1. Submitted by College of Medicine Date February 1, 2001
Department/Division offering course School of Public Health

2. Proposed designation and Bulletin description of this course

a. Prefix and Number SPH 618
b. Title* Epidemiology of Aging
   *NOTE: If the title is longer than 24 characters (including spaces), write
   A sensible title (not exceeding 24 characters) for use on transcripts

c. Lecture/Discussion hours per week 3
d. Laboratory hours per week 0
e. Studio hours per week 0
f. Credits 3
g. Course description
   This course introduces the application of epidemiologic methods to the study of older persons.

h. Prerequisites (if any)
   Enrollment in a Public Health degree and SPH 605 / PM 620 Intro to Epidemiology and GRN 650, or consent of instructor.
i. May be repeated to a maximum of (if applicable)

4. To be cross-listed as
   GRN 618
   Prefix and Number
   Signature, Chairman, cross-listing department

5. Effective Date Fall 2003 (semester and year)

6. Course to be offered ☒ Fall ☒ Spring ☐ Summer

7. Will the course be offered each year? ☒ Yes ☐ No
   (Explain if not annually)

8. Why is this course needed?
   This elective course is the only course focusing on epidemiologic methods in research on the health of older persons, a
   Population of increasing public health significance.

9. a. By whom will the course be taught? Suzanne L. Tyas, Ph.D.
   b. Are facilities for teaching the course now available?
   If not, what plans have been made for providing them? ☒ Yes ☐ No
UNIVERSITY OF KENTUCKY
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  

11. Will this course serve students in the Department primarily?  
   ☐ Yes  ☒ No
   Will it be of service to a significant number of students outside the Department?  
   ☒ Yes  ☐ No
   If so, explain.
   This course will be crossed-listed with the Ph.D. program in Gerontology. It will also be open to other graduate students across the University.

12. Check the category most applicable to this course
   ☒ traditional; offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program:
   ☐ Yes  ☒ No
   If yes, which?

14. Will adding this course change the degree requirements in one or more programs?*
   ☐ Yes  ☒ No
   If yes, explain the change(s) below

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?
   Name  Joel Lee, Dr.P.H.  Phone Extension  323-5059 x285

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
**UNIVERSITY OF KENTUCKY**  
APPLICATION FOR NEW COURSE  

Signatures of Approval:  

<table>
<thead>
<tr>
<th>Position</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Department Chair</td>
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<tr>
<td>Dean of the College</td>
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<tr>
<td>*Undergraduate Council</td>
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<td>*University Studies</td>
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<td>*Graduate Council</td>
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<td>*Academic Council for the Medical Center</td>
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<td>*Senate Council (Chair)</td>
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*If applicable, as provided by the Rules of the University Senate*  

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**ACTION OTHER THAN APPROVAL**

Rev 11/98
SPH 618: EPIDEMIOLOGY OF AGING

Fall 2001: Mondays 1 to 4 p.m.
339 Sanders-Brown Building, University of Kentucky

FACULTY
Suzanne L. Tyas, PhD
Kentucky School of Public Health and
PhD Program in Gerontology/Sanders-Brown Center on Aging
203B Sanders-Brown Building
University of Kentucky 40536-0230
tel: (859) 257-1412 x299
day: (859) 323-2866
styas@uky.edu
Office hours: Mondays 4 to 5:30 p.m. or by appointment

COURSE DESCRIPTION
This lecture/discussion course will introduce the application of epidemiologic questions and methods to the study of older persons. The course will begin with a brief overview of core epidemiologic concepts. We will then study predictors of health and three major health outcomes: longevity/mortality, functional status/disability, and disease. Methodological issues in epidemiologic studies of older persons will be discussed. Students will develop and apply skills to critically evaluate research in gerontological epidemiology and will investigate a specific topic in this field in depth.

PREREQUISITES
SPH 605 / PM 620 Introduction to epidemiology and GRN 650 Research Methods in Gerontology, or permission of instructor.

Students without any background in epidemiology are welcome to register for this course. The first part of the course will provide an overview of the basic epidemiologic principles necessary for successful completion of this course. However, this overview will be fairly rapid; students without previous knowledge of epidemiology should be prepared to allocate additional time to gain competence in this area (see additional resources under Course Readings). Students without an epidemiology background are encouraged to meet with the Instructor before the course begins.

COURSE OBJECTIVES
By the end of the course, students will be able to:
1. describe key methodologic issues in conducting epidemiologic studies of older persons;
2. identify classic epidemiologic study designs and their strengths and weaknesses;
3. define core epidemiologic concepts (e.g., confounding, bias);
4. create an outline for critical appraisal of epidemiologic research on older persons;
5. apply the principles and methods of epidemiology to critically evaluate research in gerontological epidemiology;
6. discuss the epidemiology of selected conditions and diseases common to old age; and
7. analyze in depth a topic in gerontological epidemiology.
COURSE READINGS
Readings are organized by weekly session. Completion of readings before each session is necessary so that students can participate fully in discussions. The required texts are available for purchase through the University Book Store. Journal articles and book chapters will supplement the text readings.

Required Texts
This comprehensive text is the primary source for background readings on the epidemiology of aging.

In addition to assigned chapters, this text will be a useful resource to consult when critically reviewing the literature and preparing the term paper.

Additional Recommended Resources
These and other epidemiologic resources are available for reference in the Instructor's office. Resources indicated with an asterisk are also available through the UK libraries.

Reference
WA 13 D553 1998 Medical Center Library Reference

WA950 M621b 1984 Young Library

General Interest


Intermediate Epidemiology
A collection of classic epidemiologic articles.

A discussion, with examples, of issues to consider when reviewing epidemiologic research.
**Additional Recommended Resources (cont.)**


On reserve at the UK Medical Center Library.

*Good discussion of methodologic issues in epidemiologic studies of older persons.*

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**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter readings*</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 27</td>
<td>Introduction to the epidemiology of aging</td>
<td>BMJ 1,3,4</td>
<td>1</td>
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<tr>
<td>2</td>
<td>Sept. 3</td>
<td>Labor Day: NO CLASS</td>
<td>Gordis 1</td>
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<tr>
<td>3</td>
<td>Sept. 10</td>
<td>Methodologic issues in the study of older persons</td>
<td>2, 3</td>
<td></td>
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<tr>
<td>4</td>
<td>Sept. 17</td>
<td>Study designs/applications to gerontological research</td>
<td>BMJ 6,7, 8–12</td>
<td>8–12</td>
</tr>
<tr>
<td>5</td>
<td>Sept. 24</td>
<td>Epidemiologic concepts/applications to gerontological research</td>
<td>Gordis 13,14</td>
<td>Term Paper Outline</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 1</td>
<td>Critical appraisal of epidemiologic literature</td>
<td>BMJ 13,14</td>
<td>Appraisal Outline</td>
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<tr>
<td>7</td>
<td>Oct. 8</td>
<td>Predictors of health outcomes</td>
<td>Gordis 18–22, 25</td>
<td>Critique</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 15</td>
<td>Health outcomes I: Longevity/mortality</td>
<td>BMJ 17</td>
<td>Critique</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 22</td>
<td>Health outcomes II: Functional status/disability GUEST SPEAKER: Dr. Deborah Reed</td>
<td>BMJ 5, 23, 24</td>
<td>Critique</td>
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<tr>
<td>10</td>
<td>Oct. 29</td>
<td>Health outcomes III: Diseases of older persons</td>
<td>Selected chapters 26–44</td>
<td>Critique</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 5</td>
<td>Health outcomes III: Diseases of older persons (cont.)</td>
<td>Selected chapters 26–44</td>
<td>Critique</td>
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<tr>
<td>12</td>
<td>Nov. 12</td>
<td>Student presentations I</td>
<td>BMJ Presentations</td>
<td></td>
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<tr>
<td>13</td>
<td>Nov. 19</td>
<td>Student presentations II</td>
<td>BMJ Presentations</td>
<td></td>
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<tr>
<td>14</td>
<td>Nov. 26</td>
<td>NO CLASS (finalize term papers)</td>
<td>BMJ Presentations</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Dec. 3</td>
<td>Course summary</td>
<td>BMJ 19</td>
<td>Term paper</td>
</tr>
</tbody>
</table>

*BMJ=Ebrahim and Kalache required text; Gordis=Gordis required text. Additional readings will supplement the text chapters.

**EVALUATION**

All assignments are due at the beginning of class. No late assignments will be accepted and presentations cannot be re-scheduled. Failure to meet a deadline will result in a grade of 0 for that component.

1. **Guideline for Critical Appraisal** 10%

   Based on readings and classroom discussions, students will summarize relevant issues to consider when evaluating research studies and will create a template to facilitate their critical review of the epidemiologic literature. The class discussion and instructor feedback will enable all students to develop a useful framework to guide their subsequent weekly critiques of the readings and their term paper.

   Date Due: October 1.
Note: Bring two copies of your appraisal guideline to class on October 1: one to hand in and one to refer to and to revise during the class discussion.

2. Critique of Readings (5 critiques @ 5% each) 25%
You will be asked to hand in a critique of the weekly readings at the beginning of each discussion class in Weeks 7 to 11.

Note: Bring two copies of your critiques to each class: one to hand in and one to refer to during the class discussion.

The questions or comments on the readings should reflect what you found most interesting, important, puzzling, etc. and will serve as a guide for discussion. The template developed for critical appraisal of epidemiologic literature should be used as a framework for this critique.

Reading commentaries will be evaluated on the basis of the following criteria.
1. Have you applied the guideline for critical appraisal?
2. Have you incorporated your own reactions and background material from the text readings, as appropriate?
3. Have you indicated an understanding of epidemiologic principles and not merely provided a summary?
4. Have you used correct grammar and an effective writing style?
5. Have you identified 1 to 2 questions of interest for discussion?

These written critiques are intended to provide practice in the critical appraisal of epidemiologic literature and to stimulate class discussions. We will use "rounds" for this purpose. We will go in a circle around the room, and each person will have 1 to 2 minutes to say something about the readings. You can talk about specific methodological strengths and weaknesses, innovative solutions to study challenges, relationship to the background readings, etc. Rounds allow everyone a chance to speak and ensure that everyone's views are expressed for consideration by the whole group. They make participation easier for those who feel uncomfortable speaking spontaneously in group discussions, or those who want more time to prepare their thoughts. At the end of the round, there should be some identified themes for our general discussion.

3. Major Term Paper 55% (Outline 5%, Class Presentation 15%; Written paper 35%)
Students may select a topic of their choice for their critical review of epidemiologic research but must confirm this choice with the instructor. An outline is required to encourage you to start working on your paper early and to provide an opportunity for the instructor to give you feedback. Before completing the paper, you will present your term paper to the class for discussion and comments. A separate instruction sheet will be handed out in class.

Date Due: The outline is due on September 24. Presentations are scheduled for Weeks 12 and 13. The paper is due at the beginning of the last class (December 3).

4. Seminar Participation 10%
Constructive participation in weekly discussion.

There is no final test/examination in this course. 
Course grading will be based upon the criteria stated in the University Bulletin.

CLASS ENVIRONMENT
Please feel free to talk with the instructor about any ideas, questions, or concerns you may have. If you have special needs or feel that there is anything the instructor should know that might improve your learning environment in this class, please contact the instructor to discuss appropriate accommodation to your needs.

Attendance:
Because class participation in discussions forms the basis of this course, attendance is required. If for any reason you cannot attend a class meeting, please contact the instructor as far in advance of the anticipated absence as possible. Any unexcused absence will result in a reduction of the final course grade.

Academic Offenses and Procedures:
Academic honesty is a fundamental university principle. The information below is from the publication Student Rights and Responsibilities. It is provided here as a convenience to students and is not a substitute for review of the original publication.

Excerpted from the University of Kentucky publication “Student Rights and Responsibilities” (revised June 6, 2000).
6.3.0 ACADEMIC OFFENSES AND PROCEDURES Students shall not plagiarize, cheat, or falsify or misuse academic records. (US: 3/7/88; 3/20/89)
6.3.1 PLAGIARISM All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 CHEATING Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

6.3.3 FALSIFICATION OR MISUSE OF ACADEMIC RECORDS (US: 3/20/89; US 4/10/00) Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, “academic record” includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.