A. New Business:

1. Course Modification – BCHS 2575 | Seminar in Women’s and Children’s Health, Martha Terry
2. New Course – HUGEN XXXX | Ethical Issues in Clinical and Public Health Genetics, Robin Grubs and Lisa Parker
3. BCHS MPH-MSW Policy, Mark Friedman
4. Associate Dean for Education Updates, Eleanor Feingold
5. Approve November Meeting Minutes, All

Next meeting December 5, 2017 | 1:30-3:30pm, Parran 4128

• Materials due for Jan 5 meeting are due by 12.16.16
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 Patricia Documet, Chair (pdocumet@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
   XXXCourse title change
   ___ Course modification (major)
   ___ Special topics course content
   ___ Pitt Public Health Core Course
   ___ Cross-listing only
   (Specify academic unit & course number):  __________________________________________
   ___ Practicum, internship, field placement
   XXXX Course description revision

3. Course designation:
   Course Number BCHS 2575 Title Seminar in Maternal and Child Health Credits 3

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.)

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* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
a. Principal instructor: Martha Ann Terry, PhD, 100% (primary appointment, BCHS)

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.). **Please note: revisions in the description are highlighted.**

With the creation of the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs), the continuing focus on Healthy People guidelines, and a growing awareness of the importance of women’s health, not only for women themselves but for their children and their communities, a seminar in female health and wellbeing is critical for preparing students to address current issues and those that will arise in the future. This seminar uses global and public health perspectives to explore concerns around disparities, determinants of disparities and health, health care systems, HIV/AIDS, personal safety, family planning, and food (in)security. This seminar is required for students in the joint MPH/MSW degree program. This seminar is required for students in the Certificate in Women’s and Children’s Health and is eligible for credit in both the Global Health Certificate and the Center for Latin American Studies Certificate, and will be required for the new MCH certificate (in progress).

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

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

   This course has a cap of 25 students, which allows for discussion of many points of view while accommodating assignments and group work.

   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.

   This course has no prerequisites; while it is required for students in the Certificate in Women’s and Children’s Health, being a certificate student is not a requirement for registration.

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

   a. Number of course hours per session 3 Sessions per week 1 Weeks per academic term 15

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

   Lectures 30% Seminars _____ Recitations _____ Field work _____ Laboratory _____

   Other (specify): Class discussion and article facilitation: 70%

   c. Term(s) course will be offered: Fall XXX Spring _____ 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 grades will 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:

    ___ XXX 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 serves as the overview course for students in the Certificate in Women’s and Children’s Health and introduces them to the social ecological framework, social determinants of health and population approaches to health. In addition, it contributes content expertise for students interested in global health.

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

   Women’s and children’s health are critical for the future of humankind; this course takes a broad look at health in developed/developing, low-, middle- and high-income countries, and includes content about sexual, ethnicity and ability status. Women in particular are an underserved population and so by exploring issues related to women’s health, this course deals with the largest disadvantaged population.

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

   Name/Title: Martha Ann Terry  Date: November 22, 2016

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

   Name/Title:  Date: 11/22/16
14. (For cross-listing only)

Signature and date of endorsement of department chairperson: N/A

Name/Title: ________________________________________                                Date: _____________

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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.

<table>
<thead>
<tr>
<th>Syllabus Area</th>
<th>Recommended Detail * Required</th>
<th>Included in Your Syllabus?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Course Title*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Course Meeting Time/Day of Week*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Classroom Location*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td><strong>Faculty Information</strong></td>
<td></td>
<td></td>
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<tr>
<td>Office Location*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Office Hours*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Phone Number*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Email Address*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Teaching Philosophy</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Teaching Assistant Contact</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td><strong>Student Expectations in Classroom</strong></td>
<td></td>
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<tr>
<td>Behavior/ Ground Rules (cell phones off, laptops off, etc.)</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Recording of Lectures</td>
<td>Yes x</td>
<td>No N/A</td>
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<tr>
<td><strong>Course Summary</strong></td>
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<td></td>
</tr>
<tr>
<td>Course Description*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Learning Objectives*</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Textbooks/Articles/Readings</td>
<td>Yes x</td>
<td>No N/A</td>
</tr>
<tr>
<td>Required Software</td>
<td>Yes x</td>
<td>No N/A</td>
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</table>
### Required Information Not Included

<table>
<thead>
<tr>
<th>Required Detail Not Included</th>
<th>Reason for Not Including</th>
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BCHS 2575: SEMINAR in WOMEN’S AND CHILDREN’S HEALTH (3 cr)
Fall Term, 2191: August, 2018 – December, 2018
9:30 am - 12:15 pm, A215 Parran Hall
Instructor: Martha Ann Terry, PhD (she/her)
6137 Parran Hall
Voice: 412-624-5887
materry@pitt.edu
Office Hours: By Appointment
Staff: Summer Haston – srhaston@pitt.edu

Rationale

With the creation of the Millennium Development Goals (MDGs), the continuing focus on Healthy People guidelines, and a growing awareness of the importance of women’s health, not only for women themselves but for their children and their communities, a seminar in female health and wellbeing is critical for preparing students to address current issues and those that will arise in the future. This seminar uses global and public health perspectives to explore concerns around disparities, determinants of disparities and health, health care systems, HIV/AIDS, personal safety, family planning, and food (in)security. This seminar is required for students in the joint MPH/MSW degree program, is eligible for credit in both the Global Health Certificate and the Center for Latin American Studies Certificate, and will be required for the new MCH certificate (in progress).

Teaching Philosophy

My job is not to tell you the truth. There are many truths, depending on our experiences, attitudes, background and the context. My job is to create a safe environment in which you can explore topics that intrigue you and that may challenge you, with the goal of inspiring you to think beyond where you have thought before and to entertain perspectives with which you may not be familiar. I also think that learning is not really useful unless you connect it to the real world. I know some stuff, you know some stuff; I believe that you learn as much from each other as you learn from me, and that I learn as much from you as you learn from me. Learning comes from many places, so let’s explore those places together.

Prerequisites

There are no prerequisites for this course; graduate and undergraduate students alike are welcome.
**Learning Objectives**

At the end of this course, students should be able to:

- Apply the social ecological framework in order to identify the interrelated factors that impact a specific health issue.

- Compare and contrast social, economic and political factors related to children’s and women’s health in low-, mid- and high-income countries.

- Identify and evaluate indicators of children’s and women’s health, both globally and locally.

- Analyze current issues in children’s and women’s health in light of the Millennium Development Goals, new Sustainability Goals and Healthy People 2020 guidelines.

- Discuss the role that popular media play in creating, perpetuating and changing social norms around related to factors that impact women’s and children’s health.

**Ground Rules**

**Electronic Devices:** Please do not expect to use any kind of device in class; this is a highly participatory environment, and you cannot be a part of it if you are tied to a device other than your brain. Please put all cell phones on vibrate, and if you have to take a call in class, please leave the classroom to do so. Class sessions cannot be recorded without the instructor’s permission.

**Communication:** I prefer to communicate with students via email. I expect that such communications will be respectful, begin with a proper salutation (avoid the use of informal greetings such as howdy), and be concise and to the point. Please put BCHS 2575 in the subject line; if your matter is urgent, add that in the subject line as well. I will make a good-faith effort to respond to your email within 24 hours, but please be advised that I am email-free one weekend day.

**Diversity:** Students, faculty and guests in this course represent a broad range of beliefs, backgrounds and experiences. I believe that this diversity enriches our classroom experience and I urge you to express yourself and participate in class and during my office hours. Intellectual disagreement can be constructive and enlightening, as long as we respect one another, own our feelings and our viewpoints and agree that we are all allowed our points of view. If at any time you feel uncomfortable, please let me know, and we can talk about ways to address it.

**Required Texts/Readings**

There are no required books for this course. Students will read assigned articles as well as additional materials chosen by classmates. Materials are to be read for the day on which they are assigned in the course outline. All reading materials will be made available through CourseWeb.
Student Performance Evaluation

In this course students will be given a variety of opportunities to be assessed on their performance. Where appropriate, specific assignment guidelines will be provided on CourseWeb. In general, written assignments must be double spaced, use a 12-pt. serif font and have margins of 1 inch all around. Names will be on all materials submitted for grading, and proper citation style will be used for all items. Points will be deducted when these stipulations are not followed.

Grades will be assigned on the basis of:

**PARTICIPATION/ATTENDANCE:** (10%)
Students are expected to attend class and to participate in discussions. Students are allowed three absences, for any reason of your choosing. Please notify the instructor ahead of time.

**ARTICLE FACILITATION:** (15%) Each student will choose a topic from the course outline (or suggest a relevant topic not included), identify an article preferably from an academic journal related to the topic, share the citation with the instructor and classmates a week before that class period, and lead a class discussion on the article. All students must read articles assigned by their fellow classmates; participation in discussion of student articles will count toward this component of the grade.

**WRITTEN ASSIGNMENTS:**
1) **MDGs/SDGs:** (20%) Choose two countries that spend approximately the same percentage of their GDP on healthcare and compare/contrast them on progress towards achieving MDG goals 4 & 5; discuss how the SDGs will contribute to reaching the MDGs. This assignment is due on SEPTEMBER 21.

2) **CURRENT EVENT JOURNAL:** (15%) Students will maintain a current event journal in which they will collect over the course of the semester at least eight media items about current events related to course topics. These news items can come from any source (print and/or on-line newspapers and magazines, radio/tv/on-line broadcasts); however, all items must be accompanied by a correct citation. Event journal entries will consist of a brief (1 paragraph) summary of the item and the student’s reaction to each item chosen, indicating how the item relates to course topics. Items will be discussed in class. The journal is due on NOVEMBER 16.
**FINAL PROJECT:** (40%) Students will interview a person about a topic that is relevant to the course content; e.g., experience around birth; immigration; domestic violence; food insecurity; delivering MCH services; mental health. We will talk about good interview questions and technique on September 14, by which date you should have identified the topic you will be interviewing about. The interview data will be analyzed and presented in a final presentation, format to be decided by consensus of the class. Each student will be partnered with another to give feedback on the draft version of the presentation; students will also submit their feedback to Dr. Terry.

The course grading scale is as follows:

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- Below 70% = F

**Please note: The instructor reserves the right to assign + and – grades.**

**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 that student’s own intellectual contribution and efforts. The GSPH policy on academic integrity, which is based on the University policy, is available online at [http://www.publichealth.pitt.edu/interior.php?pageID=126](http://www.publichealth.pitt.edu/interior.php?pageID=126). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

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

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

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TDD) to schedule an appointment. The Office is located in 216 William Pitt Union.

Accessing Course Materials

The course uses CourseWeb and on-line sources for class assignments and enrichment materials. CourseWeb is a web-based application. Use the web browser, Internet Explorer, to access your course information online.

- Go to the web address: http://courseweb.pitt.edu
- “Log in” with your user name
- Type your password, then click “Log in”

Additional Resources

All assignments are expected to be submitted in proper English, including correct spelling, punctuation and grammar. If you need help with your writing skills, please take advantage of the University’s Writing Center – 317B O’Hara Street, Student Center, 4024 O’Hara Street, Pittsburgh, PA 15260; 412-624-6556.

If you need assistance with library resources, you can consult with Barb Folb, the Health Sciences Library Liaison, located in Falk Library. Her email is Folb@pitt.edu.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC(S)</th>
<th>ACTIVITIES/ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 29</td>
<td>Introductions</td>
<td>Bring something to class that reflects your interest in women’s, girls’ and/or children’s health</td>
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<tr>
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<td>Social ecological framework</td>
<td>Social Ecological exercise/case study – obstetric fistula</td>
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<td>Let’s talk about maternal/child health vs. women’s and girls’ health … or is there a versus?</td>
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<td>Dunn, Kalich, Henning &amp; Fedrizzi</td>
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<td>Horton, Beaglehole, Bonita, Raeburn, McKee &amp; Wall</td>
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<td>2</td>
<td>Sept.</td>
<td>History of MCH, development of the field</td>
<td>DUE: Your article choice</td>
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<td></td>
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<td>Lesser Stenberg et al.</td>
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<td>3</td>
<td>Sept.</td>
<td>Millennium Development Goals</td>
<td>Pick a relevant guideline from MDGs, SDGs or HP to discuss in class</td>
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<td>Sustainable Development Goals</td>
<td>Watch TED Talk (in class)</td>
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<td>Healthy People 2020</td>
<td>Interviewing: the good, the bad, the ugly – What’s your topic?</td>
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<td></td>
<td>Millennium Development Goals, esp. 4 &amp; 5</td>
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<td>Sustainable Development Goals</td>
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<td>Healthy People Guidelines</td>
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<tr>
<td>4</td>
<td>Sept.</td>
<td>Human growth and development … and why they matter</td>
<td>Watch TED Talk <a href="https://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born">https://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born</a></td>
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<td>Effect of women’s health on children, communities</td>
<td>DUE: MDG/SDG assignment</td>
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<td>American Academy of Pediatrics sites</td>
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<td>Danese &amp; McEwen</td>
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<td>Hure, Collins, Warwick, Wright &amp; Smith</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td><a href="https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime">https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime</a></td>
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BCHS 2575, Fall 2018
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Oct.</td>
<td>Reproductive health, family planning/pregnancy/doulas, birthing practices, breastfeeding; social norms</td>
<td>OMG, too much to talk about! <a href="https://www.ted.com/talks/aditi_gupta_a_taboo_free_way_to_talk_about_periods">https://www.ted.com/talks/aditi_gupta_a_taboo_free_way_to_talk_about_periods</a> Maghuyop-Butalid, Mayo &amp; Polangi</td>
</tr>
<tr>
<td>7</td>
<td>Oct.</td>
<td>Food in/security, social norms</td>
<td>The Sweet Potato Pie Exercise Fong, Gupta, Kpebo &amp; Falb Laraia, Vinikoor-Imler &amp; Siega-Riz</td>
</tr>
<tr>
<td>9</td>
<td>Oct.</td>
<td>Disparities/determinants – poverty, gender roles, social norms</td>
<td>TED Talk <a href="https://www.ted.com/talks/andrew_youn_3_reasons_why_we_can_win_the_fight_against_poverty#t-283371">https://www.ted.com/talks/andrew_youn_3_reasons_why_we_can_win_the_fight_against_poverty#t-283371</a> Marmot, Allen, Bell, Bloomer &amp; Goldblatt Schmeer et al.</td>
</tr>
<tr>
<td>10</td>
<td>Nov.</td>
<td>LGBTQI Special needs populations</td>
<td>Mulé &amp; Smith</td>
</tr>
<tr>
<td>11</td>
<td>Nov.</td>
<td>Mental health – the missing piece</td>
<td>Atif, Lovell &amp; Rahman</td>
</tr>
<tr>
<td>12</td>
<td>Nov.</td>
<td>MCH programming: Global and domestic perspectives</td>
<td>DUE: Current events journal Storey-Kuyl, Bekemeier &amp; Conley</td>
</tr>
<tr>
<td>13</td>
<td>Nov.</td>
<td></td>
<td>HAPPY THANKSGIVING! Mmmmm, turkey! (or tofurkey if you’re into that!)</td>
</tr>
<tr>
<td>14</td>
<td>Nov.</td>
<td>Policies –</td>
<td>Identify a policy of your choice that impacts maternal and child health; be prepared to discuss in class DUE: draft of presentation to partner and Dr. Terry Pandolfelli, Shandra &amp; Tyagi</td>
</tr>
<tr>
<td>Date</td>
<td>Month</td>
<td>Topic</td>
<td>Due</td>
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<tr>
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<tr>
<td>15</td>
<td>Dec.</td>
<td>Environmental issues: built environment, topography, climate change, air quality</td>
<td>DUE: feedback on presentation to partner and Dr. Terry</td>
</tr>
<tr>
<td>16</td>
<td>Dec.</td>
<td>Final Project</td>
<td>Location TBA</td>
</tr>
</tbody>
</table>
READINGS/CITATIONS

American Academy of Pediatrics


Atif N, Lovell K & Rahman A

Breiding MJ, Smith SJ, Basile KC, Walters ML, Chen J & Merrick MT

Danese A & McEwen BS.

DeGuzman PB, Merwin EI & Bourguignon C

Dunn RL, Kalich KA, Henning MJ & Fedrizzi R

Fong S, Gupta J, Khepo D & Falb K


BCHS 2575, Fall 2018
Healthy People Guidelines
http://www.healthypeople.gov

Horton R, Beaglehole R, Bonita R, Raeburn J, McKee M & Wall S.

Hure AJ, Collins CE, Warwick BG, Wright IMR & Smith R

Laraia B, Vinikoor-Imler LC & Siega-Riz AM

Lesser A

Maghuyop-Butalid R, Mayo NA & Polangi HT

Marmot M, Allen J, Bell R, Bloomer E & Goldblatt P
2012 WHO European Review of Social Determinants of Health and the Health Divide. The Lancet 380:

Millennium Development Goals
http://www.un.org/millenniumgoals/

Mulé NJ & Smith M

Pandolfelli L, Shandra J & Tyagi J

Schmeer KK, Piperata BA, Rodriguez AH, Salazar Torres VM & Centeno Cárdenas FJ

Stenberg K, Axelson H, Sheehan P … et al.
Storey-Kuyl M, Bekemeier B & Conley E

Sustainable Development Goals

https://sustainabledevelopment.un.org/?menu=1300


Viner RM, Ozer EM, Denny S, Marmot M, Resnick M, Fatussi A & Currie C
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 Patricia Documet, Chair (pdocumet@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 HUGEN 2042 Title Ethical Issues in Clinical and Public Health Genetics Credits 1.0

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: Lisa Parker, PhD (50% 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): Robin Grubs, PhD, LCGC (50% effort)

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 explore ethical issues as they relate to genetics and genomics in both the clinical and public health contexts. This seminar series provides an ethical framework for analyzing arguments in the literature and cases arising in clinical and research contexts and proceeds throughout the semester with a discussion-based format that encourages students to assume responsibility for engaging in ethical analysis.

7. **Student enrollment criteria/restrictions:**
   a. Indicate any maximum or minimum number of students and provide justification for this limitation. There is a maximum number of 30 students. Students will be divided into pairs, and each week a student pair selects a topic of ethical import, selects readings for the class, and leads a discussion of the readings with emphasis on analysis of the arguments presented by the authors. Based on the number of weeks in a semester, the number of students needs to be limited to approximately 30. Given the structure of the course, the minimum number would be about 10 students. Since the course will be a required for the MS Genetic Counseling Program and the MPH Public Health Genetics Program, we do not expect to be below this minimum.
   b. If admission is by permission of instructor, state criteria to be applied. N/A. Please see “7c.”
   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. This course is required for students in the MS Genetic Counseling Program and the MPH Public Health Genetics Program. Students must have completed, or be concurrently enrolled in, HUGEN 2035 Principles of Genetic Counseling or HUGEN 2049 Public Health Genetics. In rare instances, students with relevant background in ethics and/or genetics may enroll with permission of the instructors.

8. **Course schedule and allocation of hours:**
   a. Number of course hours per session 1 hour Sessions per week 1/week Weeks per academic term 15
   b. Approximate allocation of class time (hours or %) among instructional activities:

   Lectures 5% Seminars 95% 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.
   Given the seminar nature of the course, the H,S,U grading system is most appropriate to utilize.

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 will be required for students in the MS Genetic Counseling Program and MPH Public Health Genetics Program. The Genetic Counseling Program is accredited by the Accreditation Council for Genetic Counseling and one of the required curriculum content areas outlined in the Accreditation Standards is the Social, Ethical and Legal Issues in Genetics and includes topics such as informed consent, patient/subject privacy issues, genetic discrimination, and health disparities. The instructors have designed the course to address this content area and will work with the student pairs to choose literature that covers the topics within the content area.

The MPH Public Health Genetics Program is accredited by the Council on Education for Public Health. One of the cross-cutting competencies included in “Professionalism” outlined by the Graduate School of Public Health for all MPH students states that students should be able to “apply basic principles of ethical analysis to issues of public health practice and policy.” This course will allow students in the MPH program to consider the ethical implications of a number of issues involving both genetics and public health.

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

The instructors will work with student pairs leading each class discussion to ensure that the literature they have chosen reflects relevant populations and cultural perspectives. The instructors will also ensure that some topics in genetics particularly relevant to issues of gender, race, ethnicity, culture, disability, social class, and family relations and status are addressed each term. These include: access to healthcare, insurance, and genetics services; disability studies perspectives on genetic anomalies; genetic/genomic study design and enrollment of representative populations; cultural and religious attitudes toward use of genetic information; issues of misattributed parentage; access of LBGTQ individuals and couples to genetic and reproductive services, as well as differential impact of disease burden in this population; ethical issues associated with genetic services and adoption; and genetic components of health disparities.

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

Name/Title: Lisa S. Parker

Date: 11/18/16

Professor of Human Genetics
Director, University Center for Bioethics & Health law
13. Signature and date of endorsement of department chairperson:

Name/Title: 

Chairman, Human Genetics

Date: 11/18/16

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.

<table>
<thead>
<tr>
<th>Syllabus Area</th>
<th>Recommended Detail * Required</th>
<th>Included in Your Syllabus?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Number*</td>
<td>Yes ☒</td>
<td>No ☐</td>
</tr>
<tr>
<td>Course Title*</td>
<td>Yes ☒</td>
<td>No ☐</td>
</tr>
<tr>
<td>Course Meeting Time/Day of Week*</td>
<td>Yes ☒</td>
<td>No ☐</td>
</tr>
<tr>
<td>Classroom Location*</td>
<td>Yes ☒</td>
<td>No ☐</td>
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<tr>
<td><strong>Faculty Information</strong></td>
<td></td>
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<tr>
<td>Office Location*</td>
<td>Yes ☒</td>
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</tr>
<tr>
<td>Office Hours*</td>
<td>Yes ☒</td>
<td>No ☐</td>
</tr>
<tr>
<td>Phone Number*</td>
<td>Yes ☒</td>
<td>No ☐</td>
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<tr>
<td>Email Address*</td>
<td>Yes ☒</td>
<td>No ☐</td>
</tr>
<tr>
<td>Teaching Philosophy</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td>Teaching Assistant Contact</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td><strong>Student Expectations in Classroom</strong></td>
<td></td>
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<tr>
<td>Behavior/ Ground Rules (cell phones off, laptops off, etc.)</td>
<td>Yes ☐</td>
<td>No ☒</td>
</tr>
<tr>
<td>Recording of Lectures</td>
<td>Yes ☐</td>
<td>No ☒</td>
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<tr>
<td><strong>Course Summary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description*</td>
<td>Yes ☒</td>
<td>No ☐</td>
</tr>
<tr>
<td>Learning Objectives*</td>
<td>Yes ☒</td>
<td>No ☐</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
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<tr>
<td>Required Textbooks/ Articles/Readings</td>
<td>Yes ☒</td>
<td>No ☐</td>
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<tr>
<td>Required Software</td>
<td>Yes ☐</td>
<td>No ☐</td>
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<tr>
<td>Required Equipment (including use of CourseWeb/Blackboard)</td>
<td>Yes ☒</td>
<td>No ☐</td>
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<tr>
<td>Recommended Material</td>
<td>Yes ☐</td>
<td>No ☐</td>
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<tr>
<td><strong>Evaluation</strong></td>
<td><strong>Yes</strong></td>
<td><strong>No</strong></td>
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<tr>
<td>Grading Scale*</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Grading Criteria/Rubric</td>
<td></td>
<td>No</td>
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<tr>
<td>Late Assignment Policy</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td><strong>Accommodation of Students with Disabilities</strong></td>
<td>Pitt Public Health Statement*</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Academic Integrity Policy</strong></td>
<td>Pitt Public Health Statement*</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>Topics by Session*</td>
<td>Yes</td>
</tr>
<tr>
<td>Reading and Written Assignments by Session*</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Learning Objectives by Session</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Test Dates</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Additional Resources</strong></td>
<td>Health Sciences Library Liaison Contact Information</td>
<td>Yes</td>
</tr>
<tr>
<td>Writing Center Contact (if course is writing intensive)</td>
<td>Yes</td>
<td>No</td>
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</table>

**Required Information Not Included**

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<thead>
<tr>
<th>List the Required Detail Not Included</th>
<th>Reason for Not Including</th>
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Graduate School of Public Health
Department of Human Genetics
Ethical Issues in Clinical and Public Health Genetics
HUGEN 2042
Thursday 1:15-2:15PM
Location: TBD
Credit Hours: 1.0
Spring 2017

Instructors and Contact Information:

Lisa Parker, PhD
Office: 519 Law School
Phone: 412-647-5780; 412-361-5704
Email: lisap@pitt.edu
Office hours: By appointment

Robin E. Grubs, PhD, LCGC
Office: 3138 Parran Hall
Phone: 412-624-4695
Email: rgrubs@pitt.edu
Office hours: By appointment

Course Description

This course is designed to explore ethical issues as they relate to genetics and genomics in both the clinical and public health contexts. This seminar series provides an ethical framework for analyzing arguments in the literature and cases arising in clinical and research contexts and proceeds throughout the semester with a discussion-based format that encourages students to assume responsibility for engaging in ethical analysis.

Learning Objectives:

At the end of the course, each student will be able to:
(1) demonstrate critical reasoning about ethical issues;
(2) present arguments in support of normative positions; and
(3) identify ethical concerns and pertinent discussions in the bioethics literature, as well as in the clinical, public health genetics and scientific literature.

Requirements:

Students will be divided into pairs. Each pair submits for instructor approval a proposal of an issue or topic on which they will lead the class discussion. Each pair identifies relevant literature for the class to read, and submits it for instructor approval prior to assigning it to the class for the next week’s discussion. The pair coordinates discussion leadership with emphasis on facilitating analysis of the arguments presented by the
assigned authors. The instructors will approve the topic and readings, and help guide the discussion to ensure both accuracy of understanding and comprehensive attention to the issues. Please review the information at the end of the syllabus that addresses questions and provides assistance for selecting bioethics resources.

**Required Texts**

None. Readings are drawn from the current literature and classic texts on the course topics.

**Student Performance Evaluation and Grading:**

Grading is based on quality of participation in the discussion, as well as the quality of preparation for discussion leadership. A sign-in sheet is available to document attendance, and the instructors provide feedback on discussion leadership and participation. An S (satisfactory) grade is given when no more than 3 seminars are missed and participation is adequate while attending. A NC (no credit) grade is given when there are 3 or more unexcused absences.

**CourseWeb/BlackBoard Instruction**

This class utilizes CourseWeb for the class schedule.

**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 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 (www.publichealth.pitt.edu/home/academics/academic-requirements). 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.
Disability Services

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.

A comprehensive description of the services of that office can be obtained at www.drs.pitt.edu.

Diversity Statement

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

Schedule of Sessions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Representative Topics*</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Engaging in Ethical Analysis—Dr. Lisa Parker</td>
</tr>
<tr>
<td>Week 2</td>
<td>Genetic Ambiguity and Variants of Uncertain Significant: Implications for Clinical Practice</td>
</tr>
<tr>
<td>Week 3</td>
<td>Social and Ethical Implications of Direct to Consumer Testing Preconception/Prenatal Carrier Screening</td>
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<td>Week 4</td>
<td>Ethics of Human Germline Modification</td>
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<td>Week 5</td>
<td>Social and Ethical Implications of Incest Laws</td>
</tr>
<tr>
<td>Week 6</td>
<td>The Ethical Implications of Genetic Testing on Students</td>
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<tr>
<td>Week 7</td>
<td>Ethical Considerations of Engaging in Genetic Counseling with Friends and Family Members</td>
</tr>
<tr>
<td>Week 8</td>
<td>Informed Consent in Minors and Elderly Adults: An Ethical Analysis and Comparison</td>
</tr>
<tr>
<td>Week 9</td>
<td>Lysosomal Storage Disorders and Newborn Screening: Clinical and Ethical Implications</td>
</tr>
<tr>
<td>Week 10</td>
<td>Medical Care for Children in the Foster Care System</td>
</tr>
<tr>
<td>Week 11</td>
<td>Ethical Concerns of Prenatal Exome Sequencing</td>
</tr>
<tr>
<td>Week 12</td>
<td>BRCA Population Screening: Ethical Concerns</td>
</tr>
<tr>
<td>Week 13</td>
<td>Adoption and Genetic Testing: An Ethical Analysis of Current Policies</td>
</tr>
<tr>
<td>Week 14</td>
<td>Conflict of Interest and Genetic Counselors: What are the ethical Implications of Genetic Counselors Working in the Biomedical Industry?</td>
</tr>
<tr>
<td>Week 15</td>
<td>Ethical Considerations for Embryo Genetic Screening</td>
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</tbody>
</table>

*Please note that the students pick the topics they present. The list provided includes topics that have been presented by students in the past in ethics discussions with Drs. Parker and Grubs*
Questions and Assistance Regarding Resources

Is a handout required for the seminar meeting? No, though most presenters prepare one. Be certain, however, that you do not simply read the handout during the seminar meeting. Instead, if you prepare a handout use it to present data, excerpt part of a reading (or other text) that you want to discuss, present facts of a case to be discussed, or augment your oral presentation in some other way.

Are recent articles necessarily better than older articles? No. Earlier articles (e.g., from the 1980s and 1990s) may present more foundational considerations and arguments, while more recent articles may present refinements, more specialized cases, and “quirky” arguments (in the author’s attempt to distinguish him/herself from others). Recent articles may update data and sociocultural facts (e.g., about legislation, frequency of problems), but foundational arguments may be what you need to assign in order to help establish initial sound understanding.

Resources Available on-line are not necessarily superior to hard copy resources; they are only easier to obtain without walking.

Librarians are invaluable. They can help develop search strategies and know about resources beyond Medline, PubMed, and Google. Relevant librarians and resources may be found at Falk, Hillman, and the Barco Law Library.

Search strategies.

- If you find one article on a topic, track down the other articles it cites.
- Figure out how to find those articles using keywords; the use of those keywords should then take you to additional articles beyond those used by your original author.
- Find other things written by that original author.
- Not everything of value will be published in journals; some will be in books. Again, pursue citations in articles to identify anthologies of relevance. Use PittCat and librarians to find books of relevance.

When considering an article, information, or data, consider the source.

- Is the article published in a peer-reviewed source or in a book by a well-respected publisher? Are the data or information from government sources? Partisan organizations?
- Search for other literature by the same author and/or look up the author’s cv. Has s/he published other work on this topic? (Maybe there is a better—i.e., clearer or more comprehensive—article by the same author.)
- Does the author have a particular ideological bias? Consider who published the work, where the author is employed or who funded the work, and the author’s affiliations or appointments (e.g. whether s/he is from President GW Bush’s bioethics committee or that of Presidents Clinton or Obama).
- Where is the journal published, what are its goals, who is its target readership, and what are its publication practices? How do these affect content—e.g., consider the unique practices of AJOB, the American Journal of Bioethics.
• Is the journal (or the article) focused on a particular country or part of the world? Is that the relevant context for your consideration? The UK, Australia, Canada, and the US have very different political climates, legislative and legal frameworks, healthcare contexts, and political structures. An argument about a healthcare issue that is the “right” one for the UK may not be the best one for the US, even though authors in all the journals share a version of English. Concerns in developing countries differ from those in the US, and while the concerns of the developing world or global health problems are important, in hour-long discussions pertinent to genetic counselors in the US, it may be important to assign resources focused on the US context.

If you are finding articles by only one author or from only one source (e.g., the journal *Bioethics*), your search strategy may be too limited.

A strange list of “bioethics journals”—really a quirky set of references—is available at: http://bioethics.od.nih.gov/bioethicsjournals.html

It is interesting to compare these two lists.

Journals in medicine, healthcare, and genetics publish articles of ethical relevance. In particular, consult:

* NEJM
* JAMA
* Lancet
* J of Genetic Counseling
* Am J Human Genetics
* Genetics in Medicine
* Obstetrics & Gynecology
* Clinical Genetics
* Science
* Nature

Two encyclopedias may be of particular assistance to you: *The Encyclopedia of Bioethics* and the *Stanford Encyclopedia of Philosophy* (plato.stanford.edu/).

The *New York Times* is an excellent source of topic ideas. Consult both the Science Times section and the news articles.

Reports of President Obama’s Presidential Commission for the Study of Bioethical Issues may be found at http://www.bioethics.gov/.

Reports of President Clinton’s National Bioethics Advisory Commission may be found at http://bioethics.georgetown.edu/nbac/.

The Kennedy Institute of Bioethics has an NIH (ELSI) sponsored reference center for resources in bioethics. It is incomplete, but includes a variety of resources not found via Medline. It is available at http://bioethics.georgetown.edu/
Barb Folb, MM, MLS, MPH, is the Pitt Public Health Sciences Library Liaison and can provide you with assistance in your literature search. Her contact information is: folb@pitt.edu and 412-648-1974
Hi Patricia,

Here is the argument:

The current policy is that students are eligible for a waiver with respect to taking the GREs for entry into BCHS if they have completed a graduate program successfully. We are asking that this be changed to completion of two semesters of graduate level work with a GPA of 3.25 or higher and a statistics course with a grade of “B” or higher. We are asking that this policy be implemented with respect to students in the MSW program in the Graduate School of Social Work at the University of Pittsburgh who wish to apply to the joint MSW/MPH program. The effect of the change in policy will be that MSW students who have completed their first year in the MSW program would thus be able to apply to BCHS in May or June of a particular year for entry into BCHS in September of that same year.

The reasons for this request are:

1) Students are not required to take the GREs to be admitted to the MSW program (as well as to most social work programs nationally).
2) The requirement of the GRE has proven to be a burden to social work students who wish to enter the MPH program and disproportionately impacts racial and ethnic minority students. The impact of the current policy is to effectively prevent certain social work students from applying to the MPH program and thus a HRSA funded joint degree program.
3) HRSA wants us to reduce barriers for students to participate in the above program, especially minority students.
4) The Chair of BCHS - Steve Albert - and the Director of our Masters Programs - Martha Terry - are supportive of this proposal. They want to reduce barriers to entrance into this program and also believe that successfully completing two semesters of graduate level work justifies a waiver of the GREs.

Mark S. Friedman, Ph.D.
Assistant Professor of Behavioral and Community Health Sciences, Infectious Diseases and Microbiology, Pediatrics
University of Pittsburgh
412-624-3506
Msf11@pitt.edu
Present: Gerry Barron, Quinten Brown, Yue Chen, Cindy Bryce, Mary Derkach, Ying Ding, Patricia Documet, Jim Fabisiak, Eleanor Feingold, Nancy Glynn, Emmy Hackshaw, Robin Leaf, Sarah Minion, John Shaffer

Absent: Julia Driessen, David Finegold

Guest: Kelly Stefano Cole, Giovanna Rappocciolo

The meeting was called to order at 1:31pm by Dr. Patricia Documet, Chair.

CEPH Revised Criteria, Eleanor Feingold

Dr. Feingold led off the meeting by discussing the new CEPH revised criteria. Most of the faculty on the committee heard about this at the Annual Faculty Retreat. There were no real surprises with the revised criteria. CEPH does want the implementation of our school’s curriculum rollout by January 2018. That timeline does not make sense for our school, so this will need to be in place by the fall of 2017.

There will be plenty of discussion regarding the CEPH revised criteria in the upcoming EPCC and MPH Committee meetings.

Spring Writing Course, Eleanor Feingold

Dr. Feingold continued the discussion with our next topic; whether we want to hold our new writing course in the spring? There has been modest interest from the students (enrollment not as high as expected, but not too low), and the instructor has enjoyed teaching the class.

Action – Robin Leaf will obtain feedback from the students who are enrolled in the current class.

Members of the committee still expressed interest in the development of a scientific-focused writing class.

Associate Dean for Education Updates, Eleanor Feingold

- Asked that committee members make sure they are taking information discussed at EPCC back to their respective departments.
Drs. Giovanna Rappocciolo and Kelly Stefano Cole were guests to EPCC, to present a new IDM course to the committee. This course has been offered as part of a certificate program by the School of Medicine. Due to the popularity of this course with IDM students, Dr. Burke has asked that this course be re-invented as a Pitt Public Health course. This paper-driven/paper-discussion course will focus on Immunology, and will be led by a series of guest faculty. Students taking this course should have a solid background in Immunology, which is why the course has a pre-req.

**Action** – Information regarding the option to test out of the pre-req course should be added to the course form.

**Action** – Information regarding office hours (by appointment) need to be added to the syllabus.

**Action** – The committee suggested that the course grading scale be revised.

**Action** – The committee suggested that the course description from the syllabus be used for the catalog description as well.

**Action** – Quinten Brown will send Drs. Rappocciolo and Stefano Cole their approval letter from EPCC.

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**Approve October Meeting Minutes, All**

- Room location incorrect
- Date for next meeting incorrect

The meeting was adjourned at 3 pm by Dr. Documet.

Our next meeting will be January 5, 2016 | From 1-30-3:30 pm in room 4128 Parran Hall.