

Rollins School of Public Health

ASSESSMENT MAPPING FORM

EPI 530: Epidemiologic Methods I

1. **Course Mapping:**

You must demonstrate that you have met each of the *Foundational Knowledge Learning Objectives* **AND** *Foundational Competencies* associated with EPI 530. Specifically, you must map prior **graduate-level coursework completed at a CEPH-accredited school or program** to the course learning objectives/competencies outlined in the Assessment Mapping Table below. You must align each learning objective/competency with a component on your previous course syllabus that documents how the learning objective and competency was met (e.g. class lectures, required readings). Additionally, you must identify one specific individual assessment that your instructor used to determine whether you met each learning objective/competency (e.g. homework assignments, final project, presentation). Group projects that don't show how you individually met the competencies are not sufficient.

2. **Course Syllabus:**

You must provide a copy of the course syllabus which documents that you have received didactic training addressing the learning objectives/competencies. Assessments of competencies must be evident from the syllabus. If this is not the case, a copy of the actual assessment must be included with your syllabus. If you met the learning objectives/competencies across more than one course, you must provide a syllabus for each course, and map the learning objectives/competencies to the correct course. **Note that it is NOT sufficient to provide syllabi for review; you must complete the course mapping using the table provided below.**

3. **Transcript:**

Provide a transcript documenting that you have taken an equivalent public health foundational course in the past 5 years with a minimum final grade of B.

4. **Submission for Review:**

Please submit your completed Course Petition, Transcript, Syllabus and Assessment Mapping form in a single PDF file to your ADAP. They will route it to the appropriate MPH Program Director for review. Reviews normally take at least two weeks to process.

EPI 530: Epidemiologic Methods I – Assessment Mapping Table

Foundational Knowledge Learning Objectives	For each foundational knowledge <u>learning objective</u> listed below, please provide a specific didactic component evident from the syllabus of the course upon which the petition is based (e.g. lecture, required readings)
Explain the critical importance of evidence in advancing public health knowledge	List didactic component (e.g. name specific lecture, cite specific reading):
Foundational Competencies	For each foundational <u>competency</u> listed below, please provide a specific didactic component evident from the syllabus of the course upon which the petition is based (e.g. lecture, required readings) <u>AND</u> describe a specific assessment opportunity (e.g. homework assignment, final project, presentation).
Apply epidemiological methods to the breadth of settings and situations in public health practice	List didactic component (e.g. name specific lecture, cite specific reading): Describe specific assessment (e.g. homework assignment, final project, presentation):
Select quantitative and qualitative data collection methods appropriate for a given public health context	List didactic component (e.g. name specific lecture, cite specific reading): Describe specific assessment (e.g. homework assignment, final project, presentation):
EPI 530 Learning Objectives	For each EPI 530 learning objective please provide the following: <ul style="list-style-type: none"> ○ a specific deliverable or product (e.g. final essay, presentation, exam, report) ○ class syllabus with assignment highlighted ○ other documented evidence
Choose the appropriate study design for a given research question	

Calculate and interpret measures of disease and exposure frequency	
Understand the role and practical applications of surveillance in public health	
Calculate and interpret the appropriate measures of association between an exposure and disease for different study designs (ratio and difference measures, where appropriate)	
Quantify measures of potential impact	
Evaluate screening and diagnostic tests by calculating and interpreting sensitivity, specificity, and predictive values	
Interpret 95% confidence intervals and p-values in the context of how random error affects epidemiologic studies	

Recognize and evaluate the impact of the main sources of error (selection bias, information bias, and confounding) in epidemiologic research	
Assess data for confounding and interaction (effect modification)	
Perform simple and stratified analyses of data	
Describe and calculate measures of reliability in epidemiological studies	
Understand approaches to assessing causal relationships in observational studies	