

**MDSC 415**  
**Introduction to Epidemiology**

**Course Coordinator and Instructor:**

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**Office Hours/Policy on Answering Student Emails**

Please book appointments by email. Email communications with the instructor and the TA are welcome. All efforts will be made to respond to emails within 48 hours. Substantive issues are to be addressed in person, either in class or during an appointment.

**Teaching Assistant:**

Shelly Yin  
MSc. Student, Population and Public Health  
[shelly.yin@ucalgary.ca](mailto:shelly.yin@ucalgary.ca)

**Time and Location:**

Tuesdays & Thursdays 3:30pm – 4:45pm  
Please see D2L for location  
Foothill Campus  
Please consult course schedule to confirm location of individual sessions.

**Prerequisite/Co-Requisite:**

Enrolment in the Bachelor of Health Science (BHSc.) program and MDSC 308 or consent from the course instructor.

**Course Description:**

An introduction to the basic concepts of epidemiology needed to understand and critically analyze research pertaining to health and disease in populations. Methods used in descriptive and analytic epidemiological studies, including the design, analysis, and interpretation of results for observational studies and clinical trials will be discussed. Case studies and contemporary events will be used to illustrate epidemiology in action and to highlight the social aspects of applying epidemiology in public health.

**Overarching Theme**

Students will be introduced to the basic principles of epidemiological research and examples of sub-disciplines within Epidemiology, which may include Social Epidemiology, Infectious Disease Epidemiology, Cancer Epidemiology and Genetic Epidemiology. This course has been designed to

provide students with opportunities to build epidemiological and research literacy and to practice and refine skill sets, including written responses and critical analysis of published research.

### **Global Objectives**

To foster enthusiasm and interest in epidemiology in an interactive classroom environment that is positive, engaging and intellectually challenging.

### **Course Learning Outcomes**

**By the end of this course, students will be able to:**

1. Illustrate the interplay between epidemiology and population and public health using examples.
2. Define and correctly use epidemiological terms and vocabulary.
3. Discuss disease causation, statistical associations, and causal inference.
4. Calculate and interpret measures of disease frequency and cite their strengths and limitations.
5. Identify sources of bias and confounding in epidemiological research.
6. Discuss the design and methodology of each of the observational study designs and identify the strengths and limitations of each.
7. Identify, estimate, and interpret the appropriate measures of association for each of the observational study types.
8. Critically analyze health research, particularly observational research on human populations.

### **Transferable Skill Development:**

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in MDSC 415 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.
- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Numeracy:** Use mathematical information such as numbers, symbols, words, and graphics to do tasks.
- **Written Communication:** Share ideas and information by using words, images, and symbols.

## Learning Resources

*Gordis, L. Epidemiology, 6th Edition.* (2018). Philadelphia: Elsevier Saunders. This required textbook is available for purchase from the University of Calgary Medical Bookstore. There is also a digital version that is appropriate for this course.

The list of required reading, including links to sources beyond the textbook, will be posted on D2L.

## Recommended Textbooks/Readings

*A Dictionary of Epidemiology, 6th Edition.* (2014). Porta, M (editor). New York, NY; Oxford University Press.

## A Note regarding readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

## Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.**

Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students:  
<http://elearn.ucalgary.ca/d2l-student/>.

## Evaluation

The University policy on grading and related matters is described in section F of the 2023-2024 Calendar.

In determining the overall grade in the course, the following weights will be used:

Evaluation Activity	Percentage of Grade	Due Date	Learning Objectives Addressed
Critical analysis assignment #1	15%	February 15, 2024	#1, #2, #4
Critical analysis assignment #2	20%	March 26, 2024	#2, #5, #6, #7, #9
Critical analysis assignment #3	20%	April 9, 2024	#2, #3, #5, #7, #8, #9
Class participation	10%	Ongoing	all
Final exam	35%	Scheduled by the Registrar	all

#### A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2023-24 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs, and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

#### Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95.99
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Does not meet course requirements	0-49

### **Missed Components of Term Work:**

Late assignments will receive 20% grade penalty within 24 hours of the deadline, after which assignments will not be accepted and will receive a mark of zero.

As per University Calendar Section G.1.2, **students who are absent from an in-class assessment will receive a mark of zero on the missed component.** Students who are absent are responsible for contacting their instructor to discuss the impact of their missed assessment. The instructor may ask for supporting documentation to confirm an absence. Alternative opportunities for completing missed assessments or shifting of the assessment weight **may** be possible but are not guaranteed. Students who are identified as falsifying information related to missed assessments will be subject to investigation for academic misconduct.

Extensions will NOT be granted on any assignment in MDSC 415. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings, and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### **Course Evaluations and Student Feedback**

Student feedback will be sought at the end of the course through the UCalgary Course Experience Survey and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Fabiola Aparicio-Ting, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine ([feapartic@ucalgary.ca](mailto:feapartic@ucalgary.ca)).

### **Attendance**

It is important that you make every effort to attend all sessions since much of the learning in this course will be gained through in-class discussions. Marks for participation cannot be gained unless you are in attendance. Please notify the instructor directly via email for any extended absences.

### **Conduct During Lectures**

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of

Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/student-services/student-conduct/policy>.

**Students are expected to take notes during class and should not rely solely on material supplied by the instructors. Instructors may or may not post lectures notes to D2L, at their individual discretion. Instructors may cover concepts or examples in class that may not be posted to D2L but may be assessed.**

### **Use of Internet and Electronic Communication Devices in Class**

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf>.

### **Use of Artificial Intelligence Tools**

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.

Students may use artificial intelligence tools, including generative AI, in **MDSC 415** as learning aids or to help produce assignments. However, **students are ultimately accountable for the work they submit**. Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. Failure to cite the use of AI generated content in an assignment/assessment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

## **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

### **Copyright**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright

in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **Instructor Intellectual Property**

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed, or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>). SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to Dr. Fabiola Aparicio-Ting (feapartic@ucalgary.ca), Associate Dean, Undergraduate Health and Science Education.

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit; <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>.

Additional information is available on the Academic Integrity website at:  
<https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **Recording of Lectures**

Audio or video recording of lectures (or similar) is **prohibited** except where explicit permission has been received from the instructor.

### **Freedom of Information and Protection of Privacy Act**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Appeals**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/student-services/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

### **Sexual and Gender-Based Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>.

### **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Student Advocacy and Wellness Hub (CSM)	<a href="https://cumming.ucalgary.ca/mdprogram/current-students/student-advising-wellness">https://cumming.ucalgary.ca/mdprogram/current-students/student-advising-wellness</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and



supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the UCalgary Wellness Centre (<https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

### **Student Ombuds' Office**

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/student-services/ombuds/](http://www.ucalgary.ca/student-services/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **BHSc Student Faculty Liaison Committee (SFLC)**

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

### **Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto:medrep2@su.ucalgary.ca).

### **Student Success Centre**

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

### **Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see

<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

### **Safewalk**

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the

yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

### **Class Schedule**

Please see the list of topics for class, associated readings, and assignment / exam due dates in the document entitled [Course\\_Schedule\\_MDSC\\_415W24](#). Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The assignment and exam dates are firm and will not be altered.

### **Important Dates:**

- Winter term break: February 18-24, 2024 (no classes; no assignments due)
- First day of classes: Monday January 8; last day of classes: Tuesday, April 9
- Good Friday: March 29, 2024 (no classes)
- Easter Monday: April 1, 2024 (no classes)
- Registrar-scheduled final exam period: April 12-23, 2024

**MDSC 415: Introduction to Epidemiology**  
**Course Schedule with Required Readings**

The following schedule is provisional. Circumstances could give rise to scheduling changes. You will be notified at least one week in advance if the required reading for a particular session has changed.

<b>Date &amp; Room</b>	<b>Topic</b>	<b>Required Readings*/Assignments</b>
January 9, 2024 <i>See D2L for location</i>	Course Overview	Course Outline - <b>Posted on D2L</b>
January 11, 2024 <i>See D2L for location</i>	Historical Overview & Basic Definitions	
January 16, 2024 <i>See D2L for location</i>	Infectious Disease Epidemiology Disease outbreaks I	Chapter 2 -The Dynamics of Disease Transmission
January 18, 2024 <i>See D2L for location</i>	Infectious Disease Epidemiology Disease outbreaks II	Chapter 2 -The Dynamics of Disease Transmission
January 23, 2024 <i>See D2L for location</i>	Infectious Disease Epidemiology Disease outbreaks III	Chapter 2 -The Dynamics of Disease Transmission
January 25, 2024 <i>See D2L for location</i>	Causal Thinking: Causal inference; causation versus association; weighing the evidence	Chapter 14 – From Association to Causation: Deriving Inferences from Epidemiologic Studies
January 30, 2024 <i>See D2L for location</i>	Measures of disease frequency: Prevalence and incidence  Guest Lecturer: TBD	Chapter 3 –Occurrence of Disease: I. Disease Surveillance and Measures of Morbidity
February 1, 2024 <i>See D2L for location</i>	Indices of Mortality & Disease and Population Health Surveillance  Guest Lecturer: TBD	Chapter 4 - Occurrence of Disease: II. Mortality and Other Measures of Disease Impact

Date & Room	Topic	Required Readings*/Assignments
February 6, 2024 <i>See D2L for location</i>	Frameworks for reading/analyzing published research	Blettner, M., Heuer, C., & Razum, O. (2011). Critical reading of epidemiological papers: A guide. <i>Eur J Public Health</i> , 11(1), 978-101. Posted on D2L  Messerli, F.H. (2012). Chocolate consumption, cognitive function, and Nobel Laureates. <i>N Engl J Med</i> , 367(16), 1562-1564. <b>Posted on D2L</b>
February 8, 2024 <i>See D2L for location</i>	Introduction to study design - Experimental studies: Clinical trials & intervention studies	Chapter 7 – Assessing the Efficacy of Preventive and Therapeutic Measures: Randomized Trials
February 12, 2024 <i>See D2L for location</i>	Pause for Review – Prevalence and Incidence	
February 15, 2024	Observational study designs: Cohort studies - Part 1 Study design and Relative Risks	Chapter 8 – Cohort Studies <b>Assignment 1 due</b>
February 20, 2024	<b>No Lecture – Winter Term Break</b>	
February 22, 2024	<b>No Lecture – Winter Term Break</b>	
February 27, 2024 <i>See D2L for location</i>	Observational study designs: Cohort studies - Part 1 Study design and Relative Risks	Chapter 8 – Cohort Studies
February 29, 2024 <i>See D2L for location</i>	Observational study designs: Cohort studies - Part 2 Bias in cohort studies	Chapter 12: Estimating Risk: Is There an Association? Pages 215-220 (end of Relative Risk section)
March 5, 2024 <i>See D2L for location</i>	Observational study designs: Case-control studies –Part 1 Study design and vulnerability to bias	Chapter 9 – Comparing Cohort and Case-control Studies

Date & Room	Topic	Required Readings*/Assignments
March 7, 2024 <i>See D2L for location</i>	Observational study designs: Case-control studies –Part 2 Measures of association in case-control studies  Pause for Review: Bias in cohort and case-control studies	Chapter 12: Estimating Risk: Is There an Association? Pages 220-228  Chapter 13: A Pause for Review: Comparing Cohort and Case-Control Studies.
March 12, 2024 <i>See D2L for location</i>	Cross sectional & Ecological studies	Chapter 10 – Case-control Studies and Other Study Designs Pages 208 -214 (start at Ecological Studies)
March 14, 2024	Confounding & Effect Modification	Chapter 15 – More on Causal Inferences: Bias, Confounding, and Interaction
March 21, 2024	<b>NO LECTURE</b>	
March 23, 2024 <i>See D2L for location</i>	Pause for Review: Comparing study designs  Confounding and Effect modification	
March 26, 2024 <i>See D2L for location</i>	Focus on prevention: Measuring attributable risk	Chapter 13: More on Risk: Estimating the Potential for Prevention  <b>Assignment 2 due</b>
March 28, 2024 <i>See D2L for location</i>	Epidemiology in Injury Research  Guest Lecturer: TBD	Posted on D2L
April 2, 2024 <i>See D2L for location</i>	Summarizing the evidence: Systematic reviews & meta- analysis	Ronksley, P. E., Brien, S. E., Turner, B. J., Mukamal, K. J., & Ghali, W. A. (2011). Association of alcohol consumption with selected cardiovascular disease outcomes: a systematic review and meta-analysis. <i>BMJ</i> , 342, d671.

<b>Date &amp; Room</b>	<b>Topic</b>	<b>Required Readings*/Assignments</b>
April 4, 2024 <i>See D2L for location</i>	Molecular and Genetic Epidemiology  Guest Lecturer: TBD	Posted on D2L
April 9, 2024	Course evaluations and wrap-up	<b>Assignment 3 due</b>

\*Chapter readings refer to the course textbook: *Gordis, L. Epidemiology, 6th Edition.* (2018). Philadelphia: Elsevier Saunders.

Available for purchase from the University of Calgary Medical Bookstore.

**Registrar-Scheduled Final Exam:**  
**TBD**