59 pm</strong></td>
<td></td>
</tr>
<tr>
<td>2. Work on Midterm Review (63 Essay Questions)</td>
<td></td>
</tr>
<tr>
<td>3. Three Hour Timed Exam over Modules 1-5, <strong>Due 11/05, 11:59 pm</strong></td>
<td></td>
</tr>
<tr>
<td>4. 30-minute Midterm Bonus, <strong>Due 11/05, 11:59pm</strong></td>
<td></td>
</tr>
</tbody>
</table>

- Concept & Expert Videos
  1. (NIH) Understanding Cancer Clinical Trials *(2 minutes, 59 seconds)*
     [https://www.youtube.com/watch?v=a5dZoeY9rmE](https://www.youtube.com/watch?v=a5dZoeY9rmE)
  2. Animated Video of Clinical Trials *(6 minutes, 58 minutes)*
     [https://www.youtube.com/watch?v=bctaWQTYHJc](https://www.youtube.com/watch?v=bctaWQTYHJc)
  3. (NCI) What are Clinical Trial Phases? *(2 minutes, 59 seconds)*
     [https://www.youtube.com/watch?v=dstPOpE-GEs](https://www.youtube.com/watch?v=dstPOpE-GEs)
  4. (National Academy of Sciences) Socio-Economic Considerations in Cancer Survivorship. Robin Yabroff, Phd, MBA *(19 minutes, 49 seconds)*

- Hyperlinks
  1. (NCI): What are clinical trials?
  2. (NCI): Types of Clinical Trials
  3. (NCI): Phases of Clinical Trials
  4. (NCI): Randomization & Bias in Clinical Trials
  5. (NCI): Use of Placebos
  6. (NCI): Types of Cancer Treatments
  7. (NCI): Side Effects of Cancer Treatments

### Module 6
#### Emerging Topics

**Lesson 17:** Cancer & Aging – Rival Demons?

**Lesson 18:** Revisiting Health Disparities

**Lesson 19:** mHealth Initiatives

**Lesson 20:** Primary Care, Public Health & Cancer Care

#### Assignments

1. 500 Word Module Reflection 6 on Directed Questions
2. 250 word posts summaries of clinical trials on generalizability of trial data to older adults & other vulnerable populations, **Due 11/12, 11:59 pm**
3. **Writing Steps 9-10:** Evidence Summary Table, **Due 11/19, 11:59 pm**
4. **Writing Steps 11:** Journal Table, **Due 11/19, 11:59 pm**

### Journal Article Readings


### Guest Videos

1. (Buck Institute for Research on Aging): Senescent Cells, Cancer, & Aging - Judith Campisi (**54 minutes, 51 seconds**)
   [https://www.youtube.com/watch?v=IYek6-Ay3nY](https://www.youtube.com/watch?v=IYek6-Ay3nY)

2. (The Lancet Oncology): Future cancer research priorities in the USA – Chi Van Dang, MD, PhD (**2 minutes, 6 seconds**)
   [https://www.youtube.com/watch?v=b_AfXdLqYxs](https://www.youtube.com/watch?v=b_AfXdLqYxs)

### End of Semester Review Paper: Writing Steps 9-11

- Step 9: How to Document Search Strategy for Your Evidence Table
- Step 10: How to Create Evidence Summary Table
- Step 11: How to Identify a Peer-Reviewed Scholarly Journal for Your End of Semester Paper Submission
1. Your Authorship Order, Due 11/27, 11:59 pm  
2. Your Dissemination Plan, Due 11/27, 11:59 pm  
3. Revised Evidence Table, Due 12/3, 11:59 pm  
4. Revised Journal Table, Due 12/3, 11:59 pm  
5. Upload pdf of all articles in Revised Evidence Table, Due 12/8, 11:59 pm  
6. Abstract, Results, Discussion, Due 12/10, 11:59 pm

Step 12-13a: Identify & List your Group’s Authorship & Dissemination Plan  
Step 14: Revise & Resubmit Your Journal Table  
Step 15: Revise & Resubmit Your Evidence Table for Organization of Evidence to Support Your Specific Aims  
Step 15a: Upload pdf of all articles in Revised Evidence Table on the Discussion Board  
Step 16: Create Tables or Figures for Your Results Section from Your Evidence Summary Table  
Step 17: How to Revise Tables and Figures for Clarity  
Step 18: How to Present Results & Write the Results Section  
Step 19: How to Write the Discussion Section  
Step 20: How to Write an Abstract

16, 12/11-12/17

Module 8: End of Semester Review Paper

Assignments

1. **End-of-Semester Full Paper**  
   Due, 12/12 at 11:59 pm

2. Peer Evaluation on End-of-Semester Group Writing Project,  
   Due 12/12, 11:59 pm

3. End-of-Semester Full Paper Formatted According to Journal Style,  
   Due, 12/17 at 11:59 pm

**End of Semester Review Paper: Writing Steps 21-27**

Step 21: How to Select at Title for Your Manuscript
Step 22: How to Write the Methods Section
Step 23: How to Write the Introduction
Step 24: How to Document References
Step 25: Compiling Your First Draft of Your Manuscript
Step 26: Review, and Revise Your Manuscript
Step 27: How to Format Your End of Semester According to Your Chosen Journal’s Article Format
Step 28: Peer Evaluation on End of Semester Paper

End of Semester Review Paper:

**Grading Policies & Major Assignments**

1. There will be one comprehensive exam.

2. There are eight writing assignments in this course.

   a. You'll engage in active learning and inquiry-based learning by writing six 500-word Module Reflections on directed questions.
   b. You'll compose two 250-word reflections onto your peer Module Reflections
   c. In Module 5, you'll identify an innovative clinical trial and write a synopsis of your trial
   d. You'll work in groups to develop a 2-page critique using Hill's causation criteria on the below two statements:
      1. Do cell phones cause cancer?  
      2. Does obesity cause cancer?
   e. You'll work in groups to choose and develop a 2200-word summary on a specific Cancer Type that you want to tackle. Your summary will apply your learnings from Modules 1-3 and discuss the following:
      1. Descriptive epidemiology of your cancer type (including trends in your cancer incidence, prevalence, survival/mortality in the U.S. and around the world)
      2. Pathogenesis of cancer
      3. Various risk factors for your cancer
      4. Classification of determinants for your cancer type (biological and non-biological)
5. Assessment of any evidence on the gene-environment interplay and your cancer type
6. Address factors that have shown to mitigate risk for your cancer type
7. National recommendations for early detection of your cancer type
8. Local and national avenues for cancer control and surveillance
9. Biggest current gaps in knowledge for your cancer type
10. Innovative interventions/future directions that have been suggested in literature
f. You'll provide three short 250-word essay questions and answers that are based on your cancer type presentation/summary
g. You prepare and submit three long 500-word essay questions and answers for Midterm from modules 1-3
h. LITERATURE REVIEW PAPER. Each Student in collaboration with your instructor will follow Writing Steps 1-28 below to identify a hot topic of current or previous regional or national priority and build a review paper backed by supporting references and scientific evidence. Students will identify an appropriate journal for paper submission in consultation with their instructor and develop the paper ready to be submitted to a suitable journal for their topic.

Review Paper Topics

1. Addressing Health Disparities through Effective Interventions Among Immigrant Populations
   Funding Agency: NIH/NCI, NIMHD, NIAAA, NIDA, NIEHS; FOA: PA-18-285

2. Mechanisms of Disparities in Chronic Liver Diseases and Cancer
   Funding Agency: NIH/NCI, NIMHD, NIAAA; FOA: PAR-17-150

3. The Role of Health Insurance in Improving Access to and Performance of Cancer Prevention and Early Detection
   https://www.cancer.org/research/we-fund-cancer-research/apply-research-grant/grant-types/rfa-role-healthcare-insurance-cancer.html
   Funding Agency: American Cancer Society; RFA

4. Social Epigenomics Research Focused on Minority Health and Health Disparities
   Funding Agency: NIH/NCI, NIA, NIMHD; FOA: PAR-16-356

5. Emerging Viral Infections in Chronic Lymphocytic Leukemia
   https://moffitt.org/research-science/centers-and-institutes/centers-of-excellence/center-for-infection-research-in-cancer/circ-funding-opportunities/
   Funding Agency: Moffitt Cancer Center; CIRC Funding Opportunities

6. Cancer Protective factors (for Reducing Cancer Risk) and Potential Mechanisms
   https://grants.nih.gov/grants/guide/pa-files/PAR-12-035.html
   Funding Agency: NIH/NCI, FOA: PAR-12-035

7. Alzheimer's and Cancer: What is the link?
   Funding Agency: NIH/NCI, NIA, SWCRF; FOA: PAR-18-552

Week 9/25 to 12/18: Steps for Writing & Building End-of-Semester Review Paper
Step 1: How to Identify Current Knowledge and Identify Knowledge Gaps and Research Needs
Step 2: How to Frame the Problem
Step 3: How to Identify a Critical Need
Step 4: How to Identify a Solution and Long-Term Goal
Step 5: How to Formulate Overall Objective to Fill in Knowledge Gaps and Research Needs
Step 6: How to Formulate Hypothesis
Step 7: How to Formulate Specific Aims
Step 8: Revise Specific Aims If You Need To
Step 9: How to Document Search Strategy for Your Evidence Table
Step 10: How to Create Evidence Summary Table
Step 11: How to Identify a Peer-Reviewed Scholarly Journal for Your End of Semester Paper Submission
Step 12: How to Identify the Order of Authors on a Research Manuscript
Step 13: Your Plan for Revision, Dissemination & Outreach
Step 12-13a: Identify & List your Group’s Authorship & Dissemination Plan
Step 14: Revise & Resubmit Your Journal Table
Step 15: Revise & Resubmit Your Evidence Table for Organization of Evidence to Support Your Specific Aims
Step 16: Create Tables or Figures for your Results Section from Your Evidence Summary Table
Step 17: How to Revise Tables and Figures for Clarity
Step 18: How to Present Results & Write the Results Section
Step 19: How to Write the Discussion Section
Step 20: How to Write an Abstract
Step 21: How to Select a Title for Your Manuscript
Step 22: How to Write the Methods Section
Step 23: How to Write the Introduction
Step 24: How to Document References
Step 25: Compiling Your First Draft of Your Manuscript
Step 26: Review, and Revise Your Manuscript
Step 27: How to Format Your End of Semester According to Your Chosen Journal’s Article Format
Step 28: Peer Evaluation on End of Semester Paper, Due Wednesday, December 13th, 11:59pm

Grading Scale

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam (Modules 1-5)</td>
<td>25%</td>
</tr>
<tr>
<td>Module Reflections &amp; Discussion Posts onto Peer Reflections</td>
<td>10%</td>
</tr>
<tr>
<td>Cancer Type Presentation (5%)</td>
<td>4.75%</td>
</tr>
<tr>
<td>Writing Summary Group Project</td>
<td>0.25%</td>
</tr>
<tr>
<td>*SMET Peer-Evaluation</td>
<td></td>
</tr>
<tr>
<td>Critique (10%)</td>
<td></td>
</tr>
<tr>
<td>Critique on Cancer Causation Group Project</td>
<td>9.75%</td>
</tr>
<tr>
<td>*SMET Peer-Evaluation</td>
<td>0.25%</td>
</tr>
<tr>
<td>Review Paper (40% Total)</td>
<td></td>
</tr>
<tr>
<td>Specific Aims / Hypothesis &amp; Revisions</td>
<td>6%</td>
</tr>
<tr>
<td>Summary of Evidence &amp; Revisions</td>
<td>14%</td>
</tr>
<tr>
<td>Identification of Appropriate Journal &amp; Revisions</td>
<td>5%</td>
</tr>
<tr>
<td>**End-of Semester Full Paper</td>
<td>13%</td>
</tr>
<tr>
<td>***Peer-Evaluation for End of Semester Paper</td>
<td>2%</td>
</tr>
<tr>
<td>End-of-Semester Formatted According to Journal Style</td>
<td>10%</td>
</tr>
</tbody>
</table>

*The SMET Peer-Evaluation is provided to you to provide your contribution and your group member(s) contribution on group CRITIQUE AND CANCER TYPE SUMMARY writing assignments. For this SMET peer evaluation, you will score your group members for the group critique assignment you completed (Does obesity cause cancer and do cell phones cause cancer?)

The SMET Peer Evaluation will provide an opportunity for you to rate your group member on 6 unique group skills:

1. contributions/participation - attitude
2. working with others/cooperation
3. focus on task/commitment
4. team role fulfillment
5. communication/listening, information sharing
(6) job proficiency/correctness

***Peer-Evaluation form (adapted from John Hopkins University) for End-of Semester Paper will provided an opportunity for you to rate your group member(s) on the following group skills:

(1) Attends virtual group meetings regularly and arrives on time
(2) Contributes meaningfully to group discussions
(3) Completes group assignments on time
(4) Prepares work in a quality manner
(5) Demonstrates a cooperative and supportive attitude, including respect for another viewpoint, emotional intelligence
(6) Contributes significantly to the success of the project, e.g. sharing knowledge, demonstrating teamwork, leadership, and being non-critical of others.

Additionally, you will provide your critical reflection on
(a) How effectively did your group work?
(b) Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
(c) What did you learn about working in a group from this project that you will carry into your next group experience?

**For student groups or students who are not interested in submitting papers to journals, they will have the option to count their end-of-semester full paper as 23% of their overall grade.

**Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Students are expected to stay engaged in online classes every week. You are expected to complete your assigned activities and labs. You will be counted as absent for a class if you miss an assignment or missed participating on the discussion board. Students are allowed up to 1 absence without penalty (excused or unexcused – this means that you DO NOT need to contact the instructor for permission for this absence). A second unexcused absence and any subsequent absence thereafter will result in a 2% deduction from your final grade.

**Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

You are expected to use eCampus course messaging for all official correspondence and with communicating with your instructor on any questions regarding any content of the course, including appointments for your review paper consultations. Please do NOT email your instructor for course related questions. Please only email instructor in case of emergency. Please allow 24 to 48 hours for your instructor to respond to your questions on eCampus. Questions related to assignments and activities should not be asked on the day or weekend of due date and/or few hours before the due date but rather in advance so that you can get timely help and clarification.

**Writing Proficiency - All written work on assessments and discussion board needs to be grammatically correct (i.e., correct spelling, punctuation, non-verb agreement, complete sentences, etc.). Evaluation of all written work will reflect the quality of writing as well as that of the content. Students are encouraged to utilize the Writing Center.

This is an 100% online course designed for self-directed learning. It is your responsibility to keep up with
the textbook and journal article readings. **A substantial portion of your learning and understanding of the concepts fundamental to this course will come from your required readings of textbook chapters and journal articles.** It is therefore VERY IMPORTANT for you to READ the textbook and the assigned journal articles. Reading for understanding takes time and effort and will require due diligence on your part. It is advisable you to put your cell phones and close your internet browsers before you set out to read. Distractions will not help you comprehend the material. Please do not SKIP or SKIM through this part if you want to build solid understanding in cancer epidemiology.

**eCampus (Blackboard)**

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material, you will need to go to login into **Howdy** and then click the eCampus button on the top right or look for Quick Links on the bottom of the School's homepage or go to **http://ecampus.tamu.edu** Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the **Blackboard Learn Tutorials** (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. **Your eCampus login is the same as your Howdy login (NetID).**

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our “SHP Computer Requirements for Online Courses” web page, located at **http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html**

All computing problems or other technical issues **not related to eCampus**, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may also want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information. Plagiarized papers will receive a **zero grade** and if detected may result in you failing the class.

**Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals, you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

**SPH Mission**
The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Remember:

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

**Copyright Statement**

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course, you acknowledge your understanding of this policy. By enrolling in this course, you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**
This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

### Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individual’s persons or offices listed below.

**WHERE TO REPORT:**
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.