**Graduate School Of Public Health**
***Educational Policies and Curriculum Committee***
**Agenda for September 10, 2015**

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

**A. New Business:**

1. New EPCC Member Introduction: Julia Driessen (HPM), Student Representatives
2. Election of a new EPCC Chairperson
3. New Course: BCHS XXXX, *Global Perspectives on Women's Empowerment, Gender Equality, and Health*
4. New Course: EPI 2143, *Social Epidemiology*
5. New Course: HPM 2063, *The Politics of Health Policy*
6. Course Modification: EOH 3305, *Genome Stability and Human Disease* (Course title and content 1st discussed during August EPCC meeting)
7. Approval of August meeting minutes
8. Spring 2016 EPCC Schedule Confirmation, Quinten Brown

**C. Closed Session:**

1. Review of student records (closed to student representatives)

Next meeting: October 21, 2015 | 1:30-3:30pm, Parran 110

**From:** Leaf, Robin A
**To:** Brown, Quinten Cabot
**Subject:** For SEPT EPCC Meeting
**Date:** Tuesday, August 04, 2015 11:49:31 AM
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*From the School Bylaws*

Election of the Chairs of the GSPH Council Standing Committees

With the exception of the Faculty Diversity Committee, which will be chaired by the Associate Dean for Diversity, the Chairs of the GSPH Council Standing Committees must be chosen from the selected faculty representatives currently serving on the committee at their first meeting of the academic year. This meeting will be chaired by the outgoing chair. The election will be by secret ballot with the results tallied immediately by the committee support staff person. The President of the FSEC will present the elected Standing Committee Chairs to the GSPH Council.

Robin A. Leaf, M.Ed.
Educational Programs and Practicum Coordinator
University of Pittsburgh
Graduate School of Public Health | Office of Student Affairs and Education
A519 Crabtree Hall, 130 DeSoto Street, Pittsburgh, PA 15261
Telephone – 412-648-5984 | Fax – 412-624-3755 | www.publichealth.pitt.edu
**Please note new office location.**

_General CMYK for e-mail signature

Have you read the latest issue of the Weekly Update?
Student Edition
Faculty/Staff Edition

**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):**

   _**X**__ New course, not previously approved
   ___ Course title change

   ___ Cross-listing only
   (Specify academic unit & course number): _____

   ___ Course modification (major)
   ___ Special topics course content
   ___ Pitt Public Health Core Course
   ___ Practicum, internship, field placement

3. **Course designation:**

   Course Number _____
   Title: **Global Perspectives on Women's Empowerment, Gender Equality, and Health**
   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.

**** The course will not be cross-listed, but will be available to interested upper-level undergraduate students. This is a requirement of the PITT Global Studies Center funding provided to Dr. Burke for the development of this course.**

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.)

a. Principal instructor: **Jessica G. Burke, Associate Professor, BCHS 10%**

b. Co-instructors (if any): **Teagen O'Malley, Doctoral Candidate, BCHS (10 hours per week GSR)**

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.).

**Limited educational opportunities, financial dependence, and gender bias and discrimination are intersecting factors that contribute to poor health status and well-being among women around the world. This course examines the relationship between such macro-level factors and women's health and explores promising interventions and policy changes aimed at promoting women's empowerment, gender equality, and improved and sustained health outcomes for women. Specific attention is given to examining the connection between women's health and educational and legal initiatives and microfinance programming.**

**Illustrative case examples are drawn from instructor global experience conducted on related research in Thailand, India, and Peru and relevant readings. Key health issues discussed will include gender-based violence, reproductive and sexual health, and pregnancy outcomes. To emphasize key points, guest speakers from diverse fields, including women's studies, ethics, law, and economics will be invited to provide additional insights regarding the complexities associated with the topic and with effective and innovative intervention development.**

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

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

**Minimum = 5, Maximum = 20 The course is discussion based and would be difficult to facilitate/teach with more than 20 students.**

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

**N/A**

c. 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.

**N/A**

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

a. Number of course hours per session **_3_** Sessions per week **__1_** Weeks per academic term **__10____**

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

Lectures **_40%____** Seminars **__60%___** Recitations _____ Field work _____ Laboratory _____
Other (specify): _____

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

9. **Grading of student performance:**

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

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

**A, B, C grading system to be used.**

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.

_**X**__ 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 course is not required for a degree or certificate program, but is consistent with the global and women's health missions of Pitt Public Health**

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

**This course is focused on addressing women's health issues across a wide range of diverse geographic and cultural settings.**

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

Name/Title: _ Jessica Griffin Burke, Associate Professor_____
Date: August 10, 2015

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

Name/Title: __Steve Albert, Professor & Chair _____
Date: August 10, 2015

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? | | |
|---|---|---|---|---|
| ***Heading*** | Course Number* | Yes ☐ | No ☐ | N/A ☐ |
| | Course Title* | Yes ☐ | No ☐ | N/A ☐ |
| | Course Meeting Time/Day of Week* | Yes ☐ | No ☐ | N/A ☐ |
| | Classroom Location* | Yes ☒ | No ☐ | N/A ☐ |
| ***Faculty Information*** | Office Location* | Yes ☒ | No ☐ | N/A ☐ |
| | Office Hours* | Yes ☒ | No ☐ | N/A ☐ |
| | Phone Number* | Yes ☒ | No ☐ | N/A ☐ |
| | Email Address* | Yes ☒ | No ☐ | N/A ☐ |
| | Teaching Philosophy | Yes ☐ | No ☒ | N/A ☐ |
| | Teaching Assistant Contact | Yes ☐ | No ☐ | N/A ☒ |
| ***Student Expectations in Classroom*** | Behavior/ Ground Rules (cell phones off, laptops off, etc.) | Yes ☒ | No ☐ | N/A ☐ |
| | Recording of Lectures | Yes ☒ | No ☐ | N/A ☐ |
| ***Course Summary*** | Course Description* | Yes ☒ | No ☐ | N/A ☐ |
| | Learning Objectives* | Yes ☒ | No ☐ | N/A ☐ |
| ***Materials*** | Required Textbooks/ Articles/Readings | Yes ☒ | No ☐ | N/A ☐ |
| | Required Software | Yes ☒ | No ☐ | N/A ☐ |
| | Required Equipment (including use of CourseWeb/Blackboard) | Yes ☒ | No ☐ | N/A ☐ |
| | Recommended Material | Yes ☒ | No ☐ | N/A ☐ |
| | Availability of Software for Purchase and/or Use | Yes ☐ | No ☐ | N/A ☒ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Evaluation*** | Grading Scale* | Yes | ☒ | No | ☐ | N/A | ☐ |
| | Grading Criteria/Rubric | Yes | ☒ | No | ☐ | N/A | ☐ |
| | Late Assignment Policy | Yes | ☐ | No | ☐ | N/A | ☐ |
| ***Accommodation of Students with Disabilities*** | Pitt Public Health Statement* | Yes | ☒ | No | ☐ | N/A | ☐ |
| ***Academic Integrity Policy*** | Pitt Public Health Statement* | Yes | ☒ | No | ☐ | N/A | ☐ |
| ***Schedule*** | Topics by Session* | Yes | ☒ | No | ☐ | N/A | ☐ |
| | Reading and Written Assignments by Session* | Yes | ☒ | No | ☐ | N/A | ☐ |
| | Learning Objectives by Session | Yes | ☒ | No | ☐ | N/A | ☐ |
| | Test Dates | Yes | ☒ | No | ☐ | N/A | ☐ |
| ***Additional Resources*** | Health Sciences Library Liaison Contact Information | Yes | ☒ | No | ☐ | N/A | ☐ |
| | Writing Center Contact (if course is writing intensive) | Yes | ☒ | No | ☐ | N/A | ☐ |

**Required Information Not Included**

| List the Required Detail Not Included | Reason for Not Including |
|---|---|
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**Graduate School of Public Health**
**Department of Behavioral and Community Health Sciences**

**(COURSE NUMBER)**
**Global Perspectives on Women's Empowerment, Gender Equality, and Health**
DAY, TIME - TBD
LOCATION – TBD
2 credits
Spring 2016

**Primary Faculty:**
Jessica G. Burke, PhD, MHS
Associate Professor
University of Pittsburgh
Graduate School of Public Health
Department of Behavioral and Community Health Sciences
Parran Annex, Room 4028
Phone: 412-624-3610
Email: jgburke@pitt.edu
Office Hours: by appointment

**Co-instructor:**
Teagen O'Malley, MPH
Doctoral Candidate
University of Pittsburgh
Graduate School of Public Health
Department of Behavioral and Community Health Sciences
Email: tlo8@pitt.edu
Office Hours: by appointment

**Course Description**
Limited educational opportunities, financial dependence, and gender bias and discrimination are intersecting factors that contribute to poor health status and well-being among women around the world. This course examines the relationship between such macro-level factors and women's health and explores promising interventions and policy changes aimed at promoting women's empowerment, gender equality, and improved and sustained health outcomes for women. Specific attention is given to examining the connection between women's health and educational and legal initiatives and microfinance programming.

Illustrative case examples are drawn from instructor global experience conducted on related research in Thailand, India, and Peru and relevant readings. Key health issues discussed will include gender-based violence, reproductive and sexual health, and pregnancy outcomes. To emphasize key points, guest speakers from diverse fields, including women's studies, ethics, law, and economics provide additional insights regarding the complexities associated with the topic and with effective and innovative intervention development.

**Prerequisites**
There are no prerequisites for this course. The course is available to up to five upper-level undergraduate students per term.
**Learning Objectives**

By the end of the course, students should be able to:

- Explain the socio-ecological model of health and well-being;
- Define and describe macro-level factors affecting women's health around the world;
- Define gender equality and women's empowerment;
- Identify the major gaps in health and gender equality;
- Discuss at least three macro-level interventions designed to impact women's empowerment and equality.

**Required Texts & Readings**
The required text for the course, which you are encouraged to purchase, is:

- Visvananthan, Duggan, Wiegersma, Nisonoff (Eds) (2011). The Women, Gender & Development Reader.
- Additional articles and readings will be made available online in CourseWeb.

**Recommended Text**
The recommended book for this course, which you are encourage to purchase, is:

- Nicholas Kristof & Cheryl WuDunn (2010). Half the Sky: Turning Oppression into Opportunity.

**CourseWeb/Blackboard Instruction**
This course will use the University CourseWeb (Blackboard) online system for instructional support. Readings will be made available on CourseWeb and students use the system for submitting assignments. No hard copies of assignments will be accepted.

**Required Software**
Not applicable

**Required Equipment**
Not applicable

**Class Expectations & Ground Rules**
**Students will treat one another with respect.** While you may disagree with someone, or have a different take on an issue, all our perspectives are valuable and valid.
**No electronic devices** will be allowed in the classroom. The nature of this class requires that everyone be focused on the discussion and interaction with the instructor, guest speakers, and other students. Cell phones must also be silenced or turned off.
**Recording of class content** can only take place with permission from the instructor.

**Grading Scale:**

| | |
|---|---|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| < 60% | F |

Note: The +/- system is not used. Only straight letter grades will be assigned.

**LATE ASSIGNMENT POLICY:**

Assignments are to be submitted on the dates indicated. Assignments will be assessed a 5% deduction for every day late.

**Student Performance Evaluation**
This course is an introductory class on women's empowerment, gender equality, and health in global settings. It is taught in a seminar fashion where classes are highly discussion-based and students will be expected to actively participate and lead discussions. Grades are assigned on the basis of:

*Class Participation* and Attendance (25%)
Attendance is required. The quality of the course will be dependent on regular attendance and informed participation. Students are expected to come to class prepared, having read all of the assigned readings, and to actively participate in class discussions.

*Discussion Questions* (25%)
Students will be required to post three questions based on the weeks assigned readings that they are interested in exploring in the class discussion. Questions must be posted on the class discussion board on CourseWeb by 11pm the day before class.

*Facilitation of Discussion* (10%)
During the first class, each student will choose a date on which they will suggest a reading and facilitate its discussion. The goal of this exercise is to effectively lead the class in a thoughtful consideration of the article. It is not a formal presentation. Articles for facilitation should be selected based on their relevance to the week's women's health topic and involve discussion of a unique intervention approach to addressing the problem. Students are encouraged to explore a variety of sources such as peer-reviewed journals, global health organizations, and news outlets. The following are a few global women's health sources to explore.

- *Global Public Health*
- The Lancet: Global Health Blog
- The Guardian: Global Health Blog
- International Center for Research on Women (ICRW)
- Association for Women's Rights in Development (AWID)
- UN Women
- Global Fund for Women

*Reflection Paper* (20%)
Students will write a two-page reaction paper due Week 6 to one of the two books listed below. A discussion of the books will take place on Week 6. Students have the option to read one of the following books:

- Jacqueline Novogratz (2009). The Blue Sweater: Bridging the Gap Between the Rich and Poor in an Interconnected World.
- Kris Holloway (2006). Monique and the Mango Rains: Two Years with a Midwife in Mali

*Final Exam* (20%)
A take-home short essay format final exam will be distributed in Week 9 and due at the beginning of class on Week 10. Additional details will be distributed at a later date.

**Accommodations for Students with Disabilities**

If a student has any disability for which they may require accommodations they are encouraged to notify both the instructor and the Office of Disability Resources and Services (140 William Pitt Union at 412-648-7890 or http://www.studentaffairs.pitt.edu/drswelcome) as early as possible in the academic term.

**Pitt Public Health Academic Integrity Statement (mandatory and must be included)**
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 Graduate School of Public Health's policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (mypublichealth.pitt.edu) > Students> Academics and Student Services> Academic Handbook. 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 the school.

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 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 Pitt Public Health Academic Integrity Hearing Board, a record will remain in the student's permanent file.

**Writing Center and Library Contact**
For students with writing challenges, they are encouraged to reach out the University's Writing Center (317B O'Hara Student Center at 412-624-6556 or http://www.writingcenter.pitt.edu/). For assistance with finding library sources, Barb Folb (folb@pitt.edu), the BCHS/Graduate School of Public Health's Health Science Library Liaison should be contacted.

**Course Schedule**

**WEEK 1: Introduction to the course**

Learning Objectives

- Provide a historical context for addressing gender equality and women's health.

Assigned Reading

- The Women, Gender & Development Reader (Visvananthan, Duggan, Wiegersma, Nisonoff)
    - Chapter 1 – "The history of international development: concepts and contexts" (S. Rai)
    - Chapter 3 – "Gender and development: theoretical perspectives" (S. Rai)
    - Chapter 9 – "Gender as a social determinant of health: evidence, policies, and innovations" (Sen & Ostlin)
- Global Empowerment of Women: Responses to Globalization and Politicized Religions (Carolyn M. Elliot)
    - Introduction - "Markets, Communities, and Empowerment" (Carolyn M. Elliot)
- Feminisms in Development: Contradictions, Contestations and Challenges (Cornwall, Harrison, & Whitehead)
    - Chapter 1 – "Introduction: feminisms in development: contradictions, contestations and challenges" (Cornwall, Harrison, & Whitehead) http://m.friendfeed-media.com/bb1e002789fca7ebe0c46af4b901c8f32d89bd86

**WEEK 2: Innovations for Women's Health**

Learning Objectives

- Define gender equality and women's empowerment.
- Define and describe the macro-level factors affecting women's health, equality and empowerment globally.

Assigned Reading

- Sen & Ostlin (2008). Gender inequity in health: why it exists and how we can change it. *Glob Public Health*, 3 Suppl 1:1-12. http://people.stfx.ca/accamero/gender and health/gender as a determinant of health/gender inequality in health why it exists and how can we change it.pdf
- Malhotra, Schulte, Patel, & Petesch (2009). Innovations for Women's Empowerment and Gender Equality. International Center for Research on Women (ICRW). http://www.icrw.org/sites/default/files/publications/Innovation-for-Womens-Empowerment.pdf
- Sen & Ostlin Unequal, unfair, ineffective and inefficient. Gender inequity in health: why it exists and how we can change it. WHO Commission on Social Determinants of Health – Women and Gender Equity Knowledge Network. http://www.who.int/social_determinants/resources/csdh_media/wgekn_final_report_07.pdf?ua=1
- Keleher & Franklin (2007). Changing gendered norms about women and girls at the level of household and community: a review of the evidence. WHO Commission on Social Determinants of Health – Women and Gender Equity Knowledge

Network. http://www.who.int/social_determinants/resources/changing_gendered_norms_wgkn_2007.pdf

- OECD (2012). Closing the Gender Gap: Act Now.
  - Executive Summary. http://www.oecd.org/gender/Executive%20Summary.pdf
- Jayachandran & Seema (2014). The Roots of Gender Inequality in Developing Countries. NBER Working Paper, No. 20380. http://www.nber.org/papers/w20380

**WEEK 3: Reproductive and Sexual Health**

Learning Objectives:

- UnderstandUnderstand issues related to access to birth control, human papillomavirus (HPV), menstrual health, and female genital mutilation (FGM) among women globally.
- Discuss macro-level interventions designed to impact these reproductive and sexual health issues.

Guest Speaker: Sharon Paul

Assigned Reading

- Half the Sky: Turning Oppression into Opportunity (Kristoff & WuDunn)
  - Chapter 8 – "Family Planning and the 'God Gulf'"
- Speizer et al. (2014). Demand generation activities and modern contraceptive use in urban areas of four countries: a longitudinal evaluation. *Glob Health Sci Pract,* 2(4):410-26.
- Sommer, Hirsch, Nathanson, & Parker (2015). Comfortably, safely, and without shame: defining menstrual hygiene management as a public health issue. *American Journal of Public Health*, 105(7):1302-1311.
- Betteridge, A. Why we need to talk about periods: menstrual hygiene management in development, *Dev Policy Blog,* October 11, 2014. http://devpolicy.org/why-we-need-to-talk-about-periods-menstrual-hygiene-management-in-development-practice-20131011/
- Berg & Denison. (2012). Effectiveness of interventions designed to prevent female genital mutilation/cutting: a systematic review. *Stud Fam Plann,* 43(2):135-46.

- Video: A Girl Who Demanded School – Kakenya Ntaiya http://www.ted.com/talks/kakenya_ntaiya_a_girl_who_demanded_school?language=en

**WEEK 4: Pregnancy Outcomes**

Learning Objectives

- Understand obstetric fistula and maternal mortality as women's health and equality issues.
- Discuss macro-level interventions designed to impact these pregnancy-related issues.

Guest Speaker: Orrin Tiberi

Assigned Reading

- Half the Sky: Turning Oppression into Opportunity (Kristoff & WuDunn)
  - Chapter 6 – "Maternal Mortality – One Woman a Minute"

    - Chapter 7 – "Why Do Women Die in Childbirth?"
- Mselle, Moland, Evjen-Olsen, Mvungi, & Kohi (2011). "I am nothing": experiences of loss among women suffering from severe birth injuries in Tanzania. *BMC Women's Health*, 11(49).
- Tuncalp, Hindin, Souza, Chou, & Say (2012). The prevalence of maternal near miss: a systematic review. *BJOG,* 119(6):653-61.
- Campbell & Graham (2006). Strategies for reducing maternal mortality: getting on with what works. *The Lancet*, 368(9543):1284-99.

**WEEK 5: Intimate Partner Violence**

Learning Objectives
- Understand intimate partner violence as a women's health and equality issue.
- Discuss macro-level interventions designed to impact intimate partner violence.

Assigned Reading
- Devries et al. (2013). The Global Prevalence of Intimate Partner Violence Against Women. *Science*, 340(6140):1527-1528.
- Ellsberg et al. (2015). Prevention of violence against women and girls: what does the evidence say. *The Lancet,*385(9977):1555-1566. http://dx.doi.org/10.1016/S0140-6736(14)61703-7
- Michau et al. (2015). Prevention of violence against women and girls: lessons from practice. *The Lancet,* 385(9978):1672-1684.
- Jewkes, Flood, & Lang (2015). From work with men and boys to changes of social norms and reduction of inequities in gender relations: a conceptual shift in prevention of violence against women and girls. *The Lancet,* 385(9977):1580-1589.

**WEEK 6: Book Discussion**

Learning Objective:
- Students will lead a discussion of the following two books:
- Jacqueline Novogratz (2009). The Blue Sweater: Bridging the Gap Between the Rich and Poor in an Interconnected World.
- Kris Holloway (2006). Monique and the Mango Rains: Two Years with a Midwife in Mal

**WEEK 7: Rape and Sexual Violence**

Learning Objectives
- Understand rape and sexual violence as women's health and equality issues.
- Discuss macro-level interventions designed to impact rape and sexual violence.

Assigned Reading
- Half the Sky: Turning Oppression into Opportunity (Kristoff & WuDunn)
    - Chapter 4 – "Rule by Rape"
- Curry, C. How India is Fixing its Rape Culture – and Why There's Still a Long Way Left to Go. *Vice,* June 24, 2015.

https://news.vice.com/article/how-india-is-fixing-its-rape-culture-and-why-theres-still-a-long-way-left-to-go

**WEEK 8: HIV/AIDS**

Learning Objectives
- Understand HIV/AIDS as a women's health and equality issue.
- Discuss macro-level interventions designed to impact HIV/AIDS among women.

Assigned Reading
- Kennedy, Fonner, O'Reilly, & Sweat (2014). A systematic review of income generation interventions, including microfinance and vocational skills training, for HIV prevention. *AIDS Care*, 26(6): 659–673.
- Global Empowerment of Women: Responses to Globalization and Politicized Religions (Carolyn M. Elliot)
    - Chapter 15 – "Women, Culture, and HIV/AIDS in Sub-Saharan Africa: What does the 'empowerment' discourse leave out?" (Kawango E. Agot)
- Pronyk et al. (2006). Effect of a structural intervention for the prevention of intimate-partner violence and HIV in rural South Africa: a cluster randomised trial. *The Lancet, 368*(9551), 1973-1983.

**WEEK 9: Trauma and Depression**

Learning Objectives
- Understand trauma and depression as women's health and equality issues.
- Discuss macro-level interventions designed to impact trauma and depression.

Guest Speaker: Nancy Glass

Assigned Reading
- Glass, Perrin, Kohli, & Remy (2014). Livestock/animal assets buffer the impact of conflict-related traumatic events on mental health symptoms for rural women. *PLoS One, 9*(11), e111708.
- Building Women's Economic and Social Empowerment (2015). Innovations for Poverty Action. http://www.poverty-action.org/sites/default/files/building-womens-economic-and-social-empowerment.pdf

**WEEK 10: Wrapping Up**

Learning Objectives
- Identify the major gaps in health and gender equality.

Assigned Reading

- Video: Inspiring a Life of Immersion – Jacqueline Novogratz https://www.ted.com/talks/jacqueline_novogratz_inspiring_a_life_of_immersion
- Video: The Danger of a Single Story - Chimamanda Ngozi Adichie http://bit.ly/AdichieTEDtalk
- Video: Social Experiments to Fight Poverty – Esther Duflo http://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty
- Video: Adaptive Leadership, Leading Change – Marty Linsky https://www.youtube.com/watch?v=af-cSvnEExM

**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):**

   X New course, not previously approved
   ___ Course title change
   ___ Cross-listing only
   (Specify academic unit & course number): _____
   ___ Course modification (major)
   ___ Special topics course content
   ___ Pitt Public Health Core Course
   ___ Practicum, internship, field placement

3. **Course designation:**

   Course Number EPI 2143 Title Social Epidemiolgy 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.

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.)

   a. Principal instructor: Anthony Fabio. Primary Appointment in Epidemiology. Expected course time is 5%. 10%

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

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.).

The purpose of this course is to provide a broad exposure to the field of social epidemiology and allows students an opportunity for a targeted study of a particular problem from a social epidemiological framework. Social epidemiology takes into account the social, psychological, biological, and medical determinants of disease and health and uses a multidisciplinary approach to analyzing and solving complex contemporary social issues. In this course, students will read major papers in the field and discuss their relevance to today's health research. Students will also learn about approaches for incorporating social epidemiology into their research.

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

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

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

c. 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.

PREQ: EPIDEM 2110 and (BIOST 2011 or 2041)

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 100% Seminars _____ Recitations _____ Field 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.

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 course provides an introduction to general epidemiological approaches to studying public health outcomes.

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

Social epidemiology addresses social allocation mechanisms (i.e., economic and social forces) that produce differential exposures that often yield health disparities, either positively or negatively.

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

Name/Title: _____ Date: 7/28/2015

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

Name/Title: _____ Date: 7/29/15

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? | | |
|---|---|---|---|---|
| ***Heading*** | Course Number* | Yes X | No | N/A |
| | Course Title* | Yes X | No | N/A |
| | Course Meeting Time/Day of Week* | Yes | No X | N/A |
| | Classroom Location* | Yes | No X | N/A |
| ***Faculty Information*** | Office Location* | Yes X | No | N/A |
| | Office Hours* | Yes X | No | N/A |
| | Phone Number* | Yes X | No | N/A |
| | Email Address* | Yes X | No | N/A |
| | Teaching Philosophy | Yes | No X | N/A |
| | Teaching Assistant Contact | Yes | No X | N/A |
| ***Student Expectations in Classroom*** | Behavior/ Ground Rules (cell phones off, laptops off, etc.) | Yes | No x | N/A |
| | Recording of Lectures | Yes | No X | N/A |
| ***Course Summary*** | Course Description* | Yes X | No | N/A |
| | Learning Objectives* | Yes X | No | N/A |
| ***Materials*** | Required Textbooks/ Articles/Readings | Yes x | No | N/A |
| | Required Software | Yes | No | N/A X |
| | Required Equipment (including use of CourseWeb/Blackboard) | Yes | No | N/A X |
| | Recommended Material | Yes X | No | N/A |
| | Availability of Software for Purchase and/or Use | Yes | No | N/A x |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Evaluation*** | Grading Scale* | Yes X | ☐ | No | ☐ | N/A | ☐ |
| | Grading Criteria/Rubric | Yes X | ☐ | No | ☐ | N/A | ☐ |
| | Late Assignment Policy | Yes | ☐ | No X | ☐ | N/A | ☐ |
| ***Accommodation of Students with Disabilities*** | Pitt Public Health Statement* | Yes x | ☐ | No | ☐ | N/A | ☐ |
| ***Academic Integrity Policy*** | Pitt Public Health Statement* | Yes X | ☐ | No | ☐ | N/A | ☐ |
| ***Schedule*** | Topics by Session* | Yes X | ☐ | No | ☐ | N/A | ☐ |
| | Reading and Written Assignments by Session* | Yes x | ☐ | No | ☐ | N/A | ☐ |
| | Learning Objectives by Session | Yes | ☐ | No X | ☐ | N/A | ☐ |
| | Test Dates | Yes | ☐ | No | ☐ | N/A X | ☐ |
| ***Additional Resources*** | Health Sciences Library Liaison Contact Information | Yes | ☐ | No | ☐ | N/A X | ☐ |
| | Writing Center Contact (if course is writing intensive) | Yes | ☐ | No | ☐ | N/A X | ☐ |

**Required Information Not Included**

| **List the Required Detail Not Included** | **Reason for Not Including** |
|---|---|
| Course Meeting Time/Day of Week* | To be determined. |
| Classroom Location* | To be determined. |
| | |
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# SOCIAL EPIDEMIOLOGY (EPI 2443)

Instructor:

Anthony Fabio, MPH, PhD
Graduate School of Public Health
Epidemiology Data Coordinating Center
130 DeSoto Street
127 Parran Hall
Voice: 412-624-4612
E-mail: afabio@pitt.edu

Course Location: TBD

Office Hours: By appointment.

Course Description and Objectives

This course provides a broad exposure to the field of social epidemiology and allows students an opportunity for a targeted study of a particular problem from a social epidemiological framework. Social epidemiology reveals how social processes are intrinsically linked to the health of populations and individuals. Social epidemiology takes into account the social, psychological, biological, and medical determinants of disease and health and uses a multidisciplinary approach to analyzing and solving complex contemporary social issues. In this course, students will read major papers in the field and discuss their relevance to today's health research. Students will also learn about approaches for incorporating social epidemiology into their research. In particular students will discuss the differences and similarities of social determinants and individual determinants of health. The final project will be a draft manuscript (Introduction, Methods and Results sections) which teams of students will work on together. Teaching methods include lectures, readings, class discussions, and written assignments. The written assignments will be pieces of a final project which will culminate into a draft manuscript using social epidemiology.

Class will meet once a week for about 2 hours, DAY from TIME. Typically, the instructors or a guest will lecture on material relevant to the weekly topic during the first 45-60 minutes. The last part of the class will be used for discussion of readings and lectures. You may be asked in advance to present individual articles and to collaborate as groups to address specific questions about the assigned readings. Course readings are on the course website and those not available on the website will be in Dr. Fabio's office.

The goals for students are to be able to:

1) Understand the foundations of social epidemiology and public health.
2) Understand the complexity and importance of social interaction and social institutions in health outcomes and exposure allocation.
3) Understand the purpose and place of social epidemiology within the broader discipline of epidemiology.

4) Understand the central questions of social epidemiology and the current theory and methods employed
5) Distinguish between social determinants of health and individual determinants of health.

## STUDENT EVALUATION

Your final grade for EPI 2143 will be based on the following:

1. Collaborative research project (80 points). A detailed description of this assignment is appended at the end of the syllabus. Your topic is due by XXXX, introduction is due by XXXX and the final product is due XXXX. If you miss any of these deadlines, you will be penalized 5 points. An oral presentation of your project will be made on XXXX. Please submit the annotated bibliography electronically to Assignments on courseweb.

2. Class Participation (20 points). A key component of this class is the interaction among you and other students and with the instructors. Attendance and participation in class discussions will be monitored and graded by the instructors for a total of 10 points.

Letter grades will be assigned as follows:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A+ | 98-100 | B+ | 87-89 | C+ | 77-79 | F | 0-69 |
| A | 94-97 | B | 83-86 | C | 73-76 | | |
| A- | 90-93 | B- | 80-82 | C- | 70-72 | | |

## 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 10/14/08, which is based on the University policy, is available online at http://www.publichealth.pitt.edu/interior.php and linking to the PITT Public Health Academic Handbook. 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.

## TOPICS AND ASSIGNMENTS

**Session 1:** **Course Overview**
*Lecturer*: Anthony Fabio

**Sessions 2-7: Theory of Social Epidemiology and its Role in Understanding Public Health**

**Session 2:** **Overview, History and Future of Social Epidemiology**
*Lecturer*: Anthony Fabio

**Readings:**

Rose, Geoffrey. (1985). Sick Individuals and Sick Populations. International Journal of Epidemiology, 14(1), 32-38. doi: 10.1093/ije/14.1.32

Galea, S., & Link, B. G. (2013). Six paths for the future of social epidemiology. Am J Epidemiol, 178(6), 843-849. doi: 10.1093/aje/kwt148

Krieger N. Epidemiology and the web of causation: has anyone seen the spider? Soc Sci Med. 1994 Oct;39(7):887-903

Krieger, N. (1999). Sticky webs, hungry spiders, buzzing flies, and fractal metaphors: on the misleading juxtaposition of "risk factor" versus "social" epidemiology. J Epidemiol Community Health, 53(11), 678-680.

**Session 3:** **The Role of Social Epidemiology in Public Health**
*Lecturer*: Anthony Fabio

**Readings:**

Rothman KJ, Adami HO, Trichopoulos D. Should the mission of epidemiology include the eradication of poverty? Lancet. 1998 Sep 5;352(9130):810-3.

McMichael AJ. The role of epidemiologists in eradicability of poverty. Lancet. 1998 Nov 14;352(9140):1627.

Kaplan GA. The role of epidemiologists in eradicability of poverty. Lancet. 1998 Nov 14;352(9140):1627-8.

**Session 4:** **Race, Ethnicity and Social Epidemiology**
*Lecturer*: Dara Mendez

**Readings:**

Williams DR. Race and Health: Basic Questions, Emerging Directions. *Ann Epidemiol.* 1997 Jul;7(5):322-33

Jones CP. "Race", Racism, and the Practice of Epidemiology. *Am J Epidemiol.* 2001;154(4):299-304.

Jones CP. Levels of racism: A theoretic framework and a gardener's tale. *American Journal of Public Health.* 2000;90(8):1212-1215.

Karlsen S, Nazroo JY. Measuring and Analyzing "Race," Racism, and Racial Discrimination. In: Oakes JM and Kaufman JS, eds. *Methods in Social Epidemiology.* San Francisco, CA: Josey-Bass; 2006:86-111.

**Session 5: Nutrition and Social Epidemiology**
*Lecturer*: Tiffany Gary-Webb

**Readings:**

Tiffany L. Gary-Webb, Shakira F. Suglia, Parisa Tehranifar. (2013) Social Epidemiology of Diabetes and Associated Conditions. Current Diabetes Reports 13:6, 850

Sarah Stark Casagrande, Joel Gittelsohn, Alan B. Zonderman, Michele K. Evans, and Tiffany L. Gary-Webb. Association of Walkability With Obesity in Baltimore City, Maryland. American Journal of Public Health: December 2011, Vol. 101, No. S1, pp. S318-S324.

**Session 6: Segregation and Social Epidemiology**
*Lecturer*: Anthony Fabio

**Readings:**

Oakes JM, Kaufman JS (Eds) Methods in Social Epidemiology. Wiley: New York, 2006. Chapter 6: Measuring Health Inequalities

Bell JF, Zimmerman FJ, Almgren GR, Mayer JD, Huebner CE. Birth outcomes among urban African-American women: A multilevel analysis of the role of racial residential segregation. Social Science and Medicine 2006; 63: 3030-3045

Fabio a. Racial segregation and county level intentional injury in Pennsylvania: analysis of hospital discharge data for 1997-1999. J Epidemiol Community Heal. 2004;58(4):346-351. doi:10.1136/jech.2002.006619.

Fabio A, Sauber-Schatz EK, Barbour KE, Li W. The association between county-level injury rates and racial segregation revisited: a multilevel analysis. Am J Public Health. 2009;99(4):748-753. doi:10.2105/AJPH.2008.139576.

**Session 7: Alcohol Availability and Social Epidemiology**
*Lecturer*: Anthony Fabio

**Readings: TBA**

**Sessions 8-9: Existing Ecologic and Multi-level Data**

**Session 8: Census and Health**
*Lecturer*: Anthony Fabio

**Housing:**

- American Housing Survey: (http://www.census.gov/programs-surveys/ahs/about.html)
- Residential segregation: Iceland J., D. H. Weinberg, and E. Steinmetz. Racial and Ethnic Residential Segregation in the United States: 1980-2000. Census 2000 Special Report
- (landview.census.gov/hhes/www/housing/resseg/pdftoc.html). See Economic Dimension, Income, page 6.

**Session 9: Health and Behavior**
*Lecturer*: Anthony Fabio

**Health:**

- Consumer Expenditure: Consumer expenditures on health care Bureau of Labor Statistics (BLS) (www.bls.gov).
- Health Care Delivery: http://www.cdc.gov/nchs/nhcs/about_nhcs.htm
- WISQARS™ Web-based Injury Statistics Query and Reporting System: http://www.cdc.gov/injury/wisqars/

**Behavior:**

- Tobacco use: Behavioral Risk Factor Surveillance System. (www.cdc.gov/brfss).
- Diet: Behavioral Risk Factor Surveillance System. (www.cdc.gov/brfss).
- Violence: FBI Uniform Crime Reports (www.fbi.gov/ucr/ucr.htm).

**Session 10-13 Study design and Analytic Approaches**

**Session 10: Ecological Approaches**
*Lecturer*: Anthony Fabio

**Readings:**

Oakes MJ, Forsyth A, & Schmitz KH. The effects of neighborhood density and street connectivity on walking behavior: The Twin Cities walking study. Epi Perspectives and Innovations 2007;4:16.

Rajaratnam JK, ZB Zurke JG & O'Campo P. Maternal and child Health and neighborhood context: the selection and construction of area-level variables. Health & Place 2006;12:547-556.

Macintyre S. Deprivation amplification revisited: or, it is always true that poorer places have poorer access to resources for health diets and physical activity? Int J Behavioral Nutrition & Physical Activity 2007;4:32.

**Session 11:** **Definitions and Measurements of Social Determinants of Health**
*Lecturer*: Anthony Fabio

**Readings: TBA**

**Session 12:** **Study Designs - Randomized Controlled Trials**
***Lecturer*: Christina Mair**

**Readings:**

"RCTs" in social epidemiology. Kaufman, J. S., Kaufman, S., & Poole, C. (2003). Causal inference from randomized trials in social epidemiology. Social science & medicine, 57(12), 2397-2409.

**Session 13:** **Study Designs - Multi-level Analysis**
*Lecturer*: Anthony Fabio

**Readings: TBA**

Introduction to multilevel modeling. Diez-Roux, A. V. (2000). Multilevel analysis in public health research. Annual review of public health, 21(1), 171-192.

Systems approaches to social epidemiology. Galea, S., Riddle, M., & Kaplan, G. A. (2010). Causal thinking and complex system approaches in epidemiology. International Journal of Epidemiology,39(1), 97-106.

## MANUSCRIPT ASSIGNMENT

As a team you will write a paper on a social epidemiology research topic. the assignment will be broken into 3 specific parts due throughout the semester and will follow the class lectures.

Introduction (20 points): The introduction will cover an overview of Social Epidemiology and a specific public health issue that will be approved by the instructor and agreed upon by the students in each writing team.

Methods (30 Points): Methods will deal with a specific method that is covered in class. Other methods will be used with approval from the instructor. Students will identify their data source from those covered in class or from others with approval from the instructor. Students will also identify the important measures for the research question including the independent variable of interest, the dependent variable, and covariates. And finally, this will deal with identifying data sources

Results (30 Points): The results will include appropriate tables, figures and text to describe the results of the analysis described in the methods.

**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):**

   ___ New course, not previously approved
   ___ Course title change
   ___ Cross-listing only
   (Specify academic unit & course number): _____
   _X_ Course modification (major)
   ___ Special topics course content
   ___ Pitt Public Health Core Course
   ___ Practicum, internship, field placement

3. **Course designation:**

   Course Number HPM 2063 Title The Politics of Health Policy Credits 2.0

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.)

   a. Principal instructor: Marian Jarlenski, PhD, MPH. Sole instructor; 100% course effort

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

b. Co-instructors (if any): N/A

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 is designed to provide an understanding of the key political dimensions of the health policy-making process in the United States. The course is designed for students with an interest in health policy, although no previous formal training in policy or politics is required. We will examine the roles of government institutions and political actors both inside and outside government in developing and implementing health policy. Past and present health care policy debates will be used to illustrate the concepts and theories discussed in class. Students will acquire an understanding of the political processes in which health policies are considered, and gain practical experience executing political strategies in the context of health policy campaigns.

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

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

N/A

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

N/A

c. 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.

No prerequisite skills or coursework are required for course enrollment.

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

a. Number of course hours per session 2.0 Sessions per week 1 Weeks per academic term 15

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

Lectures 45% Seminars 40% Recitations 0% Field work 0% Laboratory 0%
Other (specify): 15%: In-class case debates

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.

Course grades will be allocated on a standard A,B,C,D,F scale.

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.

X 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 course will address specific competencies identified in the MPH degree program, including the Health Policy Making Process, Analytical Thinking, Communication, and Leadership/Partnership Building. The course will be required for HPM MPH students.

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

This course explicitly addresses how vulnerable populations (e.g., those with low socioeconomic status, racial or ethnic minorities) have a lack of political power in the health policy making process. Students are required to read a classic paper (Schneider and Ingram, 1993) on the social construction of target populations. We will discuss how different theorectical constructions of the role of government in health policy may lead to inequities in health outcomes.

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

Name/Title: Marian Jenkins / HPM Date: 08/19/2015

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

Name/Title: M. ROBERTS, CHAIR Date: 8/20/15

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? | | |
|---|---|---|---|---|
| ***Heading*** | Course Number* | Yes [X] | No [ ] | N/A [ ] |
| | Course Title* | Yes [X] | No [ ] | N/A [ ] |
| | Course Meeting Time/Day of Week* | Yes [ ] | No [X] | N/A [ ] |
| | Classroom Location* | Yes [ ] | No [X] | N/A [ ] |
| ***Faculty Information*** | Office Location* | Yes [X] | No [ ] | N/A [ ] |
| | Office Hours* | Yes [ ] | No [X] | N/A [ ] |
| | Phone Number* | Yes [X] | No [ ] | N/A [ ] |
| | Email Address* | Yes [X] | No [ ] | N/A [ ] |
| | Teaching Philosophy | Yes [ ] | No [X] | N/A [ ] |
| | Teaching Assistant Contact | Yes [ ] | No [ ] | N/A [X] |
| ***Student Expectations in Classroom*** | Behavior/ Ground Rules (cell phones off, laptops off, etc.) | Yes [X] | No [ ] | N/A [ ] |
| | Recording of Lectures | Yes [X] | No [ ] | N/A [ ] |
| ***Course Summary*** | Course Description* | Yes [X] | No [ ] | N/A [ ] |
| | Learning Objectives* | Yes [X] | No [ ] | N/A [ ] |
| ***Materials*** | Required Textbooks/ Articles/Readings | Yes [X] | No [ ] | N/A [ ] |
| | Required Software | Yes [ ] | No [ ] | N/A [X] |
| | Required Equipment (including use of CourseWeb/Blackboard) | Yes [X] | No [ ] | N/A [ ] |
| | Recommended Material | Yes [X] | No [ ] | N/A [ ] |
| | Availability of Software for Purchase and/or Use | Yes [ ] | No [ ] | N/A [X] |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ***Evaluation*** | Grading Scale* | Yes | [X] | No | [ ] | N/A | [ ] |
| | Grading Criteria/Rubric | Yes | [X] | No | [ ] | N/A | [ ] |
| | Late Assignment Policy | Yes | [ ] | No | [X] | N/A | [ ] |
| ***Accommodation of Students with Disabilities*** | Pitt Public Health Statement* | Yes | [X] | No | [ ] | N/A | [ ] |
| ***Academic Integrity Policy*** | Pitt Public Health Statement* | Yes | [X] | No | [ ] | N/A | [ ] |
| ***Schedule*** | Topics by Session* | Yes | [X] | No | [ ] | N/A | [ ] |
| | Reading and Written Assignments by Session* | Yes | [X] | No | [ ] | N/A | [ ] |
| | Learning Objectives by Session | Yes | [ ] | No | [X] | N/A | [ ] |
| | Test Dates | Yes | [X] | No | [ ] | N/A | [ ] |
| ***Additional Resources*** | Health Sciences Library Liaison Contact Information | Yes | [ ] | No | [X] | N/A | [ ] |
| | Writing Center Contact (if course is writing intensive) | Yes | [ ] | No | [ ] | N/A | [X] |

**Required Information Not Included**

| **List the Required Detail Not Included** | **Reason for Not Including** |
|---|---|
| Course meeting time and classroom | The course has not yet been scheduled. These items will be added when the course is scheduled |
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**SYLLABUS**

Graduate School of Public Health
Department of Health Policy and Management
HPM 2063: The Politics of Health Policy
Course Meeting Day(s) and Time(s)
Class Location
Credit Hours: 2 Credits
Spring Term 2016

## *Instructor Information*


| | |
|---|---|
| Primary Faculty: | Marian Jarlenski, PhD, MPH |
| Office: | A647 Crabtree Hall (GSPH) |
| E-mail: | marian.jarlenski@pitt.edu |
| | (Please allow one business day for e-mail response) |
| Phone: | 412-383-5363 |
| Fax: | 412-624-3146 |
| Office Hour: | TBD |


## *Course Description*

This 2-credit course is designed to provide an understanding of the key political dimensions of the health policy-making process in the United States. The course is designed for students with an interest in health policy, although no previous formal training in policy or politics is required. We will examine the roles of government institutions and political actors both inside and outside government in developing and implementing health policy. Past and present health care policy debates will be used to illustrate the concepts and theories discussed in class. Students will acquire an understanding of the political processes in which health policies are considered, and gain practical experience executing political strategies in the context of health policy campaigns.

## *Learning Objectives*

Upon successful completion of the course, students should be able to:

1. Describe U.S. political institutions and understand how they interact in the formulation of health policies.
2. Develop an understanding of the key differences and tensions between *policy* analysis vs. *political* strategy.
3. Build skills in the areas of issue advocacy, coalition building, and political communication.
4. Apply political science theories to current health policy issues and debates.
5. Analyze the role of political actors and processes in the development of health policymaking and implementation.

### *Textbook*

No textbooks are assigned for this class. Required readings are listed by class session on the course website and in the syllabus. All readings are available through the course website. Students are expected to prepare thoroughly for each class and may be called on to analyze required readings in the context of class discussion.

For students interested in obtaining a health politics textbook, the following is recommended:

Morone JA, Ehlke DC, eds. *Health Politics and Policy.* 5th Ed. Stamford, CT: Cengage Learning, 2013.

This textbook is available via the Falk Library, can be rented online, or a new or used print copy can be purchased online.

### *Course Website*

In an effort to reduce non-necessary use of paper, reduce our carbon footprints, and ensure that course materials are easily accessible in one place, all course materials will be available on the course website. No paper handouts or readings will be distributed in class. It is expected that student assignments will be turned in electronically via the course website. Written assignments will be graded and returned in electronic form. Students may gain access to this website by accessing https://courseweb.pitt.edu, and signing in with their username and passcode.

### *Class Policies*

*Attendance:* Class attendance is not required but is strongly encouraged. The course instructor strives to make PowerPoint presentations visual rather than text-heavy, and relies on class discussion as a teaching method. As a result, simply reading through PowerPoint slides in the absence of class attendance will not allow students to gain a full understanding of the course material. It is recommended that students who miss a class session obtain notes from a classmate.

*Professionalism:* The instructor strives to create a learning environment that is stimulating, inclusive, and respectful. Students are expected to maintain professional demeanor and conduct at all times. A student who must accept or place a phone call or respond to a page should leave the classroom.

*Audio/video recording:* Students who wish to record a lecture (audio or video) or other in-class presentation must have prior approval of the course instructor and/or guest speaker.

***Grading Scale***

The final grade for the course will be based on total points earned using the following scale:

| Points earned | Course Grade | Points earned | Course Grade |
|---|---|---|---|
| 99 - 100 | A+ | 78 – 79 | C+ |
| 92 - 98 | A | 72 – 77 | C |
| 90 - 91 | A- | 70 - 71 | C- |
| 88 - 89 | B+ | 68 - 69 | D+ |
| 82 - 87 | B | 60 – 67 | D |
| 80 - 81 | B- | <60 | F |

***Student Performance Evaluation***

Students will be evaluated on their completion of two written assignments and an in-class final exam, with the distribution of assignment points as follows:

1. *Advocacy Assignment (30 points)* – This assignment entails developing a one-page talking points memo and one graphic (figure or table) based on interpretation of a public opinion poll data set from the point of view of an advocacy organization. This assignment is worth 30 points (30% of the course grade). A full description of the assignment requirements is available on the course website.

2. *Political Strategy Memo (35 points)* – This assignment entails designing a five-page memo outlining a political strategy for a specific role in a health policy case study. A portion of this grade will be based on student participation in in-class debates based on the content of this memo. To receive full credit for this assignment, all students are required to take part in these in-class debates. This assignment is worth 35 points (35% of the course grade). A full description of the assignment requirements is available on the course website.

3. *In-class Final Exam (35 points)* – The final exam will be a written exam consisting of several short answer questions and one longer essay question. Exam questions will cover material in the course readings, lectures, and class discussions. The exam is worth 35 points (35% of the course grade).

***Accommodation for Students with Disabilities***

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 (Voice or TTD 412-648-7890) as early as possible in 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, which is based on the University policy, is available online

at: www.publichealth.pitt.edu/academicintegrity. 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.

***Competencies***

The GSPH and the Department of Health Policy and Management have defined competencies to be achieved by graduate students. The following table highlights the specific competencies addressed in this course.

| **Competency** | **Level of Mastery** | **Teaching Methods** | **Assessment** | **Learning objective(s)** |
|---|---|---|---|---|
| Health Policy Making Process | Advanced | Readings, lectures, class discussions | Assignments and Exam | 1,2,3,4,5 |
| Analytical Thinking | Intermediate | Class discussion and in-class case debates | Assignments #1 and Exam | 2,4,5 |
| Communication | Advanced | Readings, lectures, in-class case debates | Assignments #1 and #2, participation in case debates | 3,4,5 |
| Leadership and Building Partnerships | Intermediate | Readings, class discussion, in-class case debates | Assignment #2, participation in case debates and Exam | 1,3,4 |

The Commission on Accreditation of Healthcare Management Education (CAHME) separates teaching or learning methods and assessment methods into lower-level and higher-level categories of methods. As applied to this course, the lower and the higher-level methods for teaching and assessing, with approximate allocations of course time, are as follows:

| | **Lower-Level Methods** | **Higher-Level Methods** | **Total** |
|---|---|---|---|
| Method employed to teach students: | Lecture, assigned readings | Advocacy Analysis (written); Strategy Memo (written); Oral Case Debate | |
| Estimated % of course time relying on these teaching methods | 40 | 60 | 100 |
| Method employed to assess students: | Exam | Advocacy Analysis (written); Strategy Memo (written); Oral Case Debate | |
| Estimated % of course time relying on these assessment methods: | 35 | 70 | 100 |

***Schedule of Class Sessions and Assignments***

| Date | Class Session | Assigned Reading(s) |
|---|---|---|
| 01/1/2016 | Introduction to Health Politics | Oliver TR. The politics of public health policy. *Ann Rev Public Health.* 2006;27:195-233. |
| 01/1/2016 | Politics of Health Reform in the United States | Steimo S, Watts J. It's the Institutions, Stupid! Why Comprehensive National Health Insurance Always Fails in America. *Journal of Health Politics, Policy and Law.* 2005;20: 229-372.<br>Oberlander J. Long Time Coming: Why Health Reform Passed. *Health Aff(Milwood).* 2010;29:1112-6. |
| 01/1/2016 | Agenda Setting | Downs A. Up and Down with Ecology: The Issue Attention Cycle. *The Public Interest*. 1972;28:38-50.<br>Kingdon JW. *Agendas, Alternatives, and Public Policies*. New York, NY: HarperCollins. Chapter 8: The Policy Window and Joining the Streams, 165-95. |
| 01/1/2016 | Public Opinion | Glynn Carroll J., Susan Herbst, Garrett J. O'Keefe and Robert Y. Shapiro. Chapter 1: Meaning of Public Opinion. *Public Opinion*, Boulder, CO: Westview Press, 3-30.<br>Blendon RJ and Benson J. (2011). Attitudes about the U.S. Health Care System and Priorities for Government Action. *American Public Opinion and Health Care*. Eds. Blendon, Brodie et al. Washington DC: CQ Press. |
| 01/1/2016 | Political Constituencies<br><br>**Advocacy Assignments DUE** | Schneider A, Ingram H. Social construction of target populations: Implications for politics and policy. *Am Pol Sci Rev.* 1993;87:334-47.<br>Campbell AL. Chapter 1: The Reciprocal Participation-Policy Relationship. In: *How Policies Make Citizens.* Princeton University Press: Princeton and Oxford. 2005. |
| 01/1/2016 | Developing a Political Strategy | Lemann N. When the Earth moved: What happened to the environmental movement? *The New Yorker.* April 15, 2013.<br>Cobb MD, Kuklinski JH. Changing minds: Political arguments and political persuasion. *Am J Pol Sci.* 1997;41:88-121.<br>Optional reading: pp. 1-20: Skocpol T. Naming the problem: What it will take to counter extremism and engage Americans in the fight against global warming. Columbia School of Journalism and the Scholars Strategy Network; 2013. Pp. 1-20 are recommended reading. The rest of the report is optional reading. |
| 01/1/2016 | The Congress and the Federal Budget | Peterson, MA. Chapter 3. The Congress. In: Morone JA and Ehlke DC. *Health Politics and Policy.* Stamford, CT: Cengage Learning, 2013.<br>Recommended: Saturno JV (2004). The Congressional Budget Process: A Brief Overview. Congressional Research Service. Order Code RS20095. |

| Date | Class Session | Assigned Reading(s) |
|---|---|---|
| 01/1/2016 | The Presidency and the Bureaucracy | Morone JA. Chapter 4. The Presidency. In: Morone JA and Ehlke DC. *Health Politics and Policy.* Stamford, CT: Cengage Learning, 2013.<br>Recommended: Blumenthal D, Morone JA. Chapter 5: Lyndon B. Johnson: The Secret History of Medicare. In: *The Heart of Power: Health and Politics in the Oval Office.* University of California Press: Berkeley and Los Angeles, 2009. |
| 01/1/2016 | The Courts | Jost T. Chapter 5. The Courts. In: Morone JA and Ehlke DC. *Health Politics and Policy.* Stamford, CT: Cengage Learning, 2013. |
| 01/1/2016 | Federalism | Nathan, RP. Federalism and health policy. *Health Aff(Millwood).* 2005;24:1458-66.<br>Chatterji AK. Don't look to states for new ideas. *New York Times,* Jan 12, 2015, page A19. |
| 01/1/2016 | The News Media<br><br>**Political Strategy Memos DUE** | Scheufele DA, Tewksbury D. Framing, agenda setting, and priming: The evolution of three media effects models. *J of Communication.* 2007; 57:9-17. |
| 01/1/2016 | In Class Case Debates | No readings. Case debates for cases #1 and #2. |
| 01/1/2016 | In Class Case Debates | No readings. Case debates for cases #3 and #4. |
| 01/1/2016 | Political Polarization and Health Policy: Where do we go from here? | Pew Research Center. "Political Polarization and the American Public." Washington, DC: 2014. Pp. 6-17 required reading. The rest of the report is optional reading. |
| 01/1/2016 | Review Session | No readings. |
| 01/1/2016 | **FINAL EXAM** | No readings. |

**HPM 2063: The Politics of Health Policy**
**Spring Term 2016**

**DATA INTERPRETATION AND ADVOCACY ASSIGNMENT**

This assignment is a group project that entails developing a one-page talking points memo and one graphic (figure or table) based on interpretation of a public opinion poll data set from the point of view of an advocacy organization. This assignment is worth 30 points (30% of the course grade). The assignment is due on the course website by midnight date here.

***Assignment Instructions:***

1. This is a group project. Groups should include 3-4 students.

2. Choose one of the three public health topics listed below that is of interest to you. Examine the codebook and data pertaining to a public opinion polling dataset on that topic. Data in excel and Stata format on a small number of questions from each poll, along with a codebook, are available on the course website.
   Topics:
   a. Gun control (ABC News/Washington Post Monthly Poll, Jan 2011).
   b. Abortion (SETUPS: Voting behavior and the 2012 election).
   c. Fracking (CBS News/New York Times Poll, Mar 2011).
   *(Note: All files have been downloaded from the ICPSR. Some variables have been deleted or modified, so you may not be able to replicate publicly reported figures.)*

3. Choose a real interest group that would reasonably be expected to engage in advocacy around the topic you chose. Choose an interest group that has a strong point of view – it may be interesting to choose a group with which you personally disagree.

4. Using the public opinion poll data, develop a media-friendly message that your interest group could use to promote its position on a specific policy issue related to your topic. You are encouraged to develop a specific message that is appropriate to your interest group; don't just claim to be "for" or "against" a topic. For example, you might advocate for a specific policy to regulate fracking rather than just stating opposition to fracking.

5. Write a one-page talking points memo and create one graphic (table or figure) that incorporates basic descriptive statistics from the polling data. The clarity of your argument is more important than the data analysis; there is no need to run multivariable regression (and these datasets are likely underpowered for such analyses). Public opinion polls incorporate sampling weights. You do not need to use the sampling weights in your analysis unless you are comfortable using appropriate statistical methods and software to do so.

6. Your job is to interpret the data from the poll to advocate a particular point of view. You can selectively show data, but you cannot alter the data. For example, you can choose to show results among only registered voters, but your graphic should note this fact. The datasets include a number of questions about each issue, as well as demographic variables about

respondents (age, education, political party). You do not need to use all variables in the data – focus on the variables most relevant to your advocacy position.

7. Focus your efforts on the data and on presenting a clear and compelling political argument on behalf of your chosen group. It is expected that you will thoroughly investigate your data set and the codebook. It is expected that you will do some background research on your chosen interest group and include a list of references cited.

8. Your assignment must include a cover page showing a list of each group member and one sentence describing her or his contribution to the assignment.

***Format for the Assignment:***

Cover page:

- List each group member and describe each member's contribution to the assignment

Talking points memo (no more than 1 page, 1-inch margins, single-spaced, 11-point font):

- Indicate your interest group and issue at the top of the page in your title (e.g., "AARP's position on proposed Medicare policy change"). Include a link to the homepage of the interest group you have chosen.
- Write a brief (no more than ¼ page) background paragraph that summarizes the issue and your interest group's position.
- Based on your interpretation of the public opinion polling data, write several (5-8) talking points. Talking points should be 1-2 complete sentences each, in a bulleted list format.
- The memo should be between ¾ and 1 page, single-spaced.

Graphic (no more than 1 page):

- Create a table or figure that shows your interpretation of the public opinion polling data. Multi-dimensional tables or figures are preferred (i.e., no pie charts). You may use any software package to create your graphic, and copy and paste it into the second page of this assignment. The graphic must have a Title and relevant footnotes so that it can stand alone.

Data Analysis (Excel or program file):

- Students may use Excel or any standard statistical package (Stata, SAS, R) to conduct basic descriptive statistics of the public opinion polling data. Students must turn in their excel spreadsheet or program file so that their results can be replicated.

Students will turn in one memo file (including cover page, talking points memo, and graphic) and one data analysis file (Excel or program file).

***Evaluation:***

Points for this assignment will be allocated on the following criteria:

| **Criterion** | **Points (30 possible)*** |
|---|---|
| Choice of appropriate interest group and issue position | 5 |
| Issue position and political argument are well-defined | 5 |
| Clarity of writing background paragraph and talking points | 5 |
| Interpretation of public opinion polling data is clear and compelling in text and graphic | 5 |
| Graphic (table or figure) is well designed; has a Title and footnotes so it can stand alone without reading the talking points | 5 |
| Data analysis file (excel or program file) is clear and replicable | 5 |

*Note: Grading is non-partisan and points will be assessed on the strength of your position, not the ideology of your interest group or argument.

**HPM 2063: The Politics of Health Policy**
**Spring Term 2016**

**POLITICAL STRATEGY MEMO ASSIGNMENT**

This assignment entails designing a five-page memo outlining a political strategy for a specific role in a health policy case study. A portion of this grade will be based on student participation in in-class debates based on the content of this. To receive full credit for this assignment, all students are required to take part in these in-class debates. This assignment is worth 35 points (35% of the course grade).

Please participate in a survey on the course website indicating your preferred cases by date here. Students who do not indicate preferred cases will be randomly assigned a case.

***Format:***

The political strategy memo will be no more than 5 pages double-spaced, with 1-inch margins, and 11-point font size. You may include bulleted lists or tables/figures embedded in the text although they count toward the page limit. The page limit will be strictly enforced. A list of references in endnote form will not count toward this page limit. Your assignment should reflect only your own work. Working in groups is not permitted.

***Guidelines for Writing a Strategy Memo:***

In your political strategy memo, you should make a recommendation on how your assigned stakeholder might attempt to affect the debate on a policy issue. While some readings are provided for each case below, students will need to conduct additional research to write the memo and prepare for the case debate. All references must be properly cited in endnote form at the end of the memo. Assume that your reader is familiar with the general terms of the debate, and focus your memo on assessing the political environment and developing a political strategy to influence the debate. Given the brief length of the memo, you will be graded on your ability to convey your ideas in a cogent, well-organized and creative manner. Your strategy memo should contain two parts:

**Part I: Analysis of the political environment (roughly 2-3 pages)**

- Brief statement of the problem
- Statement of goals for the debate
- Assessment of the relevant policymaker(s) and their political environment/constraints
- Assessment of the potential allies and opponents and brief discussion of their political resources
- Discussion of the issue attention cycle and decision making cycle as they relate to the case
- Analysis of your organization's political resources

**Part II: Political strategy (roughly 2-3 pages)**

- Discussion of the action steps you will take to influence the debate

- Description of when particular actions will be taken and their intended targets
- Description of the messages to be used in the debate
- Brief discussion of any wildcards in the political environment and how you might alter your strategy in response

***In-Class Case Debate:***

A portion of your grade will be based on participation in an in-class debate. You will be expected to represent the perspective of your assigned role in these case debates. Any conflict that would prevent you from participating must be discussed with me by email or in person as soon as possible. Readings for the four cases are listed below.

***Case Descriptions:***

Please participate in a survey on the course website indicating your preferred cases by date here. Students who do not indicate preferred cases will be randomly assigned a case.

Each student will be assigned to write a memo for one of the three cases listed below. Your memo should be written from the perspective of one of the key players listed for that case. Students will have the opportunity to request preferred cases; however, final assignments will be made by the instructor to achieve balance across cases.

**Case 1. The future of the Children's Health Insurance Program**

The Children's Health Insurance Program (CHIP) was created in 1997 as a way to provide insurance coverage to children whose family incomes were too high to qualify for Medicaid but who were unable to obtain insurance. Under current law, CHIP funding will expire in 2017. Some have advocated eliminating CHIP now that the Affordable Care Act provides subsidized coverage through the health insurance exchanges, but it is unclear whether exchange coverage is suitable for families. What should the future of CHIP be now that the Affordable Care Act is in place?

Key players:

- Families USA
- President Obama administration
- Republican Congressional Leader
- Democratic Congressional Leader
- Republican governor
- America's Health Insurance Plans

Background readings (note that this is not an exhaustive list and students are expected to research the case study more extensively to prepare the strategy memo assignments):

Rosenbaum S, Kenney GM. The search for a national child health coverage policy. *Health Aff(Milwood).* 2014;33:2125-35.

Howell E, Kenney G. The impact of the Medicaid/CHIP expansions on children: A synthesis of the evidence. *Med Care Res Rev.* 2012;69:372-96.

MACPAC. June 2014 Report to Congress on Medicaid and CHIP: Chapter 1: CHIP and the new coverage landscape.
Oberlander JB, Lyons B. Beyond incrementalism? SCHIP and the politics of health reform. *Health Aff(Millwood).* 2009;28:w399-w410.

**Case 2. Medical marijuana in Pennsylvania**

Twenty-three states and the District of Columbia have enacted laws allowing the use of medical marijuana. Legislation allowing medical marijuana has been proposed in recent legislative sessions in Pennsylvania but has not been enacted. Advocates of medical marijuana point to health benefits, but others have warned of adverse unintended consequences. Should Pennsylvania adopt such a law, and if so, what should be the parameters?

Key players:

- Gov. Tom Wolf administration
- Pennsylvania Medical society
- NORML, PA Chapter (National Organization for the Reform of Marijuana Laws)
- Epilepsy Foundation of Western/Central Pennsylvania
- Keystone Organic Farms

Background readings (note that this is not an exhaustive list and students are expected to research the case study more extensively to prepare the strategy memo assignments):

Whiting P et al. Cannabinoids for medical use: A systematic review and meta-analysis. *JAMA.* 2015;313:2456-73
Barry RA, Hiilamo H, Glantz SA. Waiting for the opportune moment: Tobacco industry and marijuana legalization. *Milbank Q.* 2014;92:207-42.
Keefe PR. Buzzkill: Washington State discovers that it's not so easy to create a legal marijuana economy. *The New Yorker.* Nov. 18, 2013.
Pacula RL, Powell D, Heaton P, Sevigny EL. Assessing the effects of medical marijuana laws on marijuana use: The devil is in the details. *J Policy Analysis and Mgmt.* 2015; 34:7-31.

**Case 3. FDA Regulation of Electronic Cigarettes**

Use of Electronic Cigarettes (E-cigarettes) has increased dramatically in recent years, although the long-term implications for public health are unknown. Some contend that E-cigarette use could significantly reduce morbidity and mortality attributed to tobacco use, although others contend that E-cigarettes might actually increase tobacco use or pose as-yet-unknown health risks in the long term. The Food and Drug Administration (FDA) has issued a proposed rule to extend its regulatory authority over tobacco to E-cigarettes. Should FDA regulate E-Cigarettes, and if so, what type of regulations should it implement?

Key players:

- Philip Morris

- FDA commissioner office
- American Cancer Society
- Campaign for Tobacco Free Kids
- National Federation of Independent Businesses
- American Public Health Association

Background readings (note that this is not an exhaustive list and students are expected to research the case study more extensively to prepare the strategy memo assignments):

Leventhal AM et al. Association of electronic cigarette use with initiation of combustible tobacco product smoking in early adolescence. *JAMA.* 2015;314:700-7.

Bulleen C et al. Electronic cigarettes for smoking cessation: A randomized controlled trial. *Lancet.* 2013;382:1629-37.

Zhu SH, Sun JY, Bonnevie E, Cummins SE, Gamst A, Yin L, Lee M. Four hundred and sixty brands of e-cigarettes and counting: implications for product regulation. *Tob Control.* 2014;23:ii3-ii9.

Food and Drug Administration. Deeming – Extending Authorities to Additional Tobacco Products. Available at: http://www.fda.gov/TobaccoProducts/Labeling/RulesRegulationsGuidance/ucm388395.htm

Case 4. Medicaid Expansion in Florida

The Affordable Care Act required that all states expanded Medicaid coverage to low-income, non-disabled, non-elderly adults. In 2012, the Supreme Court ruled that this Medicaid expansion was optional for states. Since that time, an intense debate has occurred in Florida about whether to expand Medicaid. Advocates argue that the expansion is the best way to extend health insurance coverage to hundreds of thousands of individuals, but opponents argue that such an expansion would be devastating for the state budget. Should Florida adopt the Medicaid expansion for non-elderly adults, and if so, how should the expansion be implemented?

Key players:

- Gov. Rick Scott administration
- Florida Senate leader
- Florida House speaker
- Florida Hospital Association
- Florida Chamber of Commerce

Background readings (note that this is not an exhaustive list and students are expected to research the case study more extensively to prepare the strategy memo assignments):

Rosenbaum S, Westmoreland T. The Supreme Court's Surprising decision on the Medicaid expansion: How will the federal government and states proceed? *Health Aff.* 2012;31:1663-72.

ASPE. Economic impact of the Medicaid expansion. March 23, 2015. http://aspe.hhs.gov/health/reports/2015/MedicaidExpansion/ib_MedicaidExpansion.pdf [note: see references cited]

Holahan J, Buettgens M, Carroll C, Dorn S. The cost and coverage implications of the ACA Medicaid expansion: National and state-by-state analysis. *Kaiser Family Foundation/Urban Institute.* Nov. 2012.

Garfield G, et al. The coverage gap: Uninsured poor adults in states that do not expand Medicaid—an update. *Kaiser Commission on Medicaid and the Uninsured.* Washington, DC: April 2015.

***Evaluation:***

Points for this assignment will be allocated on the following criteria:

| **Criterion** | **Points (35 possible)** |
|---|---|
| Memo reflects thoughtful research into the assigned role for the case | 5 |
| Reasonable and accurate analysis of political environment for the case is clearly presented | 5 |
| Analysis of the problem is compelling and reflects the point of view of the assigned role for the case | 5 |
| Political strategy is well defined and compelling, including statement of position and specifics of the position | 5 |
| Political strategy includes caveats or a contingency plan | 5 |
| Political strategy is insightful and creative | 5 |
| Overall clarity of writing and appropriate citation of references | 5 |

*Note: Grading is non-partisan and points will be assessed on the strength of your memo, not the ideology of your role or argument.

**TO: EPCC Members**
**FROM: Marian Jarlenski, HPM**
**Date: Aug. 31, 2015**

**RE: Modifications to HPM 2063, The Politics of Health Policy**

This memo is to inform you of the purposes of my proposal to make major modifications to the course *HPM 2063, Political Strategy and Health Policy.* The major course modifications reflect the fact that I am a new faculty member who is taking over responsibility for a course that was previously offered by someone who is no longer on faculty here. The overall aim of the course – that is, to provide an understanding of the political dimensions of health policy-making in the United States – remains the same.

The main modifications that I have made to the course include the following:

1. Changing the title of the course to "The Politics of Health Policy"
2. Incorporating a data analysis-based advocacy assignment in addition to the case study assignment
3. Updating course material and readings to reflect current topics

I look forward to a discussion of this course in the upcoming meeting.

**Proposed Syllabus Template**
**Educational Policies and Curriculum Committee (EPCC)**
**Graduate School of Public Health**
**Current Version: November 20, 2007**

**Heading:**

- Graduate School of Public Health
- Department of _Environmental and Occupational Health
- Course Number and Title EOH 3305 Genome Stability and Human Disease
- Credit Hours__3___
- Term/Academic Year Spring, every 2 years

**Logistics/Contact Information:**

- Primary Faculty
  Bennett Van Houten: phone 412-623-7762/vanhoutenb@upmc.edu/fax 412-623-7761
  Chris Bakkenist: Phone 412-623-7765/cjb38@pitt.edu/fax 412-623-7761
  Patricia L Opresko: phone 412-623-7764/ plo4@pitt.edu/
  fax 412-623-7761; office HCC Suite 2.6
- Office hours: available upon request
- Class location: 1395 BST
- Class schedule: Mon and Fri 10:00 to 11:30 AM

**Summary of course**

Mechanisms that maintain genome stability allowed the origin of species. DNA damage is omnipresent and DNA repair and DNA damage tolerance mechanisms are interwoven in systems that control transcription, replication, cell division, signal transduction, cell death and evolution. More than 40 distinct human diseases are caused by defects in DNA repair, including syndromes of impaired development, immunodeficiency, cancer predisposition, neurodegeneration, and premature aging. This course will emphasize the molecular biology and biochemistry of DNA repair, placing these mechanisms into the context of other cellular processes as they pertain to health and disease. Environmental, clinical and endogenous sources of DNA damage will be discussed. An understanding of the fundamental role of DNA repair mechanisms in immunology, oncology, neurology, and aging will be central to all lectures.

**Teaching/Learning Objectives**

Provide short specific statements of the primary teaching (or learning) objectives for the course (usually 3 to 8 will suffice).

1. Describe the chemistry of nucleic acid and how DNA is damaged. Gain an understanding and appreciation of both endogenous and environmental causes of DNA damage.

2. Develop an understanding of the cellular responses to DNA damage (signaling events, mutagenesis, senescence and apoptosis).

3. Recognize how mutations or polymorphisms in DNA repair genes affect protein expression and how this impacts human health and risk of disease after exposure to environmental DNA damaging agents.

4. Describe the phenotypic pleiotropy associated with human genome instability disorders and recognize the environmental component to these genetic diseases.

5. Discuss and critically evaluate the laboratory techniques and experimental designs used to investigate DNA damage and repair.

**Texts**

DNA Repair and Mutagenesis. 2006, Second Edition.
Errol Friedberg, Graham Walker, Wolfram Siede, Richard D Wood, Roger A Scultz and Tom Ellenberger. ASM Press, Herdon, VA.

Some lectures include a primary article that will be given to the students by the instructor.

**Supplemental Readings/Bibliography (OPTIONAL)**

The articles chosen as supplementary reading from the primary literature will vary in an effort to be as current as possible.

**Student Performance Evaluation (Factors and Weights)**

| **Grading Outline** | **% towards final grade** | |
|---|---|---|
| 8 quizzes | 20 | 4% for each of the top 5 quizzes |
| Attendance & participation | 10 | 5% each |
| Midterm | 35 | In-class, closed book |
| Final | 35 | Take home, open book |

**Assignment/Project Description (OPTIONAL)**

NA

**Grading Scale**

Indicate the scale or other logic to be applied in grading, for example:

| | |
|---|---|
| 90% - 100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| < 60% | F |

**CourseWeb/BlackBoard Instruction**

Blackboard will be used to post reading assignments and all lectures.

**Accommodation for Students with Disabilities**

*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, 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 standards of academic honesty. Any work submitted by a student must represent his/her own intellectual contribution and efforts. Any student found to be engaged in cheating, plagiarism, or any other acts of academic dishonesty will be subject to a failing grade in the assignment and/or the course and to further disciplinary action.*

**Schedule of Sessions and Assignments**
**Dates are for the Spring 2014 term, and will be adjusted accordingly for future semesters.**

| Date | Lecture | Topic | Lecturer | Reading |
|---|---|---|---|---|
| 8-Jan, F | 1 | Introduction, overview, DNA damage & mutation, background & significance | Ben Van Houten | Chapter 1: 3-7 |
| 11-Jan, M | 2 | Radiation Biology | Chris Bakkenist | Chapter 2: 25-29, 47-48 & Chapter 18:663-671; Posted reviews |
| 15-Jan, F | 3 | Guest Lecturer - BER | Joan Sweasy, Yale U | Chapter 6: 169-181; 184-5; 189, 197-204 |
| 18-Jan M | MLK | Holiday | | |
| 22-Jan, F | 4 | Poly(ADP)-ribose polymerase and PARG | Roderick O'Sullivan | Posted reviews |
| 25-Jan, M | 5 Quiz 1 (L 1-3) | Mismatch repair | Bennett Van Houten | Chapter 12: pg. 389-416; 427-429 |
| 29-Jan, F | 6 Quiz 2 (L 4-5) | Nucleotide Excision Repair and Human Syndromes | Bennett Van Houten | Chapters 8: 267-70; 274-7; 281-6; 290, 292, 295-299; Chapter 9: 317-9, 322, 324, 328-331, 333-6; Chapter 24: 867-71; Chapter 25: 896-7 |
| 1-Feb, M | 7 | General Overview of Double strand break repair | Chris Bakkenist | Selections form Chapters 18 and 19 |
| 5-Feb, F | 8 Quiz 3 (L 6-7) | Double strand break repair and immune cell evolution | Louise D'Cruz | Posted review |
| 8-Feb, M | 9 | Mechanisms of double-strand break repair | Kara Bernstein | Selections from Chapters 18 and 19 |
| 12-Feb, F | 10 | Meiosis and recombination | Judy Yanowitz | Posted reviews |
| 15-Feb, M | 11 Quiz 4 (L 8-10) | Chromatin remodeling | Rodderick O'Sullivan | Posted reviews |

| | | | | |
|---|---|---|---|---|
| 19-Feb, F | 12 | Telomeres and Shelterin Complex | Patricia Opresko | Chapter 3, 95-100; Chapter 17: pg 509, 537-44, 551, 629-36, 547-50 |
| 22-Feb, M | 13 | Translesion synthesis & pol switching in eukaryotes | Bennett Van Houten | Chapter 19: 717-718, 731-732 |
| 26-Feb, F | 14<br>Quiz 5 (L11-13) | DNA damage signaling | Chris Bakkenist | Chapters 20-21 |
| **29-Feb, M** | **15** | **Take home midterm (to cover lectures 1-13)**<br>Interstrand cross link repair and Fanconi Anemia | Sharon Cantor<br>Guest lecture | Chapter 18: pg. 690-698 |
| 4-Mar, F | 16<br>Quiz 6 (L14-15) | Ubiquitin and cell cycle control | Yong Wan | Chapter 22-23; pg. 735-737 |
| 14-Mar, M | 17 | **Mid-term due**<br>DNA lesion tolerance and translesion DNA synthesis | Patricia Opresko | Chapter 3, 95-100; Chapter 17 |
| 18-Mar, F | 18 | Mitochondria DNA replication and repair – human disease | Bennett Van Houten | Chapter 13 |
| 21-Mar, M | 19<br>Quiz 7 (L16-18) | Helicases and Human disease | Patricia Opresko | Chapter 27 |
| 25-Mar, F | 20 | DNA damage induced cell death | Lin Zhang | Posted manuscripts |
| 28-Mar, M | 21<br>Quiz 8 (L20-21) | Imaging Approaches to follow DNA damage and repair | Li Lan | Posted reviews |
| 1-Apr, F | 22 | Radiation treatment of lung cancer | Andy Klump | TBA, Guest lecture |
| 4-Apr, M | 23 | mtDNA damage and neurodegenerative disease | Laurie Sanders | TBA, guest lecture |
| 8-Apr, F | 24 | Inflammation, ROS, and DNA damage and pathophysiology | Leona Samson | TBA, guest lecture |
| 11-Apr, M | 25 | Cellular Stress responses and human disease | Jeff Brodsky | TBA, guest lecture |

| | | | | |
|---|---|---|---|---|
| 15-Apr, F | 26 | Replication re-start | Michael Seidman | TBA, guest lecture |
| 18-Apr, M | 27 | Methods for site-specific ROS production and measurement | Marcel Bruchez | Posted manuscripts |
| 22-Apr, F | 28 Final Exam given out | DNA damage chemotherapeutic approaches | Julie Bauman | TBA, guest lecture |
| 25-Apr, M | 29 | Review | Group | |
| 29-Apr, F | 30 Final Exam due | Final Exam discussion | Group | Grades Due 4/30 |

# Graduate School of Public Health
## *Educational Policies and Curriculum Committee*
## Meeting Minutes | August 20, 2015

Present: Quinten Brown, Jane Clougherty, Elizabeth Rodgers, Jeremy Martinson, Eleanor Feingold, Candace Kammerer, Robin Leaf, Patricia Documet, Wes Rohrer, Joyce Bromberger, Mary Derkach, Varun Sharma

Absent: Yue Chen, Cindy Bryce

Guests: Supriya Kumar

Meeting called to order at 1:30 p.m. by Candace Kammerer, Chair.

**EOH 3305 Course Title Change – DNA Damage and Repair to Genome Instability**
The review of the submitted course title change for EOH 3305 initiated a discussion related to whether or not EPCC should request to review the course syllabus for courses undertaking changes. Because all GSPH syllabi will be reviewed eventually to assure that they met minimal requirements, the committee decided that asking for a syllabus to accompany a request to change a course would become the standard operating procedure moving forward. Feedback for EOH 3305 was provided to back to the department electronically, and the final ruling for EOH 3305 will take place during the September meeting.

**Review of Summer 2015 Core course Evaluations**
The summer 2015 core course OMET evaluations were all above 3.5 and no further actions were needed.

**Auto OMET Course Evaluation Sign-up, Eleanor Feingold**
The policy in Pitt Public Health is that all courses must be evaluated. Due to a multitude of reasons, some courses are not being evaluated. Moving forward, Pitt Public Health will be using an automatic sign-up system for course evaluations. Robin Leaf worked with OMET to create the process.

OMET will send a list of instructors to Robin Leaf and Quinten Brown. They will work with departmental student services liaisons to edit the list, and then the finalized list will be sent back to OMET. Next OMET will automatically sign-up the courses/instructors for evaluations. There is also a process for cross-listed classes. This process will be implemented for Fall 2015.

**Required Courses in Other Departments, Eleanor Feingold**
Eleanor wanted to make an announcement related to departments requiring students to take a course/courses in other departments:

If your program/department is thinking about requiring another course outside of their department, please speak to the instructor of the course in the other department first.

**Location and Availability of EPCC Documents on Revised Web Site,**
The GSPH web site is being redesigned and many items will be accessible to the public. Eleanor wanted to know which EPCC documents should freely accessibly and which should be private. The committee felt that meeting minutes and meeting documents should be private/password protected.

**Student TAs for Graduate Courses, Eleanor Feingold**
This will be discussed at a later meeting.

**Comments/Suggestions on Doctoral Report on Requirements Form, Mary Derkach**
The RoR form was revisited during the EPCC meeting. Mary Derkach took the committees previous feedback and made edits to the RoR form. EPCC thought the new version was an improvement and members were requested to take the form back to their departmental liaisons for suggestions. The form will be discussed at a future meeting..

**Approval of July meeting minutes**
Approved.

**Item Discussed During the Meeting, but not on the Agenda**
**New Course: BCHS 2990 *Social Dynamics in Public Health, Supriya Kumar***
Due to an administrative oversight, the course materials did not make it on the agenda, although Dr. Kumar was confirmed to present during EPCC. Dr. Kumar presented her new course, and after the meeting, the documents were distributed to the committee electronically.

Via email, the committee approved the course contingent on the following changes to some of the wording on the Course Request form, including: changes to statement for course inventory, the rationale for the numbers of students in the class, and the course prerequisites. The committee also recommended changes to the syllabus including: action verbs for the objectives, as well as less harsh language for the class expectations.

A letter of approval was sent to Dr. Kumar, provided the minor wording changes were made.

The meeting was adjourned at 2:54 p.m.

The next meeting is September 10, 1:30-3:30p.m., 110 Parran Hall.

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