

Graduate School Of Public Health
Educational Policies and Curriculum Committee
Agenda for November 18, 2015

1:30-3:30 p.m.
110 Parran Hall

A. New Business:

1. MPH Sub-Committee Update, Martha Terry (Chair of MPH Committee)
2. New Course: BCHS 2515 – *Worksite Health Promotion*, Elizabeth Felter (BCHS)
3. New Course: HPM 2024 – *Comparative Global Health Systems and Policy*, Wes Rohrer (HPM)
4. Public Health Undergraduate Certificate, Cindy Bryce
5. Scholarships for fall 2016, Cindy Bryce
6. Course Modifications: *Certificate in Evaluation of Public Health Programs*, Thistle Elias (BCHS)
7. Course Modification: *Applied Spatial Analysis in Environmental Epidemiology*
8. Committee Report on “Homework,” All
9. CEPH’s Response to our Accreditation, Robin Leaf
10. Revised CEPH Criteria – Second Round Comment Period Open, Robin Leaf
11. Disability Statement, Robin Leaf
12. Diversity Statement, Patricia Documet
13. Submission dates for Fall 2016 new and modified courses, Robin Leaf
14. EPCC SOP, Patricia Documet
15. Approval of October Meeting Minutes
16. December Meeting Attendance

Next meeting: December 16, 2015 | 1:30-3:30pm, Parran 110

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 11/19/2013)

REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. **General Instructions:**

- a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) **by e-mail** to Candace Kammerer, Chair (cmk3@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.
- b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.
- c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. **Review based on the following (check all which apply):**

- | | |
|---|---|
| <input checked="" type="checkbox"/> New course, not previously approved | <input type="checkbox"/> Course modification (major) |
| <input type="checkbox"/> Course title change | <input type="checkbox"/> Special topics course content |
| <input type="checkbox"/> Cross-listing only | <input type="checkbox"/> Pitt Public Health Core Course |
| (Specify academic unit & course number): _____ | <input type="checkbox"/> Practicum, internship, field placement |

2b. Course Modification Proposed (Reducing maximum number of students).

3. **Course designation:**

Course Number BCHS 2515 Title Worksite Health Promotion Credits 2

4. **Cross-listing:**

If you want to cross-list this course in any other Pitt Public Health department or any other school of the University, specify which department(s) and School(s) and provide brief justification.

N/A

5. **Course Instructors:**

(Indicate type of Pitt Public Health faculty appointment,* and percentage of total course time/effort anticipated. For any instructor who does not hold a Pitt Public Health faculty appointment, indicate her/his title and affiliation.)

* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.

a. Principal instructor: Elizabeth M. Felter, DrPH MCHES, Visiting Assistant Professor

b. Co-instructors (if any):

6. **Statement of the course for *Course Inventory*.** Include purpose of course; summary of prerequisites, if any; general course content; and method of conducting course (e.g., lecture, laboratory, field work, etc.).

This course covers the design and implementation of worksite health promotion programs. The course will examine both the benefits of worksite health promotion and the challenges of implementing a meaningful program.

Students will review various planning models and plan theory-based incentive programs designed to promote health within the worksite setting.

7. **Student enrollment criteria/restrictions:**

a. Indicate any maximum or minimum number of students and provide justification for this limitation.

Course Maximum: 10. Currently this maximum is due to the room in which the course will be taught.

b. If admission is by permission of instructor, state criteria to be applied.

By permission except for BCHS Students

d. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.
None.

8. **Course schedule and allocation of hours:**

a. Number of course hours per session 2_ Sessions per week __1__ Weeks per academic term ____15__

b. Approximate allocation of class time (hours or %) among instructional activities:

Lectures __2__ Seminars __0__ Recitations _0__ Field/class work _____ Laboratory _____
Other (specify): _____

c. Term(s) course will be offered: Fall ____ Spring __X__ Summer Term _____ Summer Session _____

9. **Grading of student performance:**

Indicate the grading system to be used (A, B, C, etc.; H, S, U); provide statement justifying use of system other than letter grade.

Letter grade

10. **On-line course delivery:**

Indicate the extent to which you will be using on-line instructional methods in teaching this course by checking all of the options below which apply:

__X__ I plan to use the course management aspects of CourseWeb/ Blackboard (or equivalent), e.g., grade book, announcements.

 I plan to use the interactive features of CourseWeb/Blackboard (or equivalent), e.g., discussion board, etc.

___ I have designed the course for remote (off-site) learning with little/no classroom attendance required.

___ I do not plan to use on-line instruction methods for this course (briefly explain)

11. **Relevance of course to academic programs and curricula:**

- a. Describe how this course contributes to learning objectives specified for the curriculum of one or more Pitt Public Health degree or certificate programs. Indicate whether course is required for any specified degree or certificate.

This elective course will address needs assessment, program planning, implementation, and evaluation in the community setting of various sizes of worksites.

- b. Describe how this course addresses public health issues involving diversity (gender, race, ethnicity, culture, disability, or family status).

Course focuses on effective health promotion within a worksite setting. Issues related to gender will include worksite lactation accommodation/promotion. Emphasis will be placed on site-and population-specific needs assessment and planning.

12. **Signature and date of principal faculty member (include department/program) making request:**

Name/Title: Elizabeth M. Selk Visiting Assistant Professor

Date: 11/10/15

13. **Signature and date of endorsement of department chairperson:**

Name/Title: Stu M. Albert

Date: 11/10/15

14. (For cross-listing only)

Signature and date of endorsement of department chairperson:

Name/Title: _____

Date: _____

**Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(11/19/2013)**

SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES

Addendum to REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES FORM

*Objective to assist faculty to ensure syllabus contains the required and necessary elements
to provide students with clear expectations of the course.*

NOTE: * indicates a required element of the syllabus. If N/A is checked or this element is not included
complete the information detailed on page two for all instances.

Syllabus Area	Recommended Detail * Required	Included in Your Syllabus?					
<i>Heading</i>	Course Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Title*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Meeting Time/Day of Week*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Classroom Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Faculty Information</i>	Office Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Office Hours*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Phone Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Email Address*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Philosophy	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Assistant Contact	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<i>Student Expectations in Classroom</i>	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recording of Lectures	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Course Summary</i>	Course Description*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Learning Objectives*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Materials</i>	Required Textbooks/ Articles/Readings	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Software	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Required Equipment (including use of CourseWeb/Blackboard)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recommended Material	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Availability of Software for Purchase and/or Use	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>

BCHS 2515: Worksite Health Promotion
Graduate School of Public Health
Fall 2016
Thursday, 11-1
Parran 210 (BCHS Conference Room)

Instructor: Elizabeth Felter, DrPH, MCHES
Office: Parran 4060A
Phone: (412) 383-9629
Cell: (770) 401-6036
Email: emfelter@pitt.edu
Office hours: By appointment
Classroom:
Course website: <http://courseweb.pitt.edu>.

Catalogue Description

This course covers the design and implementation of worksite health promotion programs. The course will examine both the benefits of worksite health promotion and the challenges of implementing a meaningful program. Students will review various planning models and plan theory-based incentive programs designed to promote health within the worksite setting.

Course rationale

In 2015, 59% of the US population was employed, representing more than 142 million people older than 16 years (US Department of Labor Bureau of Labor Statistics, 2005). Nearly all of these 157 million people spend at least half their waking hours at work. Because so many Americans spend so much time at work, the workplace has become a natural setting for various public health interventions.

Objectives

By the end of this course, each student will be able to:

- Advocate for the need for comprehensive, evidence-based worksite health promotion (WHP) programs.
- Apply basic planning models to the development of WHP programs.
- Discuss how worksite wellness committees can optimize their functioning.
- Plan for an effective program implementation and evaluation in the workplace.
- Develop proposal for a theory-based worksite health promotion program.

Course Requirements

Attendance and Participation: 10 points

Attendance and active participation are required. I expect that you will have read all the assigned readings prior to class and come prepared to utilize those readings in small group exercises and discussion. Be prepared to raise the highlights or particularly provocative findings from the readings. Finally, please bring in examples, news stories, websites, or other materials that you believe will make a contribution to the class. If you will miss a class, please let me know in advance. It is your responsibility to make sure you have signed the attendance sheet each week.

MidTerm Quiz: 10 Points

February 25th, in class

This quiz will consist of multiple choice, true/false, and short answer questions.

What Would You Do (WWYD) Assignment: 10 points X 5 weeks= 50 points

DUE: Varies

During the course of the semester, you will be asked to respond to your choice of five of eight “What Would You Do” questions posted over the course of the semester. The question will be posed with the reading, discussed in class, and the paper will be due the next week by Tuesday at noon (2 days before class). The paper should be a 1-2 page response to the question, based upon readings, class discussions, and lecture.

Intervention Resource Module 30 Points

DUE April 21

Each student will be asked to develop a module for one of the intervention or special topic areas included in the syllabus/class (physical activity, nutrition, weight management, diabetes prevention/management, smoking cessation, mental health, stress reduction, lactation support, immunizations, other topics may be substituted with prior instructor approval.) The basic purpose of the assignment is to help students leave this course with a) a thorough understanding on how to plan and structure worksite health promotion programs, and b.) a detailed resource file for a variety of different intervention programs. The module should be developed to essentially be “plug and play” and include a description of the intended worksite (size, population profile, sector, etc.) and include: rationale/need for program, goals/objectives, success indicators, cost factors, target audiences, project participation rates, evidence-base, behavior change orientation, key features, delivery formats, sample materials, themes and variations, quality assurance, organization fit, references, help and information sources, etc.

Grade scale

A+= 98-100%	A = 93-97%	A- = 90-92%
B+=87-89%	B = 83-86%	B- =80-82%
C = 70-79%	D = 65-69%	F = Below 65%

Teaching Philosophy

In the classroom, we will explore and apply concepts that inform risk communication in a diverse society. While I intend to work diligently to provide you with the resources and foundation for your experience, your active participation in the classroom is essential to learning for us all. I see the class as a partnership between teacher and students in which we each bring experience and perspectives that can enrich our interaction. I encourage each of you to create an atmosphere in which all students can speak freely. With an atmosphere of respect and trust, I believe we can flourish as a learning community.

Effective teaching of any class requires an ongoing assessment of the class activities, readings, and assignments. There is a formal course evaluation at the end of the semester; however, I believe feedback from students while the class experience is fresh is valuable for my planning. Therefore, please feel free to provide comments on the class activities, readings, or classroom atmosphere via an appointment or email message. Please consider these questions in your comments: What did you like about the class; what would you change; what did you learn and what concerns/issues do you have. Please remember it is equally helpful to hear positive reactions as well as constructive criticism. I may also utilize several informal assessments during the semester to enable me to adjust the course as needed. Please be assured that your feedback is valuable to me and will not in any way affect my evaluation of your class work. However, if you would like to provide feedback to me anonymously, please feel free to do so.

Ground Rules for Class: Please be on time and turn off your cell phone. I understand that students may be on call at work, or caregivers to young children or elderly parents. If that is the case in your situation, please use the technology responsibly.

Academic Integrity: All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity <http://www.provost.pitt.edu/info/ai1.html>. This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy.

Disability: If you have a disability, contact both your instructor and the Office of Disability Resources and Services (DRS), 216 William Pitt Union, 412-648-7890/412-383-7355 (TTD) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Statement on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Policy regarding Attendance: Much of the learning in this class happens in class. We are all enriched by the experiences and perspectives of each other, and that can not be made up after the class is over. Therefore, any student who misses more than 4 classes, for any reason, will forfeit all 10 attendance and participation points.

Policy Regarding Late Assignments: Late assignments will be accepted at a penalty of 5% points per day. The instructor reserves the right to waive the penalty depending on individual circumstance.

Religious Holidays: Any student needing to miss class due to the observance of a religious holiday should notify the instructor in advance in order to make alternative arrangements.

Course website

All readings and course material will be found on the Blackboard site for this class. The website for Blackboard is <http://courseweb.pitt.edu>. To login, you must have a Pitt account. Your login ID is the same as your login ID for your Pitt account and your password is the same as for your Pitt account. To access the site for this class, double click on the course title, BCHS 2515—Worksite Health Promotion. The site will contain all readings, power point presentations, assignments, and additional information. The power point presentations and required readings for each class will be found under the course documents main menu option. Occasionally the instructor may not post the slides until after class if doing so facilitates class activities.

Books:

Chenoweth, D.H. (2013). Worksite Health Promotion, 3rd ed. Champaign, IL: Human Kinetics.
All other readings assigned through Courseweb.

Week	Date	Topic	Assignments due (WWYD Due Tuesday before class) and Guest Lectures
One	January 7, 2016	Course Overview	
Two	January 14, 2016	History of (and case for) WHP	
Three	January 21, 2016	Structure of Worksite Wellness Committees (WWC) and Developing Goals/Mission	WWYD 1
Four	January 28, 2016	Assessing Employee Needs and Interests	WWYD 2
Five	February 4, 2016	Developing Program Capacity	WWYD 3
Six	February 11, 2016	Worksite Program Planning	WWYD 4
Seven	February 18, 2016	Promoting and Launching WHP programs	
Eight	February 25, 2016	Evaluating Health Promotion Effects	QUIZ WWYD 5
Nine	March 3, 2016	WHP Interventions: Physical Activity, Nutrition, and Weight Management Interventions	WWYD 6 Mary Kaye Kramer
Ten	March 17, 2016	Tour WHP Facility	
Eleven	March 24, 2016	WHP Interventions: Tobacco and Immunizations	Amy Asbridge
Twelve	March 31, 2016	WHP Interventions: Stress and Mental Health	Alberto Columbi
Thirteen	April 7, 2016	Challenges of Company Size	
Fourteen	April 14, 2016	Building a Career in WHP	Elana Barkowitz WWYD 7
Fifteen	April 21, 2016	Final Presentations	WWYD 8

Weekly Class Schedule

Week 1 Course Overview

By the end of this class, each student will be able to:

- Describe the course contents, expectations, and objectives

Class Activities:

- Introductions
- Review of the syllabus, course expectations and organization including introduction to course web, ground rules, and news items.

Week 2 History of (and case for) Worksite Health Promotion

*****ADD/DROP ENDS*****

By the end of this class, each student will be able to:

- Describe the history of WHP in the US.
- Describe the major factor responsible for their inflation of medical care and how rising health care costs directly affect employers and employees.
- List factors that motivate organizations to establish worksite health promotion programs.
- Describe the components of a integrated health-management system

Class Activities:

- Lecture and discussion

Required readings:

- Chenoweth Chapter 1
- Linnan, L., Bowling, M., Childress, J., Lindsay, G., Blakey, C., Pronk, S., ... Royall, P. (2008). Results of the 2004 National Worksite Health Promotion Survey. *American Journal of Public Health*, 98(8), 1503–1509.

Week 3 Structure of Worksite Wellness Committees (WWC) and Developing Goals/Mission

By the end of this class, each student will be able to:

- Construct an appropriate mission and vision statement
- Describe characteristics of effective WWC
- Explain benchmarking and best practices in WHP organizations.

Class Activities:

- Lecture and Discussion

Required readings:

- Felter
- Chenoweth 3

Week 4 Assessing Employee Needs and Interests

By the end of this class, each student will be able to:

- Identify potential challenges that may occur when determining needs and interests
- List several strategies to identify employee and organizational needs and interests
- Distinguish between tools for needs identification and those for interest assessment

Class Activities:

- Lecture and discussion

Required readings:

- Chenoweth Chapter 2

Week 5 Conducting Environmental Assessment

By the end of this class, each student will be able to:

- Explain the role of the environment in WHP
- Conduct an environmental scan within an office-based workplace

Class Activities:

- Lecture and discussion
- Environmental scan of Parran/Crabtree

Required readings:

- {Provided via Courseweb} van Poppel, Mireille, N.M., Engbers, L. Programs Designed to Improve employee Health Through Changes in the Built Environment. In ACSM's Worksite Health Handbook A Guide to Building Healthy and Productive Companies. Pronk, N. (Ed). Human Kinetics: Champaign, IL.

Week 6 Developing Program Capacity

By the end of this class, each student will be able to:

- Identify several options to consider in deciding how to fund a WHP program
- List the major components of a funding proposal
- Describe the major steps used in preparing a break-even analysis
- Describe and assess the capacity of an organization to conduct WHP

Class Activities:

- Lecture and Discussion

Required readings:

- Chenoweth Chapter 5

Week 7 *Worksite Program Planning and Promotion*

By the end of this class, each student will be able to:

- Select from several program planning models
- Prioritize WHP offerings, based on needs assessment and capacity
- Identify appropriate uses of incentives
- Prepare an effective Marketing Mix

Class Activities:

- Lecture and Discussion

Required readings:

- Chenoweth Chapter 7

Week 8 *Evaluating WHP Programs*

By the end of this class, each student will be able to:

- Identify typical WHP Program stakeholders by title and rationale for their interest in evaluation
- Give examples of process, impact, and outcome evaluation in WHP
- Conduct basic economic-based evaluation

Class Activities:

- Lecture/Discussion
- Basic Cost/Benefit Exercise

Required readings:

- Chenoweth Chapter 8

Week 9 *WHP Interventions: Nutrition, Physical Activity, and Weight Management*

By the end of this class, each student will be able to:

- Describe best practices for WHP Nutrition, Physical Activity, and Weight Management Interventions
- Identify resources to inform successful program planning and implementation

Class activities:

- Guest Lecture: Mary Kaye Kramer, *Director, Diabetes Prevention Support Center*

Required Readings

- Chenoweth Chapter 4
- Centers for Disease Control and Prevention. *Steps to Wellness: A Guide to Implementing the 2008 Physical Activity Guidelines for Americans in the Workplace*. Atlanta: U.S. Department of Health and Human Services; 2012.

Week 10 *Facility Tour*

By the end of this class, each student will be able to:

- Describe how one company has structured and built their worksite wellness program, including programmatic, environmental, and policy supports.

Class Activities:

- Facility Tour-- TBD

Week 11 ***WHP Interventions: Tobacco Cessation and Immunizations***

By the end of this class, each student will be able to:

- Illustrate a step-by-step process for establishing a worksite no-smoking policy
- Describe best-practices for increasing vaccination rates amongst employees

Class Activities:

- Guest Lecture: Amy Asbridge, Communications Manager, UPMC

Required Readings:

- King, B.,A. Tobacco Prevention and Control in the Workplace (p 535-563). In O'Donnell, M. (ed). (2014). Health Promotion In the Workplace, 4th ed. CreateSpace Independent Publishing Platform: nl.

Week 12 ***WHP Interventions: Stress and Mental Health***

By the end of this class, each student will be able to:

- Describe the costs of stress and mental health in the workplace setting
- Identify effective programs to improve employee coping and mental health

Class Activities:

- Guest Lecture: Alberto Colombi, PPG Industries (ret.)

Required Readings:

- Dinos, S., Citrin, R., & Bhui, K. Stress Management (p 535-563). In O'Donnell, M. (ed). (2014). Health Promotion In the Workplace, 4th ed. CreateSpace Independent Publishing Platform: nl.

Week 13 ***Overcoming Challenges of Company Size***

By the end of this class, each student will be able to:

- Identify several barriers that small businesses face in establishing successful WHP
- Advocate for release-time staffing arrangements to enable WHP programming
- Compare the process for program planning in multi-site settings with that in a single workforce
- Scale evaluations for small, single-site, and multi-site settings

Class Activities:

- Lecture and Discussion

Required Readings:

- Chenoweth Chapter 9

Week 14

Building a Career in WHP

By the end of this class, each student will be able to:

- Identify professional skill areas that are desirable to prospective employers
- Describe certifications and professional resources that can enhance career preparation
- Produce a WHP-career-focused resume

Class Activities:

- Guest Lecture Elana Barkowitz, Health Coach, UPMC Health Plan
- In-class Resume Workshop

Required Readings:

- Chenoweth Chapter 10

Week 15

Student Presentations

By the end of this class, each student will be able to:

- Present their Resource Module

Class Activities:

- Student presentations

University of Pittsburgh
Graduate School of Public Health
Department of Health Policy &
Management
HPM 2024 Comparative Global Health Systems and Policy
Version: November 7, 2015

Instructor: Wesley M. Rohrer
Office: A649 Crabtree Hall
Email: wmrn@pitt.edu
Office Phone: (412) 624-2743
Office Hours: Wednesdays, 4:00 – 6:00 p.m.; Fridays, 10:00 – 12:00
Class Schedule: Monday, 2:00 – 4:00 p.m.
Class Location: 116 Cathedral of Learning

Course Summary

This course will focus on an understanding of the structures and processes of the health system as an optimal construct and the health policies at its foundation from the perspective of true access as defined by application of the of the eight-factor model of Lovett-Scott and Prather. The complexity of health systems will be manifest by comparative studies of national health systems ranging from low-to high income nations. Both the Lovett-Scott and Prather “true access” and the WHO “building blocks” models will be compared and used to describe and assess the functioning of the national health systems targeted. Both models provide alternative but complementary frameworks for conceptualizing and evaluating the relative effectiveness of national health systems globally. Key structural and process characteristics of national health care systems will be identified and compared, e.g., public v. private sector control, financing, safety net provisions, locus of primary care, regulatory mechanisms, etc. A secondary emphasis will be placed on a retrospective analysis of the UN Millennium Development Goals and a prospective view of the UN’s post-2015 Development Goals as an aspirational framework for advocating community development and sustainability with implications for global health policy.

Teaching/Learning Objectives

Upon completion of this course the student should be able to

1. Become more competent in systems thinking by applying a descriptive model of the health care system structures, resources and processes. the Lovett-Scott/Prather eight-factor model of true access to health care to at least one national health care system to identify relative strengths and deficiencies.
2. Identify the major causes of death and disability globally and the implications for health care systems.
3. Explain and apply the iron triangle model of health policy goals and the Longest policy making process model.
4. Describe the relationships between national health care expenditures, population health status and perceived quality of health care.
5. Demonstrate understanding of cultural symbols and how cultural factors affect health

status, health care structures and processes and access to health care services.

6. Contrast national health system structures based on public vs. private control, financing arrangements, type of insurance plans, locus of primary care, and other key variables.
7. Specify the UN Millennium Development Goals and outline progress made in attaining them.

Required Texts

1. Fried, B. and Gaydos, M. (2012). World Health Systems: Challenges & Perspectives. Chicago/Arlington, VA: HAP/AUPHA.
2. Institute of Medicine. Committee on Investing in Health Systems in Low and Middle Income Countries. (2014). Investing in Global Health Systems: Sustaining Gains, Transforming Lives. (G. Buckley, J. Lange, E.A. Peterson, Eds.). Washington, DC: The National Academies Press.
3. Lovett-Scott, M. and Prather, F. (2014). Global Health Systems: Comparing Strategies for Delivering Health Services. Burlington, MA: Jones & Bartlett Learning.
4. New England Journal of Medicine. (January-July 2015). *Perspective on International Health Care Systems*. [To be distributed.]
5. United Nations Development Programme. Building the Post-2015 Development Agenda: 2014 Annual Report. NYC: UNDP.
6. United Nations. The Millennium Development Goal Report, 2015. New York. [www.un.org/millenniumgoals/2015_MDG_Report/]
7. Other relevant articles and reports to be distributed.

Recommended Texts

1. Farmer, P. Kim, J.Y., Kleinman, A. and Basilio, M. (2013). Reimagining Global Health: An Introduction. Berkeley, CA: University of California Press.
2. Gannon, M. (2004). Understanding Global Cultures. Thousand Oaks, CA: SAGE Publications.
3. Global Thematic Consultation on Health. (April 2013). *Health in the post-2015 agenda*. [www.worldwewant2015.org/file/337378/download/366802]
4. Longest, B. (2006). Health Policymaking in the United States. Chicago and Washington, DC: AUPHA/HAP.
5. United Nations Development Programme. (2015). *Building the post-2015 development agenda: 2014 Annual Report*. [www.undp.org/.../Post2015/UN]
6. World Health Organization. (October 2012). *Positioning health in the post-2015 development agenda* (WHO Discussion paper).
7. White, F., Stallones, L. and Last, J. (2013). Global Public Health: Ecological Foundations. NYC: Oxford University Press.
8. WHO/World Bank. (December 2013). *Monitoring progress towards universal health coverage at country and global levels: A framework*. Joint WHO/World Bank Group Discussion Paper.

Competencies

The following competencies of the Global Health Competency Model will be addressed in this course:

1. Identify methods for assuring health program sustainability. (Capacity Strengthening, 1.2)
2. Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being. (Capacity Strengthening, 1.4)
3. Value commitment to building trust in partnerships. (Collaborating and Partnering, 2.3)
4. Exhibit interpersonal and communication skills that demonstrate respect for other perspectives and cultures. (Collaborating and Partnering, 2.6)
5. Promote integrity in professional practice. (Ethical Reasoning and Professional Practice, 3.4)
6. Apply social justice and human rights principles in public health policies and programs. (Health Equity and Social Justice, 4.1)
7. Critique policies with respect to impact on health equity and social justice. (Health Equity and Social Justice, 4.3)
8. Plan evidence-based interventions to meet intentionally established health targets. (Program Management, 5.5)

HPM-MPH Competencies

This course will address the following HPM-MPH Model competencies:

Teaching Objective	Competency	Competency level	Method of Teaching	Method of Assessment
#3	Health Policy Making Process	Basic	Lecture and discussion	Written exam
#1, #5 and #7	Communication Skills	Intermediate	Written and in-class presentations	Team-based reports and in-class presentation
#1	Systems Thinking	Intermediate	Readings, lectures, case studies and projects	Review and grading of case studies and final projects
#6	Legal and ethical foundations	Intermediate	Lecture and discussion, written assignments	Cultural metaphor assignment
#1 AND #7	Accountability	Advanced	Case study team work	Individual assignments, mid-term case study reports

	Teaching Methods	Assessment Methods
% Time on Lower-Level Methods	40%	30%
% Time on Higher-Level Methods	60%	70%

Performance Expectations

Students will be expected to invest most of their time and effort in this seminar between scheduled sessions. Although the course sessions are structured by topic, I will to some extent accommodate the interests of the students in their selection of national cases and MDG themes. I expect that the student will participate actively in seminar discussions and be proactive in identifying complementary resources in addition to those presented by the instructor. Also I expect that students will have read most, if not all, of the readings prior to each session and be prepared to discuss issues raised.

The Power Point presentation on the national health system profile will be assessed on the basis of the scope and relevance of the content, use of pertinent data, graphic appeal and oral presentational skill.

Evaluation: Performance in this graduate course will be assessed through a series of assignments, class presentations and examinations.

Performance Factors & Weights

Performance Factors	Weights (%)
National health system profile (Power Point presentation)	35
Mid-Term Exam	25
Cultural metaphor	20
Status report on assigned UN MDG	<u>20</u>
TOTAL	100

Grading Scale

The following scale will be applied in assigning grades at the conclusion of the semester:

99 – 100	A+
92 – 98	A
89 – 91	A-
82 - 88	B
79 - 81	B-
72 - 78	C
69 - 71	C-
< 69	F

Attendance and Participation: Regular attendance and active engagement are essential to successful performance in this course. Each student will be encouraged to share her/his own

organizational experiences and disciplinary perspectives and express thoughtful opinions and raise any questions or concerns. **The reading load is extensive and it is essential that the student prepare for each session by reading most if not all the assigned readings.** If the student anticipates any absences, she/he should notify the instructor in advance. Attendance and the quality of participation will be considered as in final grading at the margin. However, students falling below an 80% attendance rate will be subject to an unsatisfactory grade in the course.

Assignments:

Case Studies: Student teams of two or three will be required to conduct an analysis on a national health system and conduct a Power Point presentation on the results. The analysis will be based on application of one of the descriptive health system models presented in the course with a focus on assessing system effectiveness on multiple dimensions including “true access” to health care and public health services. Teams will bid on the national systems to be covered in the course. Among the issues to be addressed in the analysis and presentation are the following:

- Historical evolution of the national health system
- Structure of the health system at national, state (province) and local levels
- Epidemiological indicators & public health profiles
- Governance and control mechanisms
- Funding sources and levels
- Health insurance and other financing arrangements
- Supply-side resource issues, e.g, provider to population and hospital bed to population ratios, etc., use of indigenous community health workers, etc.
- Barriers to access, including resource limits, social, cultural, political and demographic factors
- Measurement and monitoring of quality of care
- Major public health challenges and interventions
- Health care reform initiatives
- Sustainability of health care and public health structures and processes
- Health care and public health advocacy and leadership

MDG Status Report: Each student will prepare a 3-5 page written status report (policy brief) addressing one of the UN Millenium Development Goals as of 2015, the end of this global strategic planning time frame. This must include actionable recommendations for strategic intervention to fulfill the initial goal or make further progress on it in the post 2015 health agenda.

Cultural metaphor exercise (socio-cultural-political determinant of health): The student will identify one factor considered to be an important social, cultural, political and/or historical determinant of the health status of the population and its effects on the health system of the assigned nation. She/he will be required to select a book, short story, play, film, painting, piece of music or other artistic representation that reflects, represents or embodies that socio-cultural determinat and prepare a written summary and review of the selected work. The student is expected to make a compelling argument showing the implications of this factor for the public’s health and the national health system.

Midterm Exam: This in-class Mid-term Exam will consist of true/false, fill-in-the blanks and/or short essay questions, covering material through Unit 6.

Course Policies and Procedures

Written Assignments: All written assignments should be 1.5 spaced using any professional font and submitted to the instructor via CourseWeb drop box or email and must include citation of any references to other sources consistent with a standard academic manuscript format, e.g., American Psychological Association (APA) or MLA.

Late Submission: Late submission of assignments is not permitted without explicit approval from the instructor *in advance* of the deadline. All approved late submissions are subject to grading point deductions.

In-Class Conduct: Cell phones must be set to silent or vibrate during class meetings and texting will not be permitted during the class session. Should the student receive an emergency or mandatory on-call response, she/he should exit the classroom to complete the call. Audio recording of the class sessions is not permitted without approval from the instructor in advance.

Team Process: Effective team process will be essential for the health system case analyses and presentations. The instructor will evaluate team outcomes on the assumption that each team member contributes to the team process by remaining accountable to the other members and by participating fully without dominating or withdrawing. The default mode of decision making should be “informed participatory”. I expect each team to resolve any conflicts that arise internally; however, destructive or pernicious behavior should be brought to my attention.

Accommodation for Students with Disabilities: If you have any disability for which you may require accommodation, you are to notify both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union (412-648-7890) during the first two weeks of the term.

Academic Integrity: All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The GSPH policy on academic integrity, approved by EPCC on 10/14/2008, which is based on the University policy, is available online at: <http://www.publichealth.pitt.edu/interior.php?pageID=126>. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from GSPH.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the GSPH Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student's graduation. If the case is referred to the GSPH Academic Integrity Hearing Board, a record will remain in the student's permanent file.

Weekly Schedule of Topics

Date	Topics	Assignments ##
Unit #1 January 11	Overview of the course and review of syllabus: the global health perspective	Fried, L. et al. (February 13, 2010). <i>Global health is public health</i> . <u>The Lancet</u> . Horton, R. et al. (March 8, 2014). <i>From public to planetary health: A manifesto</i> . <u>The Lancet</u> .
January 18	Martin Luther King Holiday: No Class Session	_____
Unit #2 January 25	Health policy process: The iron triangle and the policy-making window	Longest, <i>Context and process of health policymaking</i> (Ch. 3)
Unit #3 February 1	Strategic response to global health challenges and priorities: MDG and the post-2015 Agenda	“Overview” and “Measure what we treasure”, <u>The Millenium Development Goals 2015</u> ; <i>Special Report: UN set to change the world with new development goals</i> . (September 19, 2015). <u>The Lancet</u> v. 386, 1121-1124.
Unit #4 February 8	Health System Models: Structure, Process & Outcomes; True Access (L-S&P) and WHO Building Blocks models	Fried & Gaydos, Ch. 2; Lovett-Scott & Prather, <i>The eight-factor model for measuring true access</i> ” (Ch. 3)
Unit #5 February 15	Financing and organization of health care and public health systems	Fried & Gaydos, Ch. 3; Kim, J. Porter, M. et al. (2013). <i>Scaling up effective delivery models worldwide</i> . In <u>Reimagining Global Health</u> . 184-211.
Unit #6 February 22	Social, cultural and political factors as determinants of health and access to health care	Farmer, P. et al., Ch. 1-2; Gannon, M., <i>Understanding cultural metaphors</i> (Ch. 1); White et al. <i>Community foundations of public health</i> (ch. 4)
Unit #7 February 29	Regulation and quality assurance; comparative measures of quality and effectiveness of health care	Fried & Gaydos, Chs. 4-5; Stone, <i>Values in health policy</i> , Ch.1; Feldstein, <i>Do more medical expenditures produce better health?</i> (Ch. 3)
March 7	Spring Term Break: No Class Session	_____
March 14	Mid-Term Exam	All readings and lectures to date
Unit #8 March 21	Model case studies of health care systems: India and Great Britain	Case study presentation on India; Fried and Gaydos, Ch. 11; Development of the NHS, Fried & Gaydos, Ch. 26.

Unit #8 March 28	Case presentations	National profiles in Fried & Gaydos and/or Lovett-Scott and Prather (to be assigned)
Unit #9 April 4	Case presentations	National profiles in Fried & Gaydos and/or Lovett-Scott and Prather (to be assigned)
April 11	CUGH Annual Conference: No Class Session	_____
Unit #11 April 18	Case presentations (if needed); Road Traffic Accidents in the MENA and Gulf Region: Systematic Review; Post-2015 Development Agenda	UNDP, <u>Building the Post-2015 Development Agenda</u> (2014 Annual Report)
Unit #12 April 25	Wrap-up and round table discussion of cultural metaphor papers; course evaluation	None required

Subject to change with due notice

Additional readings may be distributed or posted on Courseweb

NOTE: All project assignments due by no later than Friday, April 22

Proposed changes to the title and requirements of the Certificate in Evaluation of Public Health Programs

– GSPH EPCC Nov 18, 2015

Submitted by Thistle Elias, DrPH, MPA, Certificate Director

- In order to better prepare our students for the realities and rigors of future evaluation work, as well as to better ensure that the expectations of students are in line with our offerings and strengths, we propose specific changes to the Certificate:
 - Add 3 credits of electives to be used towards methods courses
 - Rationale: to have students leave with as a full of a “tool box” for evaluation as possible
 - Reduce required 6 credit 400 hour practicum for MPH to 3 credit 400 hour practicum
 - Rationale: to allow for credits to be used for electives and stay within 15 credit certificate
 - Revised and refined competencies
 - For clearer priorities and accurate promotion based on faculty strengths

Competencies Old Version

Competencies

1. Ability to design and implement evaluations based on experimental, quasi-experimental, and time-series approaches (level of proficiency: small-scale, program-based evaluations).
2. Ability to design and implement qualitative evaluation approaches (small-scale, program-based evaluations).
3. Ability to design and implement a process or monitoring evaluation of program implementation (small-scale, program-based evaluations).
4. Ability to design community-based program evaluations from an ecological perspective (small-scale community projects).
5. Ability to construct a logic model that demonstrates linkage between program activities and program outcomes (from simple to highly complex program evaluations).
6. Ability to develop evaluation questions with appropriate data sources, data collection methods, and analytic techniques (from simple programs to those using national data-bases).
7. Ability to prepare an evaluation budget (simple, small-scale evaluations).

Competencies New Version

1. Design community-based program evaluations from an ecological perspective (level of proficiency: small-scale, program based evaluations), including:
 - quantitative and qualitative evaluation approaches
 - process and outcome evaluations
 - constructing a logic model that demonstrates linkage between program activities and program outcomes (from simple to highly complex program evaluations)
 - use of appropriate data sources, data collection methods, and analytic techniques (from simple programs to those using national data-bases).
 - preparing an evaluation budget.
2. Contribute to the design and implementation of evaluations based on experimental and quasi-experimental approaches (level of proficiency: small-scale, program-based evaluations).
3. Select and apply appropriate evaluation designs for objectives, including recognizing limitations of chosen design.

Academic requirements - Current Fall 2015

The Certificate consists of 15 credits (2 required courses, 1 elective course, and 6 practicum credits).

All students must take:

- **BCHS 2525: INTRODUCTION TO APPLIED RESEARCH:** 3 credits; fall, spring, terms;
- **BCHS 2558: HEALTH PROGRAM EVALUATION: 3 credits;** spring term;
prerequisite: BIOST 2011 or equivalent, prerequisite or concurrent BCHS 2525: Introduction to Applied Research.
- **One 3 credit elective** – 5 are listed, though one is only 1.5 credits
- **BCHS 2503: Practicum: 6 credits** (Doctoral students 3 credits, 320 hours)

Doctoral students enrolled in the certificate are required to take a third class in lieu of the second elective:

- **BCHS 3003: SEMINAR IN ADVANCED EVALUATION TECHNIQUES:** 3 credits; fall term. Masters not eligible without special instructor permission.

Academic requirements – Proposed for 2016

The certificate requires a total of 15 graduate credits, which includes a minimum of 4 courses and a 3 credit (approximately 400 contact hours) applied evaluation practicum with mentorship from Evaluation Institute faculty.

All students must take:

- BCHS 2525: INTRODUCTION TO APPLIED RESEARCH: 3 credits; fall, spring, terms;
- BCHS 2558: HEALTH PROGRAM EVALUATION: 3 credits; spring term; *prerequisite: BIOST 2011 or equivalent, prerequisite or concurrent BCHS 2525: Introduction to Applied Research.*
- **6 credits of electives** – 6 course choices are listed, more will be, including 1 and 1.5 credits
- **BCHS 2503: Practicum: 3 credits, 400 hours.** (Doctoral students 320 hours)

Doctoral students enrolled in the certificate are required to take an additional class:

- **BCHS 3003: SEMINAR IN ADVANCED EVALUATION TECHNIQUES:** 3 credits; fall term. Masters students are welcome after completion of 2525 and 2558.

FYI What must students produce? (no proposed changes)

Logic model of the program to be evaluated

Document of an evaluation plan and method for pilot testing it

Assignments that illustrate the use of observation, interviews, and document reviews in qualitative evaluation

Document of an evaluation proposal

OR

Completed evaluation for a community-based program evaluation including all measurement instruments and methods for data collection and analysis, and reported results

The products will be reviewed each semester by the learner's evaluation certificate mentor to assure that each document is at an acceptable standard. If a document is rated as below standard, the certificate participant will be required to redo the assignment until an acceptable standard is achieved.

FYI Provost report outcomes (may be changes to come)

Learning Outcomes

What will students know and be able to do when they graduate?

1. Students will be able to design an evaluation plan with a control or comparison group for small scale, program-based evaluations.

1. Students will be able to design and implement qualitative evaluation approaches (small scale, program-based evaluations).

1. Students will be able to design and implement a process or monitoring evaluation of program

Assessment Methods

How will the outcome be measured? Who will be assessed, when, and how often?

The certificate Director and affiliated departmental faculty will review a final portfolio of the certificate students' completed coursework and practicum details. Criteria which indicate the student's ability are scored by a rubric:

- 1 = does not meet expectations
- 2 = meets expectations
- 3 = exceeds expectations

The Director and affiliated faculty will review the final portfolios from the certificate students annually. Students' practicum evaluations and final posters or products will be scored by a rubric:

- 1 = does not meet expectations
- 2 = meets expectations
- 3 = exceeds expectations

The Director and affiliated faculty will review the final portfolios from the certificate students annually. Evaluations and final posters or products will be scored by a rubric:

- 1 = does not meet expectations
- 2 = meets expectations

Title: Applied Spatial Analysis in Environmental Epidemiology

Course Description

The purpose of this course is to provide a conceptual understanding of the field of environmental epidemiology and to provide the spatial statistical tools for geospatial analysis. Topics will include: study design and approaches in environmental epidemiology investigations, statistical issues in the analysis and interpretation of such studies, and "Hands on" training in software and tools for analysis of spatio-temporal variations in health and disease with respect to demographic, environmental, behavioral, socioeconomic, genetic, and infectious risk factors.

The course will provide an overview of health effects of environmental exposures. This includes the investigation of cancer and other disease clusters, health effects of water and air pollution, radiation threats and exposures and proximity to toxic waste sites. [Basic tutorials in Arc GIS \(10.3\) and Geoda freeware will be provided.](#)

This course is meant for all masters or doctoral students in Biostatistics, Epidemiology and BCHS students who have taken Biostatistics 2011 or equivalent, Epidemiology 2011, ~~and BCHS 3015 or its equivalent.~~ Examples will include environmental justice, health disparities, Marcellus shale and air pollution exposure issue, the built environment and linkage of these elements to outcomes such as obesity, heart disease, cancer, lifestyle, etc.

Learning Outcomes

Upon completion of this course, students should have gained knowledge in both the concepts of Environmental Epidemiology and Geospatial Analysis and should be able to:

1. Understand basic study design and approaches in Environmental Epidemiology studies.
2. Have an understanding of the analytical approaches and interpretation of such investigations.
3. Decide on an appropriate design to address a suspect agent/exposure in a community and health effects in question.
4. Have knowledge of exposure databases which are available through local and federal agencies (ie USEPA, DEP, DOT) and available health data both at the local level and nationally.
5. Be able to determine when secondary data sources versus primary data collection are necessary.
6. Be able to critique the scientific literature with regard to [study designs in environmental epidemiology](#)
7. Distinguish different types of spatial data (geostatistical, areal, point process) and understand how spatial autocorrelation plays a role in statistical modeling.
8. [Gain basic knowledge of mapping procedures and the use of Use](#) established methods
- 8-9. [_____](#) to assess spatial autocorrelation in example datasets provided as exercises.
- 9-10. [_____](#) Evaluate and decide which spatial methods to use to in their own research and implement them using statistical software and GIS.
- 10-11. [_____](#) Critique new methods in the spatial statistics literature based on an understanding of the basic spatial statistics approaches, principles and main assumptions.

Course Requirements

Prerequisites

Students should have a background in [Biostatistics 2011 or GIS \(BCHS 3015\) or its 2041 equivalent, statistics](#) (Biostat 2011) and Epidemiology (2011) as well as in statistical computing. Most of the computing in this course will be done using R and Geoda software package. There will be a background tutorial and instruction in R and Geoda early in the course as well. A first year graduate student can take this course provided he/she has met these requirements.

Course Materials

Two primary textbooks for the course are:

- 1) [Fourth edition: GIS tutorial for Health: Kristen Kurland, Esri Press, Redlands California, 2012](#)
- 1)2) Roger S. Bivand, Edzer J. Pebesma and Virgilio Gómez-Rubio *Applied Spatial Data Analysis with R* Second edition (2008), Springer.
- 2)3) *Environmental Epidemiology: Principles and Methods* (Ray Merrill, Jones and Bartlett publishers), 2008 (available as an "e-book" online at the Health Sciences Library System at <http://www.hsls.pitt.edu/>)

References

- 1) Lance A. Waller and Carol A. Gotway *Applied Spatial Statistics for Public Health Data* (2004), John Wiley & Sons.
- 2) O. Schabenberger and C. A Gotway. *Statistical Methods for Spatial Data Analysis* (2005), Chapman & Hall.
- 3) S. Banerjee, B. Carlin, and A. Gelfand. *Bayesian and Hierarchical Modeling of Spatial Data: Hierarchical Modeling and Analysis for Spatial Data* Second edition (2014), Chapman and Hall.

Computational Tools

1. Open source Geoda software package <http://geodacenter.asu.edu/>
2. R, a statistical computing environment and language. It is free and available for all operating systems via www.r-project.org.

For the computing component of this course, students are encouraged to use the following as references:

1. Jim Albert, Maria Rizzo *R by Example*. Springer. 2012
2. T. Ormsby, E. Napoleon, R. Burke, C. Groessl, L. Bowden *Getting to Know ArcGIS Desktop* Third Edition (2013), Redlands: ESRI Press.

Grading

Five assignments (exercises) 50%, final paper 25%, in class recitation: 25%

Grading scale will be letter grade (A through F) with below 75% a failure.

Course will meet once a week for ~~two~~ ~~three~~ hours, divided in two segments, didactic and "hands on" geospatial analysis examples. All software available in computing lab, ArcGIS , R and Geoda.

Assignments: There will be approximately 5 assignments given throughout the semester.

Project: In addition to five assignments, there will be a final project will be an individual project. A proposal must be submitted one month before the project is due. The project must consist of statistical analysis of a real dataset and a written report in the form of a publishable scientific paper that summarizes the project. The report must have an abstract, introduction, methods, results and discussion. Data will be made available consisting of both exposure information and health outcome information.

The student can choose a project that is relevant to their own research.

Tentative Schedule: (~~three~~ two hours , one day a week)

Applied Spatial Analysis in Environmental Epidemiology

DATE	LECTURER	TITLE OF LECTURE	
Week 1	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology	Study Designs and Approaches in Environmental Epidemiology Studies	
	Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	Introduction, review of non-spatial statistics Overview of different types of spatial data	
Week 2	Gary Marsh, PhD. Department of Biostatistics	Statistical Issues in the Design, Analysis and Interpretation of Environmental Epidemiologic Studies	
	Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	Socio-spatial perspective on communities and neighborhoods	
Week 3	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology	Hazleton Cancer Cluster Example: Water Contamination from an underground leaking storage container (gasoline)	
	Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	Geostatistics: Variograms and covariance functions	
Week 4	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology	Approaches to the Study of Childhood Lead Poisoning in the 21st Century: What Risks and What are the Tools to Study Them?	1 due
	Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	Geostatistics: Fitting variogram functions, kriging, spatial regression	
Week 5	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology	Overview of Health Effects of Air Pollution	

	Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	Geostatistics: Spatial regression and smoothing methods	
Week 6	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	Health Effects of Arsenic in Drinking Water: Status of the Research and Do Pockets Remain of Increased Risk? Areal data: neighborhoods, testing for spatial association	2 due
Week 7	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	Use of Case Crossover Analysis in Environmental Epidemiology Research and Example Areal data: Global and local tests of association	
Week 8	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	Childhood Autism and Environmental Exposures Areal data: CAR and SAR models, inference	3 due
Week 9	Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	The Use of GIS in Environmental Epidemiology: An Example: Application to Environmental Justice Areal data: disease mapping; using GIS	Project proposal due
Week 10	Jane Clougherty, PhD Department of Environmental and Occupational Health Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	New Inroads in Exposure Assessment Methods in Environmental Epidemiology Investigations Point process data: types of spatial patterns, CSR and tests	4 due
Week 11	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology Ravi K. Sharma, PhD	Review of Epidemiological Evidence for Disease Causation Point process data health event clustering	

	Department of Behavioral and Community Health Science		
Week 12	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	Radiation Exposures (TMJ, Chernobyl, Fukushima) Radiation Episodes and Health Point process data models and methods in Spatial Epidemiology	5 due
Week 13	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	TBD Bayesian methods for spatial stats, Bayesian disease mapping	
Week 14	Evelyn O. Talbott, MPH, DrPH Department of Epidemiology Ravi K. Sharma, PhD Department of Behavioral and Community Health Science	TBD Spatio-temporal modeling	
Week 15		Final project presentations	Project paper

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, 412-648-7890/412-383-7355 (TTY), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course.

The integrity of the academic process requires fair and impartial evaluation on the part of faculty and honest academic conduct on the part of students. To this end, students are expected to conduct themselves at a high level of responsibility in the fulfillment of the course of their study. It is the corresponding responsibility of faculty to make clear to students those standards by which students will be evaluated and the resources permissible for use by students during the course of their study and evaluation. The educational process is perceived as a joint faculty-student enterprise which will perforce involve professional judgment by faculty and may involve—without penalty—reasoned exception by students to the data or views offered by faculty.

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz or exam will be imposed.

View the complete policy at www.cfo.pitt.edu/policies/policy/02/02-03-02.html

“If you have any disability for which you may require accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union (412-648-7890) during the first two weeks of the term.”

Suggested Diversity Statements for Syllabi at Pitt Public Health

Option 1: The University of Pittsburgh Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others.

Option 2: In this course, students, faculty and guests represent a diversity of individual perspectives, backgrounds, and experiences, which enriches our classes. We urge all to be respectful of others. While intellectual disagreement may be constructive, no harsh statements, or demeaning or discriminatory behavior will be permitted. If you feel uncomfortable, please feel free to approach me to discuss the situation.

Option 3: This course covers multi-dimensional academic topics. You are expected to share your views and be respectful of others' opinions. This will ensure a learning environment that values diverse experiences and expertise, which will facilitate Pitt Public Health's collaborative approach to solving problems.

Procedural things to discuss:

We have been asking ourselves how to operate. Let’s talk about these things. All is draft and open for discussion and improvement.

1. What is the result of review of new /modified course in EPCC? Can we use a system such as this one? Other ideas?

Result of review	Do this if the changes requested are:	Then, faculty member needs to	Highlight in re-submission
Approved, no changes	None, except for typos	Submit final syllabus to EPCC staff	Nothing
Approved, minor changes requested	<u>Mostly clarifications:</u> -Verbs in Learning Objectives -Grading clarification -Modification of requirements -Addition of required sections (e.g., disability or plagiarism) - - -	Re-submit syllabus to EPCC Chair and staff	Changes
Approved, moderate changes requested	<u>Addition of missing parts</u> - Learning Objectives -List of sessions -Assignments -Minimum reading list <u>Explanation of how 2-3 parts of the course “hang together”</u> (e.g., how objectives match with assignments) - -	Re-submit syllabus and Course Form to EPCC to be viewed at the next session	Changes
Reject, major changes requested	All the above, plus -Documents have contradictory information in key areas -There is a need for explanation of how >3 parts of the course “hang together” - - -	Recommend use of syllabus template. Re-submit syllabus and Course Form to EPCC to be viewed at the next session	Changes

2. What kind of changes have to come to EPCC?

I would suggest all changes that are beyond the regular year-to-year updating of a class.

3. When a course modification is resubmitted, EPCC should look at the syllabus components for completeness and compliance with current requirements.

Commented [Office1]: We may need to start reviewing all in school.

4. Should we develop a shorter form for changes that are minimal? If yes, what are minimal changes?

Change	Course modification shortest form (to be developed)	Course modification standard form (to be developed)	New course form
Title	x		
Learning Objectives	x		
Pre-requisites	x		
Number of credits		x	
Course description		x	
Course delivery mode		x	
Add a main topic (half the course)		x	
Delete/replace a major topic (i.e., half the course)		x	

5. What do we do when the chair is not there (e.g., is in the hospital)? Can we get a co-chair or vice-chair?

Commented [Office2]: Someone can sub. Or elect an acting chair if it will be a while. Not a big deal.

Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | October 21, 2015

Present: Quinten Brown, Patricia Opresko, Cindy Bryce, Eleanor Feingold, Yue Chen, Robin Leaf, Patricia Documet, Zsolt Urban, Nancy Glynn, Mary Derkach, Ying Ding, Julia Driessen, David Finegold

Absent: John Shaffer, Hristina Denic, Taru Gupta

Guests: Alan Juffs, Dorolyn Smith

Meeting called to order at 1:30 p.m. by Patricia Documet, Chair.

English Language Institute Course for Pitt Public Health Students - Alan Juffs

There have been multiple discussions school-wide pertaining to improving the communication skills of Pitt Public Health students. Recently, the shift has focused more on non-native English speaking students. Alan Juffs and Dorolyn Smith from the English Language Institute were guest during October EPCC meeting. They outlined several options for improving the communication skills of our non-english speaking student population. They outlined the courses they've created for both the Engineering school, and GSPIA. With input from our school's faculty, ELI can create a course specific to our school's needs. This customization includes course content, credit or non-credit, and even assistance with I-20 visa issues.

The EPCC departmental representatives discussed if their departments would be interested in having their students participate in this course. Whether this course would take place in the fall or spring was also discussed. This discussion with the ELI was the next step in a larger process, and it was helpful to hear what options are available to us from within the university.

ACTION – Departmental representatives are going to discuss the ELI, and what they have to offer, with their departmental leadership.

Math Boot Camp for Incoming Students – Julia Driessen

Julia Driessen had noticed issues with student's fundamental math competency in the HPM Health Economics course. This spawned the creation of a math boot camp, which takes place during HPM's orientation. This boot camp has been successful in helping students sharpen their basic math skills before entering their courses, and Julia thought it might be beneficial to expand the boot camp to other departments. Expanding the boot camp is going to take some additional planning, but Julia wanted the school to know about this.

ACTION – Cindy Bryce and Julia will move this forward by discussing scheduling possibilities, content, etc.

Gauging Departmental Interest: *Introduction to Translational Research in the Health Sciences* – Cindy Bryce

Cindy Bryce spearheaded a discussion regarding PUBHLT 3000 – Introduction to Translational Research in the Health Sciences. This course was developed by the CTSI to be given across the Health Sciences. Cindy explained to the group that not only did this course expose students to translational research, it also exposed students to the world of interdisciplinary collaboration. Cindy wanted to gauge the interest of our school's departments regarding whether their students might want to take this course.

ACTION - Departmental representatives are going to discuss PUBHLT 300 with their departmental leadership.

ACTION – Quinten Brown will send out the full syllabus to the committee.

New Course: EPI 2143, *Social Epidemiology* – Review of Resubmitted Syllabus

Previously, EPCC approved Dr. Anthony Fabio's course, but wanted to see a resubmitted syllabus. After reviewing the resubmitted syllabus, Patricia Documet will reach out to Dr. Fabio with suggestions to improve the syllabus. The suggestions/issues are very minor.

New Course Submission Announcement – Robin Leaf

New courses for spring 2016 need to be submitted to EPCC for their November meeting.

Approval of September Meeting Minutes

Correction – Ying Ding attended September's meeting.

EPCC Standard Operating Procedures – Patricia Documet

In order for the committee to run efficiently, Patricia would like for the standard operating procedures to be written down in a manual of sorts. This topic will be discussed during later EPCC meetings.

The meeting was adjourned at 3:30 p.m.

The next meeting is November 18, 1:30-3:30p.m., 110 Parran Hall.

Future items for discussion/ action at upcoming meetings: N/A