

GSPH Course Descriptions

October 13, 2017

PUBHLT 1002 SPECIAL TOPICS GLOBAL HEALTH - Study Abroad Pitt Map **Credit(s): 03.0**

This course provides an in-depth look at selected global health issues at a population level. This includes exploration of the determinants of health associated with these issues, prevention and control strategies, and the interplay of behavioral, social, cultural, economic, and political factors that must be considered when addressing the issues. Topics are preselected by the instructor and may vary each term. Examples are accidents and injuries; chronic diseases such as cancer, diabetes, and mental illness; neglected tropical diseases; and reproductive health. In addition, students will be exposed to an array of issues through weekly discussion of current events in global health. A variety of teaching modalities will be employed throughout the course including lectures, guest speakers, case studies, class discussion, audio-visual presentations, and student presentations.

PUBHLT 2002 ESSAY-MMPH **Credit(s): 01.0 to 02.0**

THE ESSAY IS DESIGNED TO PROVIDE THE STUDENT WITH AN OPPORTUNITY TO INTEGRATE THE MAJOR COMPONENTS OF THE PUBLIC HEALTH LEARNING EXPERIENCE.

PUBHLT 2011 ESSENTIALS OF PUBLIC HEALTH **Credit(s): 03.0**

THE COURSE PROVIDES GSPH STUDENTS ENROLLED IN MS DEGREE PROGRAMS WITH AN INTRODUCTION AND OVERVIEW OF THE SCOPE AND HISTORY OF PUBLIC HEALTH, AS WELL AS CORE CONCEPTS IN PUBLIC HEALTH NOT COVERED IN THE CORE EPIDEMIOLOGY AND BIostatistic COURSES.

(Effect Spring 2012 this class is for ALL MHA, MS, PhD students.)

**Note: For the MHA program, PUBHLT 2011 will replace the core courses of PUBHLT 2014, BCHS 2509, and EOH 2013 as the course fulfillment for this program in the fall of 2011. Please consult with your department about the specifics of this curriculum change, as some programs may begin this change earlier than required.

PUBHLT 2012 MMPH PUBLIC HEALTH ESSAY **Credit(s): 01.0**

THIS COURSE WILL SUPPORT MPH STUDENTS WHO ARE WRITING THE PUBLIC HEALTH ESSAY. NO MORE THAN TWO CREDITS OF THE ESSAY CLASSES MAY COUNT TOWARD THE MMPH DEGREE. THIS COURSE COUNTS AS ONE CREDIT TOWARD THE PUBLIC HEALTH ESSAY ALLOWANCE.

PUBHLT 2015 PUBLIC HEALTH BIOLOGY **Credit(s): 02.0**

THIS CORE COURSE WILL PROVIDE AN INTRODUCTION TO THE BIOLOGICAL FOUNDATIONS OF MANY SYSTEMS THAT ARE IMPORTANT IN PUBLIC HEALTH. THE MAJOR DETERMINANTS OF HUMAN DISEASE WILL BE CONSIDERED FROM AN INTEGRATED ECOLOGICAL PERSPECTIVE THAT BRINGS TOGETHER MOLECULAR AND POPULATION-BASED APPROACHES TO THE STUDY OF INFECTIOUS DISEASE (WITH PARTICULAR FOCUS ON HIV/AIDS, POLIO, EMERGING INFECTIONS, AND DISEASE OUTBREAKS FOLLOWING NATURAL DISASTERS) AND GENETICALLY-DETERMINED DISEASES (INCLUDING "SIMPLE" GENETIC DISEASES SUCH AS CYSTIC FIBROSIS AND "COMPLEX" DISEASES SUCH AS HYPERTENSION). THE HOST RESPONSE TO INFECTION WILL BE CONSIDERED, AS WILL THE DISORDERS THAT RESULT FROM DEFECTS IN THIS SYSTEM, INCLUDING ALLERGY AND ASTHMA. CURRENT DEVELOPMENTS IN GENOMIC SCIENCE WILL BE COVERED, INCLUDING THE ETHICAL, LEGAL AND SOCIAL IMPLICATIONS OF THE INCREASED CAPABILITY TO DETECT AND PREDICT DISEASE OUTCOME IN INDIVIDUALS AND POPULATIONS. ON COMPLETION OF THIS COURSE, STUDENTS WILL HAVE AN UNDERSTANDING OF THE BIOLOGICAL BASES OF MANY CONDITIONS THAT ARE IMPORTANT TO PUBLIC HEALTH, AND THAT THEY WILL ENCOUNTER AS PUBLIC HEALTH STUDENTS AND PRACTITIONERS.

(This course replaces the GSPH core course IDM 2011 for new MPH, MHA, and DrPH GSPH students.)

PUBHLT 2016 CAPSTONE: PROBLEM SOLVING IN PH**Credit(s): 02.0****Prerequisite(s): EPIDEM 2110 and (BIOST 2011 or 2041) and PUBHLT 2015 and PUBHLT 2022 and BCHS 2509 and EOH 2013 and HPM 2001**

THIS IS THE FINAL COURSE IN THE PUBLIC HEALTH CORE CURRICULUM. STUDENTS WILL LEARN AND APPLY A PROBLEM SOLVING METHODOLOGY TO ANALYZE CURRENT PUBLIC HEALTH ISSUES FROM LOCAL, NATIONAL, AND GLOBAL PERSPECTIVES. WORKING IN INTERDISCIPLINARY GROUPS, STUDENTS WILL RECOMMEND INTERVENTIONS AND EVALUATION METHODS TO ADDRESS SPECIFIC PROBLEMS.

This is a required core course for professional degree students matriculating in the fall term 2001-02 or thereafter.

PREQS: EPIDEM 2110 and (BIOST 2011 or 2041) and PUBHLT 2014 and 2015 and BCHS 2509 and EOH 2013 and HPM 2001 and PUBHLT 2022(two semesters required) .

All core courses must be completed or in progress prior to a student registering for the Capstone (PUBHLT 2016) class.

PUBHLT 2018 OVERVIEW LGBT HLTH DISPARITIES**Credit(s): 02.0****Prerequisite(s): EPIDEM 2110**

STUDENTS WILL REVIEW THE HISTORICAL DEVELOPMENT OF LGBT HEALTH FOCUS AREA. THE IMPACT OF STIGMA AND DISPARITY ON THE HEALTH OF POPULATIONS WILL BE EXPLORED. AN OVERVIEW, BY SYSTEMS, OF CONDITIONS OF GREATER PREVALENCE AMONG LGB AND/OR T POPULATIONS WILL BE PRESENTED AND DISCUSSED. STUDENTS WILL DEVELOP A GREATER UNDERSTANDING OF THE HEALTH DISPARITIES AMONG LGBT POPULATIONS AND DEVELOP CRITICAL THINKING SKILLS REGARDING THE IMPACT OF MARGINALIZATION ON THE HEALTH AND WELLBEING OF SUBPOPULATIONS, USING LGBT POPULATIONS AS A MODEL. COURSE WILL INCLUDE LECTURES AND ACTIVE PARTICIPATION IN CLASS DISCUSSIONS.

This course will serve as the introductory overview course for the LGBT Health and Wellness Certificate Program.

PUBHLT 2019 PUBLIC HEALTH SPECIAL STUDIES**Credit(s): 01.0 to 15.0**

PROPERLY QUALIFIED STUDENTS MAY UNDERTAKE ADVANCE STUDY UNDER THE GUIDANCE OF A FACULTY MEMBER. (Primarily for use by certificate and Multidisciplinary MPH students, but may also be used in special circumstances by others.)

PUBHLT 2020 ADVNCD TOPICS IN LGBT RESEARCH**Credit(s): 03.0****Prerequisite(s): Pubhlt 2018**

THIS COURSE WILL PROVIDE A CRITICAL OVERVIEW OF CURRENT CUTTING EDGE RESEARCH TOPICS IN THE FIELD OF LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LGBT) HEALTH. STUDENTS WILL BE EXPECTED TO REVIEW THE EXISTING LITERATURE ON THESE TOPICS, SUMMARIZE THE STRENGTHS AND WEAKNESSES OF INDIVIDUAL PAPERS, AND THEN DESIGN A STUDY OR SET OF STUDIES THAT WOULD BE EXPECTED TO ADD TO THE EVIDENCE BASE ON A GIVEN HEALTH TOPIC. Course for LGBT Health and Wellness Certificate Program.

PUBHLT 2022 THE DEAN'S PH GRAND ROUNDS**Credit(s): 0.0**

THE PURPOSE OF THIS COURSE IS TO SOCIALIZE OUR STUDENTS TO THE BROADER PROFESSION OF PUBLIC HEALTH THROUGH ENGAGING THEM IN SUBSTANTIVE PROGRAMS ON A WIDE RANGE OF TOPICS THAT REFLECT THE BREADTH OF PUBLIC HEALTH. THIS COURSE WILL ENABLE THEM TO INTERACT WITH RESEARCHERS AND PRACTITIONERS FROM OTHER SETTINGS AND UNIVERSITIES AROUND THE WORLD. THE COURSE WILL HELP TO BUILD THEIR CAPACITY TO WORK IN INTERDISCIPLINARY TEAMS TO ADDRESS CHALLENGING AND COMPLEX PUBLIC HEALTH PROBLEMS. THIS COURSE REQUIRES THAT ALL GSPH STUDENTS (WITH THE EXCEPTIONS NOTED BELOW) PARTICIPATE IN GSPH SPONSORED LECTURES, SYMPOSIUMS, AND OTHER EVENTS, OUTSIDE OF THE CLASSROOM, DURING THE FIRST FALL AND SPRING TERMS FOR WHICH THEY ARE ENROLLED AND IN RESIDENCE IN PITTSBURGH. TWO TERMS ARE REQUIRED FOR GRADUATION. JOINT DEGREE STUDENTS, CERTIFICATE ONLY STUDENTS AND NON-DEGREE STUDENTS ARE EXEMPT FROM THIS REQUIREMENT. EVENTS QUALIFYING FOR GRAND ROUNDS WILL BE POSTED ON THE BLACKBOARD COURSE SITE.

PUBHLT 2024 GLOBAL HEALTH SEMINAR**Credit(s): 01.0**

THIS COURSE EXPLORES THE FIELD OF GLOBAL HEALTH, INCLUDING THE ROLES AND AGENDAS OF KEY ACTORS; ETHICAL AND HUMAN RIGHTS ASPECTS OF GLOBAL HEALTH DISPARITIES AND RESEARCH AND SERVICE PROGRAMS DESIGNED TO ADDRESS THESE DISPARITIES; SOCIO-CULTURAL CONSIDERATIONS FOR GLOBAL HEALTH RESEARCH AND SERVICE PROGRAMS; AND THE REWARDS AND CHALLENGES OF WORKING IN A RESOURCE-POOR SETTING OR WITH AN UNDERSERVED POPULATION. STUDENTS WILL ALSO BE EXPOSED TO RESOURCES FOR INTERNSHIPS, FIELD PLACEMENTS, AND CAREER OPPORTUNITIES IN GLOBAL HEALTH. HEALTH AND SAFETY ISSUES R/T WORKING ABROAD WILL ALSO BE COVERED. (Open to 1st YEAR Students who are enrolled in the GSPH Global Health Certificate or Peace Corps Master's International Track)

PUBHLT 2025 CONCEPTS/METHODS GLOBAL HEALTH**Credit(s): 02.0**

THIS COURSE IS DESIGNED FOR STUDENTS WHO PLAN TO WORK IN GLOBAL HEALTH AND IS REQUIRED FOR STUDENTS ENROLLED IN THE GSPH GLOBAL HEALTH CERTIFICATE AND PEACE CORPS MASTER'S INTERNATIONAL TRACKS. THE COURSE FOCUSES ON PUBLIC HEALTH IN LOW- AND MIDDLE-INCOME COUNTRIES AND ALSO COVERS ISSUES RELATED TO GLOBALIZATION. THE COURSE WILL PROVIDE STUDENTS WITH THE THEORETICAL KNOWLEDGE AND PRACTICAL SKILLS NEEDED TO 1) IDENTIFY, COLLECT AND INTERPRET HEALTH AND ECONOMIC DATA, 2) PRODUCE A REPORT ON PUBLIC HEALTH PRIORITIES AT THE COUNTRY LEVEL, AND 3) PROPOSE A COURSE OF ACTION (INCLUDING ACTIVITIES, PARTNERS, AND MEASUREABLE INDICATORS) FOR A PRIORITY HEALTH ISSUE.

PUBHLT 2026 GLOBAL HEALTH PRACTICUM**Credit(s): 01.0 to 03.0**

THE PRACTICUM PROVIDES AN OPPORTUNITY FOR CERTIFICATE STUDENTS TO INTEGRATE AND APPLY KNOWLEDGE IN GLOBAL HEALTH THROUGH A STRUCTURED, SUPERVISED FIELD EXPERIENCE. LEARNING OBJECTIVES, ASSIGNMENTS, AND SITE ARE BASED ON THE LEARNING NEEDS AND CAREER GOALS OF THE STUDENT AND DETERMINED IN CONSULTATION WITH THE CERTIFICATE DIRECTOR.

PUBHLT 2027 TRNSFRMING GLBL HLTH ED ACTN**Credit(s): 02.0****Prerequisite(s): PUBHLT 2025**

THIS COURSE IS A CAPSTONE EXPERIENCE FOR STUDENTS IN THE GLOBAL HEALTH CERTIFICATE. IT IS DESIGNED TO GIVE STUDENTS THE OPPORTUNITY TO APPLY WHAT THEY HAVE LEARNED IN THEIR TRAINING TO THE CHALLENGE OF REAL-WORLD PROBLEM-SOLVING IN COLLABORATION WITH INDIVIDUALS AND ORGANIZATIONS IN THE DEVELOPING WORLD. STUDENTS WILL FORM TWO TEAMS, AND EACH TEAM WILL COLLABORATE WITH EXPERTS FROM A DEVELOPING COUNTRY ON A SIGNIFICANT HEALTH ISSUE IN THAT COUNTRY. THE FINAL PRODUCT WILL BE A POLICY PAPER ANALYZING THE PROBLEM AND PROPOSING RELEVANT, TIMELY AND ACTIONABLE INTERVENTIONS. THIS COURSE IS DIFFERENT FROM TYPICAL COURSES THAT FOLLOW A PRESCRIBED SYLLABUS. IT IS A HANDS-ON EXPERIENCE, AND FOR THE MOST PART THE ACTIVITIES AND CONTENT OF EACH WEEK WILL BE DETERMINED AS THE COURSE GOES ALONG, AS STUDENTS, WORKING IN THEIR GROUPS, PURSUE THE BACKGROUND RESEARCH, CONSULTATION, AND BRAINSTORMING NECESSARY TO PRODUCE THEIR POLICY PAPERS. ACCORDINGLY THERE IS A GREAT EMPHASIS ON INDEPENDENT WORK (IN TEAMS), SELF-MOTIVATION, AND ACTIVE LEARNING.

[Effective 2016, spring 2164: removed pre-requisite of PUBHLT 2024.]

PUBHLT 2028 PEACE CORPS MASTRS INT'L INSHP**Credit(s): 00.0**

THIS COURSE IS RESTRICTED TO STUDENTS IN THE GRADUATE SCHOOL OF PUBLIC HEALTH PEACE CORPS MASTERS INTERNATIONAL TRACK AND IS TO BE USED BY STUDENTS DURING THE PEACE CORPS FIELD EXPERIENCE PORTION OF THE PCMI PROGRAM.

PUBHLT 2029 MMPH PRACTICUM**Credit(s): 01.00 to 03.0**

THIS COURSE IS DESIGNED TO BUILD AND EXPAND UPON THE EXPERIENCE OF THE INDIVIDUAL STUDENT IN THE MMPH PROGRAM. THE PRACTICUM WILL BLEND THE STUDENTS EXISTING CLINICAL AND/OR PROFESSIONAL WORK WITH ADDITIONAL PRACTICAL EXPERIENCE WITH A MAJOR PUBLIC HEALTH FOCUS.

PUBHLT 2030 RESEARCH ETHICS**Credit(s): 01.0**

THIS COURSE PROVIDES AN INTRODUCTION TO TOPICS IN RESEARCH ETHICS AND THE RESPONSIBLE CONDUCT OF RESEARCH PARTICULARLY PERTINENT TO BASIC AND NON-CLINICAL, POPULATION-BASED RESEARCH EMPLOYING A VARIETY OF METHODS. STUDENTS WILL LEARN KEY CONCEPTS AND METHODS OF ETHICAL REASONING AND REQUIREMENTS OF HUMAN SUBJECTS' PROTECTION AND NONHUMAN ANIMAL RESEARCH, AND WILL ANALYZE HISTORICAL AND CONTEMPORARY EXAMPLES OF RESEARCH MISCONDUCT, AS WELL AS ETHICAL CONCERNS ARISING IN THEIR OWN WORK. USING LECTURE AND SMALL GROUP DISCUSSION OF ASSIGNED READINGS AND PARTICIPANTS' RESEARCH, THE COURSE WILL DEVELOP STUDENTS' SKILLS REQUISITE TO DESIGN AND CONDUCT ETHICAL RESEARCH, AVOID RESEARCH MISCONDUCT, AND ETHICALLY NEGOTIATE THE TASKS AND MILESTONES OF ACADEMIC EDUCATION AND CAREERS (E.G., ISSUES OF MENTORSHIP AND PUBLICATION). STUDENTS WILL BE EVALUATED (BY LETTER GRADE) ON THE BASIS OF THE QUALITY OF THEIR DISCUSSION CONTRIBUTIONS AND QUIZ/EXAM RESPONSES.

PUBHLT 2031 TECHNQS FOR PROF WRITING**Credit(s): 01.0**

This course offers practical experience in a variety of writing styles encountered by professionals. The focus is on communication with general professional and lay audiences rather than on scientific or academic writing. You will learn to recognize communication issues and challenges, understand how they may be addressed in writing, and improve your ability to write effectively within your profession. This course is intended for students who are native and/or confident English writers.

[New course for fall 2016, term 2171.]

PUBHLT 2032 HC IN SUB-SAHARAN AFRICA**Credit(s): 02.0**

This course provides an in-depth look at health services and healthcare systems in Sub-Saharan Africa. Students will explore the WHO health systems building blocks consisting of leadership/governance, health care financing, health workforce, medical products, information technology and service delivery. Students will also examine health systems databases to assess performance and to better understand the challenges to attain high quality care at low cost, enhanced patient experience and improved outcomes. A variety of teaching modalities will be employed throughout the course including lecture, news headlines, case studies, class discussion, audio-visuals and student presentations. Guest speakers will be invited to share experience and expertise on various topics. A research paper with in-depth exploration of one of the six building blocks in a specific sub-Saharan country is required in addition to a global health case competition group presentation. Course enrollment is capped at 20. This course is a graduate-level course that is open to undergraduates.

[New course effective spring 2018, term 2184.]

PUBHLT 3000 INTRO TO TRANSL RES HLTH SCI**Credit(s): 02.0**

Course will provide students with a comprehensive survey of the processes involved in translating research discoveries into practices that promote health and prevent disease. The specific topics to be covered include five goals: 1) Introduce students to the NIH roadmap and to discuss the conceptual framework for multidisciplinary and interdisciplinary research. 2) Provide perspectives on objectives outlined at the national level in healthy people 2010/2020 and at the global level by organizations such as the world health organization. 3) Provide an understanding of the models of translational research. 4) Introduce students to the methods of clinical and translational research. 5) Interpret and explain the drug and therapeutic development process. Also, topics include the implementation of new therapies as standards of care and the application of innovative preventive services. Various research methodologies, including those encompassed in the drug development process will be discussed. Course will offer lectures via electronic media and will use a collaborative learning approach to classroom activities.

[Combined with CLRES 3140, DENT 3111, HRS 3140, NUR 3056, PHARM 3140.

Students must be enrolled in a professional degree program or graduate degree program in one of the Schools of Health Science.]
