Purpose and Outcome

Course Overview
This course covers the major chronic diseases and their risk factors. The importance of this subject cannot be overstated since it is the major factor driving health care costs. The U.S. now spends more money per capita than any other nation yet is behind in longevity. Chronic diseases are the major factors driving these costs. The more epidemiologists understand about these diseases, the better they will be able to continue to study them effectively and attempt to influence public policy.

Course Objectives

1. Develop a basic understanding of the multi-factorial disease etiology and pathophysiology of the major chronic diseases.

2. Interpret the strengths and limitations of papers in the literature and research proposals by understanding the appropriate pathophysiology and clinical practices in specific disease areas.

3. Understand the risk factors for various chronic diseases and appropriate ways to define exposure and outcome variables.

4. Identify and critically evaluate sources of surveillance data for chronic diseases and their risk factors.

5. Identify evidence-based clinical and population-based preventive measures for chronic diseases.

Instructional Methods

1) Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.

The text is available in the Health Science Center Bookstore. New or used copies may be ordered from Amazon.com.

The list of the assigned readings, has been provided with the course schedule below. The assigned reading material is intended to supplement lectures. The reading list may be supplemented during the course.

3) **Exams:** There are 3 exams in this course. The exams will be short answer, true/false, and/or multiple choice and each will count for 30% of the final grade. Exams will be administered during class.

4) **Make-up exams:** Make-up exams will be available with a note from the student’s doctor or prior approval by the course director.

5) **Attendance and class participation:** Consistent with the spirit of graduate education and the interactive nature of public health practice, students are expected to attend and participate fully in every class session. Participation will constitute 10% of the grade. If you are unable to attend a class for any reason, please notify the instructor before the session.

### DESCRIPTION OF COURSE CONTENT

**Topical Outline/Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Lecturer</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1    | 1/9     | Introduction to the Course  
Key Concepts in Studies of Chronic Disease and Risk Factors | Sheps | CDC Chronic Diseases and Health Promotion. Overview [http://www.cdc.gov/chronicdisease/overview/index.htm](http://www.cdc.gov/chronicdisease/overview/index.htm)  
Remington, et. al: Chapters 1 and 2  
| 2    | 1/16    | Role of Exercise and Fitness as Risk Factors for Chronic Diseases | Sheps | Remington, et.al: Chapter 3  
Haskell, et.al. Physical Activity and Public Health: Updated Recommendation for Adults From the American College of Sports Medicine and the American Heart Association [http://circ.ahajournals.org/content/116/9/1081.citation](http://circ.ahajournals.org/content/116/9/1081.citation) |
| 3    | 1/23    | Chronic Kidney Disease | Bozorgmehr | Remington, et al: Chapter 20  
Go, et.al |
Pearson, et.al. AHA Guide for Improving CV Health at the Community Level,2013 Update [http://circ.ahajournals.org/content/127/16/1730](http://circ.ahajournals.org/content/127/16/1730)  
Goff,et.al. 2013 ACC/AHA Guideline on the Assessment of CV Risk. [http://circ.ahajournals.org/content/129/25_suppl_2/S49](http://circ.ahajournals.org/content/129/25_suppl_2/S49) |
<p>| 5    | 2/6     | Exam 1 | | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Lecturer</th>
<th>Readings</th>
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<tbody>
<tr>
<td>6</td>
<td>2/13</td>
<td>Cancer</td>
<td>Tomar</td>
<td>Remington, et.al: Chapter 14</td>
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<td>Nelson HD, Tyne K, Naik A, Bougatsos C, Chan BK, Humphrey L;</td>
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<td>Screening for breast cancer: an update for the U.S. Preventive</td>
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<td><a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2972726/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2972726/</a></td>
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<td>7</td>
<td>2/20</td>
<td>Depression</td>
<td>Sheps</td>
<td>Remington, et.al: Chapter 5</td>
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<td>Lichtman, et.al. 2014:</td>
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<td><a href="http://circ.ahajournals.org/content/early/2014/02/24/CIR.0000000000000019">http://circ.ahajournals.org/content/early/2014/02/24/CIR.0000000000000019</a></td>
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<td>8</td>
<td>2/27</td>
<td>Smoking</td>
<td>Tomar</td>
<td>Remington et.al: Chapter 5</td>
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<td>US Department of Health and Human Services. The health</td>
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<td>Chapter 1.</td>
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<td>International Agency for Research on Cancer (2012). A review of</td>
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<td>human carcinogens: pharmaceuticals. Monograph 101A.</td>
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<td>Preamble to the IARC Monographs.</td>
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<td><a href="http://monographs.iarc.fr/ENG/Monographs/vol100A/mono100A-4.pdf">http://monographs.iarc.fr/ENG/Monographs/vol100A/mono100A-4.pdf</a></td>
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<td>9</td>
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<td>No Class; Spring Break</td>
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<td>10</td>
<td>3/13</td>
<td>Addiction Psychiatric</td>
<td>Striley</td>
<td>Remington, et.al: Chapters 8 and 16</td>
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<td>Disorders</td>
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<td>11</td>
<td>3/20</td>
<td>Obesity</td>
<td>Perri</td>
<td>Remington, et.al: Chapters 6 and 9</td>
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<td>12</td>
<td>3/27</td>
<td>Chronic Disease</td>
<td>Reid</td>
<td>Remington, et.al: Chapter 4</td>
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<td>Surveillance</td>
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<td>CDC. Surveillance Resources</td>
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<td>CDC: Florida Chronic Disease Profile</td>
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<td>CDC: Chronic Disease Indicators</td>
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<td>Florida Charts</td>
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<td>Council of State and Territorial Epidemiologists</td>
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<tr>
<td>13</td>
<td>4/3</td>
<td>Clinical Trials</td>
<td>Pepine</td>
<td>Remington, et.al: Chapter 2</td>
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<td>14</td>
<td>4/10</td>
<td>Chronic Disability and</td>
<td>Shorr</td>
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<td>Injuries</td>
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<td>15</td>
<td>4/17</td>
<td>Exam 3 and Course</td>
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</table>

**Course Materials and Technology**
CDC Chronic Diseases and Health Promotion. [http://www.cdc.gov/chronicdisease/overview/index.htm](http://www.cdc.gov/chronicdisease/overview/index.htm)

CDC Chronic Disease Prevention and Health Promotion. Index page to chronic disease surveillance resources at CDC. [http://www.cdc.gov/chronicdisease/stats/](http://www.cdc.gov/chronicdisease/stats/)


CDC National Center for Chronic Disease Prevention and Health Promotion - interactive access to information about 97 chronic disease indicators, includes rationale and definitions for indicators. [http://apps.nccd.cdc.gov/cdi/](http://apps.nccd.cdc.gov/cdi/)

Council of State and Territorial Epidemiologists. Chronic Disease Committee. *Revision to the National Chronic Disease Indicators*. Pdf.

Florida Charts. Chronic Diseases. Interactive access to chronic disease information for Florida. [http://www.floridacharts.com/Charts/ChronicDiseases/](http://www.floridacharts.com/Charts/ChronicDiseases/)


Goff, et.al. 2013 ACC/AHA Guideline on the Assessment of CV Risk. *Circulation*. 2014; 129: S49-S73 Published online before print November 2013, doi: 10.1161/01.cir.00004377741.48606.98. [http://circ.ahajournals.org/content/129/25_suppl_2/S49](http://circ.ahajournals.org/content/129/25_suppl_2/S49)


NHLBI. Women’s Health Initiative Overview. [https://www.whi.org/about/SitePages/About%20WHI.aspx](https://www.whi.org/about/SitePages/About%20WHI.aspx)
Pearson, et.al. AHA Guide for Improving Cardiovascular Health at the Community Level, 2013 Update. *Circulation.* 2013; 127: 1730-1753. Published online before print March 2013, doi: 10.1161/CIR.0b013e31828f8a94. [http://circ.ahajournals.org/content/127/16/1730](http://circ.ahajournals.org/content/127/16/1730).


For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

**Speakers**

Shahab Bozorgmehri, MD, MPH. PhD candidate, UF Department of Epidemiology.

Eileen Handberg, PhD, ARNP. Research Professor of Medicine and Director of the Cardiovascular Clinical Trials Program in the Division of Cardiovascular Medicine, College of Medicine, University of Florida.

Thomas A. Pearson, MD, MPH, PhD. Professor, Department of Epidemiology and Executive Vice President for Research and Education, UF Health Science Center.

Carl Pepine, MD. Professor, Division of Cardiovascular Medicine, Department of Medicine, UF College of Medicine.

Michael G. Perri, PhD. Robert G. Frank Professor, Department of Clinical and Health Psychology and Dean, UF College of Public Health and Health Professions

Keshia Reid, PhD. Senior Environmental Epidemiologist. Florida Department of Health.

Ronald Shorr, MD, MS. Professor, UF Department of Epidemiology. Director, Geriatric Research Education and Clinical Center (GRECC), Malcom Randall VAMC, Co-Director, Training and Professional Development Core, Clinical Translational Science Institute (CTSI), Director, Advanced Postgraduate Program in Clinical Investigation (APPCI)

Catherine Striley, PhD, MSW, ACSW, MPE, Associate Professor, UF Department of Epidemiology

Scott Tomar, DMD, MPH, DrPH. Professor, Department of Community Dentistry and Behavioral Science, UF College of Dentistry.

**ACADEMIC REQUIREMENTS AND GRADING**

**Grading**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points or % of final grade (% must sum to 100%)</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>January 15</td>
<td>30%</td>
</tr>
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</table>
Please be aware that a C- or lower is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter grades translate to the following grade points at UF:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
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<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
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</table>

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy
There are 3 exams in this course. The exams will be short answer, true/false, and/or multiple choice and each will count for 30% of the final grade. Exams will be administered during class.

Policy Related to Make up Exams or Other Work
Make-up exams will be available with a note from the student’s doctor or prior approval by the course director.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance
Consistent with the spirit of graduate education and the interactive nature of public health practice, students are expected to attend and participate fully in every class session. Participation will constitute 10% of the grade. If you are unable to attend a class for any reason, please notify the instructor before the session.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”
You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu