A. New Business:

1. Program Termination | BOST MPH, Ada Youk
2. New Course | PUBHLT XXXX, Healthcare in Sub-Saharan Africa, Joanne Russell
3. New Course | HUGEN 2011, Scientific Writing in Human Genetics, Candy Kammerer
4. New Course | HUGEN 2053, Applications in Public Health Genetics and Genomics, Candy Kammerer
5. New Course | BCHS 3006, Integrative Research Seminar: Writing for Publication, Jeanette Trauth
6. Policy on adjuncts on committees/core lists, Eleanor Feingold
7. Procedure for course reactivation, Robin Leaf
8. Spring Course Deadlines, Robin Leaf
9. Approval of June Meeting Minutes, All

Upcoming meetings: August 3, 1:30-3:30pm, room A521 Crabtree Hall
- MPH Core Courses on Agenda: BOST 2011, BOST 2041, EOH 2013, EPIDEM 2110, and PUBHLT 2015

September 7, 1:30-3:30pm, room 4128 Parran Hall
- MPH Core Courses on Agenda: BCHS 2509, HPM 2001, PUBHLT 2016, Communications (new course) [exact title pending], and Overview (revived course) [exact title pending]
Proposal to Terminate the MPH Degree in Biostatistics

Date: June 16, 2017

Department: Department of Biostatistics

Degree: MPH in Biostatistics

Program Director: Ada O. Youk, PhD

[Signature]

Interim

Department Chair: Jong H. Jeong, PhD

[Signature]
Graduate School of Public Health

Proposal to terminate the Masters of Public Health Degree in Biostatistics

1. Overview
The Department of Biostatistics proposes to terminate the MPH in Biostatistics degree. The MPH in Biostatistics is a professional degree program that prepares students with a prior professional degree (physicians, nurses, dentists, pharmacists, veterinarians, or health administrators) to understand and apply statistical methods to health problems in their field. This degree emphasizes the appropriate application of statistical methods, with less emphasis on statistical theory as compared to the MS degree.

a) Individual initiating the proposal
Ada Youk, Associate Professor
MS/MPH Program Director, Biostatistics
Graduate School of Public Health
University of Pittsburgh

b) Responsibility center
Graduate School of Public Health

c) Program to be terminated
Masters of Public Health degree in Biostatistics

d) Department affected by the change
Biostatistics

1e) Date
The proposal will be submitted for approval for the June 29, 2017 meeting of the Educational Policies and Curriculum Committee (EPCC). We proposed to terminate the MPH degree by August 1st, 2017.

2) Rationale for termination
In the field of Biostatistics, it is the general consensus that the MS degree is viewed as more marketable by employers than the MPH. Prior to 2017, offering the MPH in each department was a requirement for accreditation as a school of public health, but the revised 2016 accreditation criteria no longer include that requirement (https://ceph.org/assets/2016.Criteria.pdf).
Since 2007, the department of Biostatistics has had five enrolled MPH students. Of these five, only two completed the MPH degree, two students switched to the MS degree and one student took a leave of absence and never returned. Therefore, given the dearth of students in the Biostatistics MPH degree program and lesser marketability, we wish to terminate the MPH degree offering.

3) Description of the proposed termination
Admissions for the MPH have not been halted and potential students have still been applying, however, most if not all are not qualified (either lack of prior professional degree or do not meet our entrance criteria). Of those who have been qualified, once learning the differences between the two degrees have decided to apply for MS. We will stop advertising the degree on SOPHAS for the upcoming 2018 application cycle. As of August 1, 2017, we will have also updated our departmental website to remove any reference to the MPH degree. Given we have not had any MPH students since 2013 and only 2 MPH graduates in the past 10 years, we do not expect any changes in enrollment by terminating the MPH degree. We have no current MPH students in our program.

4) The effects that the proposed termination on other University programs in both the short- and long-term.
The termination of the MPH degree will have no financial effects on other University programs short or long term given we had no MPH students since 2013.

5) Impact on faculty and staff
There will be no negative impact on faculty and staff. A positive impact will be to free up time administratively because MPH applicants will not need to be reviewed. In the past, we reviewed most of the MPH applicants twice, once when applying for MPH and once for MS (if they decided to switch). Another benefit is the reduction in paperwork processing both for the department and for the Students Affairs Admission office.

6) Effects on the departmental budget
There will be no effects on the departmental budget with the termination of the MPH degree.

7) Faculty and administrators who have been consulted
The move to terminate this program was initiated by Dr. Ada Youk, the current MS/MPH program director. The proposal has been discussed with Biostatistics former chair (Dr. Sally Morton) as well as Biostatistics Interim chair, Dr. Jong Jeong, both whom agreed with terminating the degree. Dr. Youk also met with Dr. Eleanor Feingold, Senior Associate Dean and Dr. Jessica Burke, Associate Dean for Education, both whom gave approval to proceed with the termination. The formal decision to terminate the program was made by the EPCC on xxxx and ratified by the PBPC on xxxx and the governing council on xxxx. [This section to be editing once approvals are complete.]
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
   - [ ] 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: PUBHLT XXXX  Title Healthcare in Sub-Saharan Africa (working title)  Credits 2

4. **Cross-listing:** N/A
   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: Thuy Bui, Associate Professor of Medicine (School of Medicine, U. of Pittsburgh)
   
   b. Co-instructors (if any): Joanne Russell (faculty of record), Assistant Professor of Behavior & Community Health Sciences

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* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
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 provides an in-depth look at health services and healthcare systems in sub-Saharan Africa. Students will explore the WHO health systems building blocks consisting of leadership/governance, health care financing, health workforce, medical products, information technology and service delivery. Students will also examine health systems databases to assess performance and to better understand the challenges to attain high quality care at low cost, enhanced patient experience and improved outcomes. A variety of teaching modalities will be employed throughout the course including lecture, news headlines, case studies, class discussion, audio-visuals and student presentations. Guest speakers will be invited to share experience and expertise on various topics. A research paper with in-depth exploration of one of the six building blocks in a specific sub-Saharan country is required in addition to a global health case competition group presentation. This course is a prerequisite for a summer study abroad in Malawi (yet to be created) where students will experience health care first-hand under the guidance of local mentors in a variety of settings ranging from a referral hospital to a remote rural health center to better understand the healthcare challenges in this part of the world.

7. **Student enrollment criteria/restrictions:**
   a. Indicate any maximum or minimum number of students and provide justification for this limitation. 
      20 — given that there is a study abroad course in the summer, no more than 20 can be accommodated given instructor limitations and travel.
   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 **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 X**

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.
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; or 59%</td>
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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:

   - 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. **X**
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 was developed for the Global Health Concentration of the Global Studies Certificate offered by the University Center for International Studies. We will also allow graduate students to enroll in the course as an elective to those who are interested in learning about health systems and healthcare practices in Sub-Saharan Africa.*

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

   *The course focuses on global health; therefore, issues involving diversity (in terms of race, ethnicity, culture, gender, etc.) are explicitly and implicitly addressed throughout the curriculum.*

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

   Name/Title: Joanne Russell, MPPM, Assistant Professor of Behavioral and Community Health Sciences

   [Signature]

   Date: 01/19/2014

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

   Name/Title: Donald S. Burke, MD, Dean, Graduate School of Public Health

   [Signature]

   Date: 02/17/17
### 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>
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<tr>
<td>Course Title*</td>
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</tr>
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<td>Course Meeting Time/Day of Week*</td>
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<td>Classroom Location*</td>
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<td>Email Address*</td>
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<tr>
<td>Teaching Philosophy</td>
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<td>Teaching Assistant Contact</td>
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<td><strong>Student Expectations in Classroom</strong></td>
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<td>Recording of Lectures</td>
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<td>Learning Objectives*</td>
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<td>X</td>
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<td><strong>Materials</strong></td>
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<td>Required Textbooks/ Articles/Readings</td>
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<td>X</td>
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<tr>
<td>Required Software</td>
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<td>☐</td>
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<tr>
<td>Required Equipment (including use of CourseWeb/Blackboard)</td>
<td>Yes</td>
<td>X</td>
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<tr>
<td>Recommended Material</td>
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<td>Availability of Software for Purchase and/or Use</td>
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<td>Grading Criteria/Rubric</td>
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<td>Late Assignment Policy</td>
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<td><strong>Accommodation of Students with Disabilities</strong></td>
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<td><strong>Academic Integrity Policy</strong></td>
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<td>Pitt Public Health Statement*</td>
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<td>Learning Objectives by Session</td>
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<td>Test Dates</td>
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<td><strong>Additional Resources</strong></td>
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<td>Writing Center Contact</td>
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<td>List the Required Detail Not Included</td>
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<tr>
<td>Reason for Not Including</td>
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Graduate School of Public Health
PUBHLT XXXX, 2 Credits
Healthcare in Sub-Saharan Africa
Spring 2018

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Thuy D. Bui, MD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:buithuy@pitt.edu">buithuy@pitt.edu</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>412-692-4888</td>
</tr>
<tr>
<td>Office Location:</td>
<td>UPMC-MUH E921</td>
</tr>
<tr>
<td>Office hours:</td>
<td>By appointment</td>
</tr>
<tr>
<td>Faculty of Record:</td>
<td>Joanne Russell, <a href="mailto:joanner@pitt.edu">joanner@pitt.edu</a></td>
</tr>
<tr>
<td>Class time:</td>
<td>Thursdays from TBD</td>
</tr>
<tr>
<td>Class Location:</td>
<td>TBD</td>
</tr>
<tr>
<td>Other Contacts:</td>
<td>Questions regarding registration: Meredith Mavero, <a href="mailto:mlm72@pitt.edu">mlm72@pitt.edu</a>, 412-624-6904</td>
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Course Description
This course provides an in-depth look at health services and healthcare systems in sub-Saharan Africa. Students will explore the WHO health systems building blocks consisting of leadership/governance, health care financing, health workforce, medical products, information technology and service delivery. Students will also examine health systems databases to assess performance and to better understand the challenges to attain high quality care at low cost, enhanced patient experience and improved outcomes. A variety of teaching modalities will be employed throughout the course including lecture, news headlines, case studies, class discussion, audio-visuals and student presentations. Guest speakers will be invited to share experience and expertise on various topics. A research paper with in-depth exploration of one of the six building blocks in a specific sub-Saharan country is required in addition to a global health case competition group presentation. This course is open to upper-level undergraduate students (juniors and seniors). Course enrollment is capped at 20. This course is a prerequisite for a summer study abroad in Malawi where students will experience health care first-hand under the guidance of local mentors in a variety of settings ranging from a referral hospital to a remote rural health center to better understand the healthcare challenges in this part of the world.

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

- Identify the impacts of behavioral, social, cultural, economic, and political factors that affect healthcare practices and delivery in sub-Saharan Africa
- Define health systems strengthening and the roles of international organizations, foreign aid and development
- Explain the components of a well-performing health systems such as workforce, essential medicines, financing and governance
- Examine the barriers and challenges to achieving universal health coverage in the low-income countries in the region
- Write a policy analysis paper about a health system topic based on literature review and publicly available data
Course Materials
There is no required text for this course. Readings and other information will be made available on the Course Web/Blackboard site. The website for CourseWeb is http://courseweb.pitt.edu. Your log-on ID and password are the same as the log-on ID and password for your Pitt account. The site will contain all readings, handouts, guidelines and rubrics for assignments, messages, and additional information. Individual Powerpoint presentations will be made available AFTER each class.

Course Requirements and Grading
Your grade will be composed of the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and participation (2% per class)</td>
<td>12%</td>
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<tr>
<td>Current event presentation</td>
<td>8%</td>
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<tr>
<td>Innovation in Healthcare Show &amp; Tell</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection on Class Discussion posted to Blackboard each week</td>
<td>10%</td>
</tr>
<tr>
<td>Global Health Case Competition</td>
<td>30%</td>
</tr>
<tr>
<td>Peer-Reviewed of policy paper</td>
<td>10%</td>
</tr>
<tr>
<td>Final research paper</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Attendance and participation (12%): You must attend and participate in all class sessions and activities. Students are expected to complete assigned readings before class so they can contribute to the discussion. If you need to miss class, please email me before class to request an excused absence. You can make up an excused absence with a current event presentation or show & tell.

Current event presentation (8%): Each student will prepare and present in class a brief PowerPoint presentation a current global health event related to sub-Saharan Africa limited to 10 minutes with 10 additional minutes for questions/and class discussion. Students will sign up for dates on the first day of class.

Innovation in Healthcare Show & Tell (10%): Each student will research a recent healthcare innovation (technology, apps, process, models, etc.) that was implemented in resource-limited settings or has potential for such application. The ppt presentation is again limited to 10 minutes with an additional 10 minutes for Q & A. Students will sign up for dates on the first day of class.

Online Forum Discussion (10%): After class, students will write a one-paragraph response to the Online Forum Discussion Question and post on CourseWeb. Students who miss class are still required to do this assignment. Students are encouraged to view and respond to each other’s posting.

Global Health Case Competition (30%): Students will work in groups of 4-5 to explore complex real-world challenges such as infectious disease outbreaks, refugee crises, sanitation, health worker shortage through an interdisciplinary perspective. Students will vote on a specific case challenge on the first day of class. More details on the Global Health Case Competition will be provided on CourseWeb.

Research paper (30%): Each student is required to research in-depth one of the six building blocks of a health care system in a specific SSA country. Detailed guideline and format will be provided in CourseWeb. The final paper topic must be submitted and approved by the instructor by Class 4. The draft will first be
peer-reviewed anonymously then revised and submitted for final grade by the instructor. Final papers that are turned in after the due date will be considered late, and 5 points will be deducted from the score. An additional point will be deducted for each day the report is late.

**Grading Scale (based on 100 total points):**

- A = 94-100%
- A- = 90-93%
- B+ = 87-89%
- B = 84-86%
- B- = 80-83%
- C+ = 77-79%
- C = 73-76%
- C- = 70-73%
- D = 60-69%
- F = < or =59%

**Course Ground Rules**

- Be on time for class; turn off cell phone; no texting (if you need to take an emergency call, please leave the classroom to do so—and only for emergencies)
- Laptops are not permitted in class during lecture, discussion, student presentation EXCEPT group work or when specified by the instructor ahead of time
- If you need to miss class, please email me before class to request an excused absence. There is no make-up for unexcused absence
- Obtain the names and email addresses of 2 of your classmates during the first class session and write this on the first page of the syllabus. When you have questions about the course, contact a class peer first to attempt to resolve the question before emailing the instructor
- The instructor will be available for questions via email and/or for office hours by email request
- An open discussion environment requires mutual respect from all participants. This means listening when others are speaking, refraining from side conversations, and addressing each other with respect

**Course Policies**

**Academic Integrity**

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, 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](http://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.
**Special accommodation:**
If you have a disability for which you are or may be requesting an accommodation, please contact me as soon as possible. Additionally, you should contact the Office of Disability Resources and Services, 140 William Pitt Union, (412) 648-7890 or (412) 228-5374 (video phone) as early as possible in the semester. DRS will verify your disability and assist with determining reasonable accommodations for this course.

**The Writing Center**
Pitt’s Writing Center provides a place for students, faculty, and staff to work on their writing. Center staff members are experienced, trained writing consultants and services are free to all University of Pittsburgh students. Learn more at [www.writingcenter.pitt.edu](http://www.writingcenter.pitt.edu) or call the center at 412-634-6556.

*Note: This course syllabus represents a guide for the course and does not preclude changes deemed necessary by the instructor, including the introduction of additional content, changes in order of content, and change in assignment due dates.*
**Class Schedule**

Course Begins: Thursday, January 11, 2018  
Course ends: Thursday, April 19, 2018  
No class: Thursday, March 8, 2018; Thursday, April 26, 2018

<table>
<thead>
<tr>
<th>JANUARY 11, 2018</th>
<th>CLASS 1: COURSE OVERVIEW AND THE WHO HEALTH SYSTEMS FRAMEWORK</th>
</tr>
</thead>
</table>
| **Learning Objectives** | By the end of this session, students should be able to:  
• Discuss the roles of health care systems in improving health outcomes in LMICs  
• Identify the WHO health system building blocks  
• Define general criteria for assessing performance of health systems  
• Describe the differences between healthcare delivery in high-income and low-income countries |
| **Class Activities** | • Current event by instructor  
• Show & tell by instructor  
• Sign-up by students  
• Lecture: Health system overview and social determinants of health  
• Video: [What does a $100 million public health data revolution look like?](http://www.who.int/healthinfo/systems/WHO_MBHSS_2010_full_web.pdf) By Chris Murray TEDMED 2013 |
| **Online Forum Discussion Question** | How (much) does health care delivery (access to affordable and quality health care) contribute to health outcomes (mortality and morbidity) for people living in the US? |

<table>
<thead>
<tr>
<th>JANUARY 18, 2018</th>
<th>CLASS 2: HEALTH SERVICE DELIVERY</th>
</tr>
</thead>
</table>
| **Learning Objectives** | By the end of this session, students should be able to:  
• Utilize health systems data from WHO Global Health Observatory  
• Discuss common indicators or measures of good service delivery and their limitations  
• Name some strategies to improve service delivery performance |
| **Class Activities** | • Current event presentation by student  
• Show & tell  
• Lecture: Health systems in low income countries  
• Vote on case competition topic  
• Video: [The Healthstore Foundation; How low-cost eye care can be world-class](http://www.who.int/healthinfo/systems/WHO_MBHSS_2010_full_web.pdf) by Thulasiraj Ravilla, TEDIndia 2009 |
| **Online Forum Discussion Question** | Check out WHO GHO website [http://www.who.int/gho/en/](http://www.who.int/gho/en/) and share with your classmates a health systems indicator in a country of interest |
### JANUARY 25, 2018

**CLASS 3: INFORMATION SYSTEM AND RESEARCH**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>By the end of this session, students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Identify several modalities of health and healthcare data collection in resource-limited settings</td>
</tr>
<tr>
<td></td>
<td>• Differentiate the use of health information for monitoring and evaluation vs quality improvement</td>
</tr>
<tr>
<td></td>
<td>• Recognize indicators of country health information system performance</td>
</tr>
<tr>
<td></td>
<td>• Cite examples of successes and failures of health information systems in low-income settings</td>
</tr>
</tbody>
</table>

| Required Reading | Douglas GP, et al. Using touchscreen electronic medical record systems to support and monitor national scale-up of antiretroviral therapy in Malawi. PLOS Medicine 2010; https://doi.org/10.1371/journal.pmed.1000319 |

| Class Activities | • Current event presentation by student |
|                 | • Show & Tell |
|                 | • Lecture: What are healthcare data and what do we use them for? |
|                 | • Guest speaker: Engineering an EMR system in the developing world by Gerry Douglas, PhD. Department of Biomedical Informatics, University of Pittsburgh. |
|                 | • Video: The “why” and “how” of routine health information systems at my facility by JSI; Baobab patient registration at Kamuzu Central Hospital |

| Online Forum Discussion Question | Imagine that you are at small rural hospital and you would like to decrease wait time in the outpatient department (OPD). Using a simple data collection tool, the OPD QI team found that high-acuity were waiting an average of 179 minutes before being seen by staff. Could you think of all the root causes for this long wait time? |

### FEBRUARY 1, 2018

**CLASS 4: MEDICAL PRODUCTS AND TECHNOLOGIES**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>By the end of this session, students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Explain why stock-outs are so prevalent in resource-limited settings</td>
</tr>
<tr>
<td></td>
<td>• Outline the shortcomings of the procurement and supply programs in low-income countries</td>
</tr>
<tr>
<td></td>
<td>• Describe the WHO’s concept of essential medicines and Package of Essential Noncommunicable (PEN) Disease interventions for Primary Health care in low-resource settings</td>
</tr>
</tbody>
</table>


| Class Activities | • Current event presentation by student |
|                 | • Show & Tell |
|                 | • Lecture: The problem with scale-up and sustainability |
|                 | • Guest Speaker: A public-health approach to site-specific formulary management; addressing deficient drug supplies in Malawi by Sharon Connor, PharmD, University of Pittsburgh School of Pharmacy. |
|                 | • Video/Audio: Vaccine delivery: The last mile by Nature Video; NPR’s Rage Against the Busted Medical Machines |

| Online Forum Discussion Question | Some market analysts predict strong growth for the pharma industry in Africa. Do you think there should be more regulation of medicines and health technologies in Africa? Why and why not? |

| Assignment DUE | Topics for research paper |
### February 8, 2018
**Class 5: Health Workforce**

#### Learning Objectives
By the end of this session, students should be able to:
- List the push and pull factors responsible for the brain drain problem
- Describe the impacts of the healthcare workforce crisis on the SDGs
- Outline various strategies to counter the shortage of healthcare workers in SSA

#### Required Reading
Crisp N, Chen L. *Global supply of health professionals*. NEJM 2014; 370:950-975

#### Class Activities
- **Current event presentation by student**
- **Show & Tell**
  - Guest speaker: Specialization training in Malawi: A qualitative study on the perspectives of medical students graduating from the University of Malawi College of Medicine by Natasha Parekh, MD, MS. Division of General Internal Medicine. University of Pittsburgh.
  - Lecture: What works? to train and retain rural health workers!
  - Video: *Leap, the mhealth platform, Designed in Africa, for Africa* by Amref Health Africa

#### Online Forum Discussion Question
What would entice you (or someone you know) to work for a rural clinic in middle of Nebraska or Mississippi? (for more than a year)

### February 15, 2018
**Class 6: Healthcare Financing**

#### Learning Objectives
By the end of this session, students should be able to:
- Outline the main mechanisms of healthcare financing in the public sectors
- Describe the burden and consequences of out-of-pocket payments for the poor
- Discuss the determinants of universal health coverage in LMICs

#### Required Reading
Mills A. *Health Care Systems in Low- and Middle-Income Countries*. NEJM 2014; 370:552-557

#### Class Activities
- **Current event presentation by student**
- **Show & Tell**
  - Lecture: Health care coverage models for the poor and how to pay for them
  - Video: *Results Based Financing Brings Better Healthcare to African Countries* by World Bank

#### Online Forum Discussion Question
In some public hospitals, patients have to pay bribes for beds, tests, ambulance and other services. Is it better to charge user fees and higher out-of-pocket payments at government facilities rather than provide free services for poor quality care compounded by corruption and thefts?

### February 22, 2018
**Class 7: Leadership and Governance**

#### Learning Objectives
By the end of this session, students should be able to:
- Give some examples of government programs and interventions to improve health system governance
- Discuss the role of government in providing oversight and regulation of private sector providers
- Examine the role of government in protecting the rights of patients and in ensuring equity in access and quality of care

#### Required Reading
### Class Activities
- Current event presentation by student
- Show & Tell
- Lecture: Leadership and governance: everybody business or their business?
- Video: “Cashgate” scandal continues to haunt Malawi by Aljazeera

### Online Forum Discussion Question
In low income countries with poor health literacy rate, what could government and non-government players do to promote the notion of patients’ rights and to establish mechanisms to investigate violations quickly and fairly?

### Assignment DUE
Draft of research paper submitted anonymously for peer review

---

### MARCH 1, 2018

**CLASS 8: HEALTH POLICY AND SYSTEMS RESEARCH**

### Learning Objectives
- Outline factors that influence policy outcomes within health systems
- Explain how health system actors and the relationships of power and trust among them influence health system performance

### Required Reading
review peer’s research paper using specified criteria

### Class Activities
- Current event presentation by student
- Show & Tell
- Lecture: Policy analysis in reforming the health sector
- Peer feedback of draft research paper

### Post class Reading

### Online Forum Discussion Question
none/enjoy spring break

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### MARCH 8, 2018

**NO CLASS – SPRING BREAK**

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### MARCH 15, 2018

**CLASS 9: SPECIAL TOPIC 1 – FOREIGN AID, NGOs AND HEALTH SYSTEM STRENGTHENING**

### Learning Objectives
By the end of this session, students should be able to:
- Describe the NGO Code of Conduct for health systems strengthening
- Outline the basic principles and practices of developing and managing an NGO involved in providing health care services in a LMIC
- Differentiate between health systems strengthening focus vs. disease-specific programs (HIV/AIDS, tuberculosis and malaria) from the international donors’ perspectives

### Required Reading

### Class Activities
- Current event presentation by student
- Show & Tell
- Guest lecturer: The NGO Republic of Haiti (or Malawi) by Paul Nelson, PhD, Associate Professor, GSPIA

### Online Forum Discussion Question
What do you think of headlines such as “Is Aid in Haiti the Cure or the Disease?” “A Tale of Two NGOs: In Haiti, Disaster Aid or Aid Disaster” “Are Foreign NGOs Rebuilding Haiti OR Just Cashing In?”
### March 22, 2018
**Class 10: Special Topic 2 – Health Care Equity and Public Private Health Systems**

**Learning Objectives**
By the end of this session, students should be able to:
- Provide examples of public private partnerships that work to improve healthcare in Africa
- Explain equity impact analysis of healthcare interventions

**Required Reading**

**Class Activities**
- Current event presentation by student
- Show & Tell
- Lecture: Equity impacts of healthcare interventions

**Online Forum Discussion Question**
What is the impact of user fees on health service utilization in low income countries? Does user fees ensure better use of health services? Improve health outcomes for the poor?

**Assignment DUE**

### March 29, 2018
**Class 11: Special Topic 3 – Mental Health**

**Learning Objectives**
By the end of this session, students should be able to:
- Describe some of the challenges in diagnosing and treating mental illness in Africa
- Summarize the recommendations for improving mental healthcare in LMICs

**Required Reading**

**Class Activities**
- Current event presentation by student
- Show & Tell
- Video: TEDGlobal 2012 *Mental health for all by involving all* – Vikram Patel
- Guest lecturer: TBA

**No Online Forum Discussion Question**
Time to work on your case competition

### April 5, 2018
**Class 12: Special Topic 4 – From HIV to Non-Communicable Diseases and Case Competition Presentation**

**Learning Objectives**
- Identify at least 5 non-communicable diseases that have become a major challenge in low-income countries
- Outline healthcare delivery strategies that have been adapted from HIV to NCD

**Required Reading**

**Class Activities**
- Case Competition presentation
- Short lecture: The story of the Lilongwe Diabetes Peer Support Project
Reflect on the 2 case competition presentations

Case Competition presentation

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>Discuss experience, training, qualification necessary to work in global health settings</td>
</tr>
<tr>
<td>Summarize the scope of the interprofessional global health competencies by the Consortium of Universities for Global Health (CUGH)</td>
</tr>
<tr>
<td>Identify websites and forums where global health-related jobs and opportunities might be posted</td>
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</table>

<table>
<thead>
<tr>
<th>Required Reading</th>
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<table>
<thead>
<tr>
<th>Class Activities</th>
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</thead>
<tbody>
<tr>
<td>Short presentation: global health at Pitt by Joanne Russell, MPPM, GSPH</td>
</tr>
<tr>
<td>Share your internet search for the ideal job posting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online Forum Discussion Question</th>
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</thead>
<tbody>
<tr>
<td>Time to work on your case competition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Competition presentation</td>
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</tbody>
</table>

| APRIL 12, 2018 |
| CLASS 13: CAREER AND OPPORTUNITIES IN GLOBAL HEALTH |

<table>
<thead>
<tr>
<th>Assignment(s) DUE</th>
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<tbody>
<tr>
<td>Case Competition presentation</td>
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<table>
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<tr>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Case Competition presentation</td>
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</tbody>
</table>

| APRIL 19, 2018 |
| CLASS 14: CASE COMPETITION PRESENTATION AND WRAP-UP |

<table>
<thead>
<tr>
<th>Assignment(s) DUE</th>
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<tbody>
<tr>
<td>Case Competition presentation</td>
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<tr>
<td>Reminder: Complete Course Evaluation Online</td>
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</table>

<table>
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<tr>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>Case Competition presentation</td>
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</table>

| APRIL 26, 2018 |
| NO CLASS – FINALS WEEK |

_____________________________________________________________________________________

UNIVERSITY OF PITTSBURGH’S GLOBAL HEALTH RESOURCES

Center for Global Health, Graduate School of Public Health
Global Health and the School of Pharmacy
UPSOM Area of Concentration in Global Health and Underserved Populations
UPMC Global Health and Underserved Populations Track in internal medicine
UPMC Shadyside – Family Medicine Residency Global Health Track
African Studies Program
Summer Internship in Global Health Informatics, Department of Biomedical Informatics
University Library System
Educational Policies and Curriculum Committee  
Graduate School of Public Health  
University of Pittsburgh  
(Revised: 9/22/2015)

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
   ___ Course modification (major)
   ___ Special topics course content
   ___ Pitt Public Health Core Course
   ___ Practicum, internship, field placement
   (Specify academic unit & course number):

3. Course designation:

   Course Number HUGEN 2011  Title Scientific Writing in Human 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.

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: Susanne M. Gollin, Ph.D., FFACMG, Professor of Human Genetics (100%)

* 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.).

Writing and communication skills are amongst the most important assets for any human genetics researcher and/or public health genetics professional. By brief lectures, facilitated discussions, and reading and writing exercises/assignments, Scientific Writing in Human Genetics is designed to empower Human Genetics students to establish the communication mindset to write clear and compelling scientific narratives in plain language, utilize the writing resources available on campus and online, improve their scientific writing skills, and complete a solid draft of the Background/Introduction section of their MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document (and possibly, additional sections, including methods, results, or the entire MPH essay).

7. **Student enrollment criteria/restrictions:**
   a. Indicate any maximum or minimum number of students and provide justification for this limitation.
   
   Maximum: 20 students due to the labor intensiveness of grading the writing assignments.

   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.

   Prerequisite skills: The ability to write and use standard English language is required. Whether English is a student’s first or second language, if he/she not comfortable writing grammatically correct and properly punctuated English, an “ESL course” is recommended.

   This course is required for HuGen MPH, MS HuGen, and HuGen PhD students (not MS HuGen/Genetic Counseling students).

8. **Course schedule and allocation of hours:**
   a. Number of course hours per session _1.5_ Sessions per week _1_ Weeks per academic term _15_

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

   Lectures _25%_ Seminars _____ Recitations _____ Field work _____ Laboratory _____
   Other (specify): Facilitated Discussions _75%_

   c. Term(s) course will be offered: Fall _X_ 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 grade.
10. **On-line course delivery:**

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

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

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

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

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

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

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

   This course is required for HuGen MPH, MS HuGen, and HuGen PhD students (not MS HuGen/Genetic Counseling students). The goals of the course include to facilitate production by each student of a good draft of the Background/Introduction section of the student’s MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods, results, or the entire MPH essay).

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

   Including students from a diversity of individual perspectives, backgrounds, experiences, and areas of human genetics enhances our learning opportunities during the discussion of assignments and specific public health genetics essay, thesis, and dissertation topics. Every class participant (including the instructor) is expected to be respectful and supportive of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others and value the richness they bring to our discussions of scientific writing in human genetics. The instructor will ensure that the students are aware that the literature they choose reflects relevant populations and cultural perspectives and the literature cited in their final document is inclusive of a diversity of population perspectives.

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

   Name/Title:  
   
   Susanne M. Gollin, Ph.D., Professor of Human Genetics
   
   Date: ___06/19/17___

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

   Name/Title:  
   
   Dietrich Stephan, Ph.D., Professor and Chair, Human Genetics
   
   Date: ___06/20/17___

14. **(For cross-listing only) Signature and date of endorsement of department chairperson:**

   Name/Title:  
   
   Date: __________
### 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>
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</tr>
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<td>Course Meeting Time/Day of Week*</td>
<td>Yes ☒</td>
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<tr>
<td>Classroom Location*</td>
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<tr>
<td><strong>Faculty Information</strong></td>
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<tr>
<td>Office Location*</td>
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</tr>
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<td>Office Hours*</td>
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<td>No ☐</td>
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<td>Email Address*</td>
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</tr>
<tr>
<td>Teaching Philosophy</td>
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</tr>
<tr>
<td>Teaching Assistant Contact</td>
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</tr>
<tr>
<td><strong>Student Expectations in Classroom</strong></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>
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<tr>
<td><strong>Course Summary</strong></td>
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<tr>
<td>Course Description*</td>
<td>Yes ☒</td>
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<tr>
<td>Learning Objectives*</td>
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</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>
</tr>
<tr>
<td>Required Software</td>
<td>Yes ☒</td>
<td>No ☐</td>
</tr>
<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>Availability of Software for Purchase and/or Use</td>
<td>Yes ☒</td>
<td>No ☐</td>
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<tr>
<td>Evaluation</td>
<td>Grading Scale*</td>
<td>Yes ✗</td>
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<td>--------------------------</td>
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<tr>
<td></td>
<td>Grading Criteria/Rubric</td>
<td>Yes ✗</td>
</tr>
<tr>
<td></td>
<td>Late Assignment Policy</td>
<td>Yes ✗</td>
</tr>
<tr>
<td>Accommodation of Students with Disabilities</td>
<td>Pitt Public Health Statement*</td>
<td>Yes ✗</td>
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<tr>
<td>Academic Integrity Policy</td>
<td>Pitt Public Health Statement*</td>
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<tr>
<td>Schedule</td>
<td>Topics by Session*</td>
<td>Yes ✗</td>
</tr>
<tr>
<td></td>
<td>Reading and Written Assignments by Session*</td>
<td>Yes ✗</td>
</tr>
<tr>
<td></td>
<td>Learning Objectives by Session</td>
<td>Yes ☐</td>
</tr>
<tr>
<td></td>
<td>Test Dates</td>
<td>Yes ☐</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>Health Sciences Library Liaison Contact Information</td>
<td>Yes ✗</td>
</tr>
<tr>
<td></td>
<td>Writing Center Contact (if course is writing intensive)</td>
<td>Yes ✗</td>
</tr>
</tbody>
</table>

Required Information Not Included

<table>
<thead>
<tr>
<th>List the Required Detail Not Included</th>
<th>Reason for Not Including</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Location</td>
<td>To be arranged</td>
</tr>
</tbody>
</table>

Page 5 of 5
University of Pittsburgh Graduate School of Public Health
Department of Human Genetics
HuGen 2011 Scientific Writing in Human Genetics
    Friday 9-10:30am
    Class Location TBA
    Credit Hours 1.0
    Fall Term/2017-2018

Logistics/Contact Information

- Susanne M. Gollin, Ph.D., FFACMGG, Course Director and Primary Instructor
- Professor of Human Genetics
- gollin@pitt.edu
- 3136 Parran Hall
- Office hours by appointment
- Office telephone: (412) 624-5390
- Noel C. Harrie, Human Genetics Student Services Coordinator: (412) 624-3066; nce1@pitt.edu; 3102 Parran Hall.

Course Description

Writing and communication skills are amongst the most important assets for any human genetics researcher and/or public health genetics professional. By facilitated discussions and reading and writing exercises/assignments, Scientific Writing in Human Genetics is designed to empower Human Genetics students to establish the communication mindset to write clear and compelling scientific narratives in plain language, utilize the writing resources available on campus and online, improve their scientific writing skills, and complete a solid draft of the Background/Introduction section of their MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document (and possibly, additional sections, including methods, results, or the entire MPH essay).

Course Goals

The goals of this course are to guide and enable the students to 1) explore and utilize the plethora of writing resources available on campus and via the internet, 2) establish the communication mindset to write productively, 3) hone their basic scientific writing skills to become better scientific writers, and 4) complete a good draft of the Background/Introduction section of their MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods, results, or the entire MPH essay).
Learning Objectives

Upon completion of this course students will be able to:

• Describe and utilize writing resources available at Pitt and on the internet.
• Create scientific documents using their improved scientific writing skills.
• Apply principles of the scientific narrative and plain language movements and effective punctuation, grammar, sentence, paragraph, and document design to written scientific documents.
• Exercise accepted methods for literature discussion, citing and quoting to written scientific documents, while avoiding plagiarism.
• Apply electronic resources, including EndNote and iThenticate, to written scientific documents.
• Complete a good draft of the Background/Introduction section of the student’s MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods, results, or the entire MPH essay).

Teaching Philosophy

It is important for the students to know that the instructor is available to assist them in becoming comfortable and adept at scientific writing. Students should not hesitate to approach the instructor for assistance. Her teaching mantra is: “Come to Class; Do your Assignments; Ask for Help.”

Required Textbooks/Articles/Readings

Lecture notes/slides, recommended and optional reading assignments, worksheets, and other course materials will be posted on the HuGen 2011 CourseWeb site.

The required* textbook may be purchased from a bookstore of choice and will be on the Reserve Reading List at Falk Library. The Supplemental Reading books may be found at the Falk Library on the Reserve Reading List or may be purchased from a bookstore of choice, should the students find them particularly helpful to purchase for ongoing use.

Heard, Stephen B.

Supplemental Readings/Bibliography

Writing Science in Plain English
Greene, Anne E.
How to Write and Publish a Scientific Paper, 8th Edition
(Students planning to publish papers may wish to purchase this book)
Gastel, Barbara and Day, Robert A.
ISBN-13: 978-1440842801 $35.00 (Amazon)
Pitt Reserve Requested: T11.D33 2016

Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation
Truss, Lynne
Pitt Reserve Requested: PE1450.T75 2004

Cite Right, Second Edition: A Quick Guide to Citation Styles--MLA, APA, Chicago, the Sciences, Professions, and More (Chicago Guides to Writing, Editing, and Publishing)
Lipson, Charles
Pitt Reserve Requested: PN171.F56 L55 2011

Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded
Schimel, Joshua

The Chicago Guide to Communicating Science (Chicago Guides to Writing, Editing, and Publishing)
Montgomery, Scott L.
Pitt Reserve Requested: T10.5.M65 2003

CourseWeb/BlackBoard Instruction
The CourseWeb (Blackboard) site will initially be used to post announcements, syllabus, homework assignments, slide presentations, and additional readings. CourseWeb may be used for submission of writing assignments to instructor.

Required Software or Website Registration
1) EndNote. Available for students as a no cost download at http://technology.pitt.edu/software/endnote-students.

2) iThenticate. Students are required to register for iThenticate at the Pitt Office of Research website and utilize it prior to submission of all MPH essay, MS Thesis, or PhD research proposal/comprehensive exam documents to the instructor.

Required or Recommended Equipment
Computer and internet access is required for access to CourseWeb, iThenticate and for completion of assignments.
Prerequisites
The ability to write and use standard English language is required. Whether English is your first or second language, if you are not comfortable writing grammatically correct and properly punctuated English, an “ESL course” is recommended.

Class Expectations/ Behavior and Ground Rules
Class attendance and classroom participation are mandatory. If a student must miss class, they should inform the instructor ahead of time to make arrangements for keeping up with the class. If a student is ill or unable to participate in class at the last minute, he or she should ask another student to let the instructor know, so she won’t worry about why the student is missing class, and then the student should communicate with the instructor to make arrangements for keeping up with the class. Class sessions may not be recorded, except by special permission of the instructor. Students are asked to silence their cell phones and not carry out distracting activities during class, such as internet browsing, texting, or email correspondence.

Grading Scale
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Student Performance Evaluation (Assessments and Weights)/ Learning Assessments and Grades
Weekly assigned readings in the required and recommended books (all will be on reserve at Falk Library) and literature and homework assignments (all will be on the CourseWeb site) are designed to engage the students in learning-directed activities. They will be graded and constitute 50% of the grade. Iterations of a student’s draft of the Background/Introduction section of their MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document will be graded regularly by both the Instructor and their Research Advisor, and the assessment will constitute 20% of the final grade, based on the improvement in their document, avoidance of plagiarism, proper grammar, punctuation, integration and citation of the literature. The final assignment is to complete a solid draft of the Background/Introduction section of their MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document (and possibly, additional sections, including methods, results, or the entire MPH essay) that will constitute 30% of the grade and will be evaluated by the Instructor and their Research Advisor. Students are expected to participate actively in class discussions and demonstrate competency in learning from the assigned readings, using resources provided, completing assignments, and by improved writing skills. Late assignments will be considered on an individual basis, but the instructor expects assignments to be handed in on time.
Assignments and Descriptions

Student assignments will be explained in detail to the students in the syllabus and in detailed instructions accompanying the assignment on CourseWeb.

Schedule of Sessions and Assignments

**Week 1:** September 1 – Introduction to the Course; Introduction to Scientific Writing; Description of Weekly Assignments; Course Goals; Why Writing is Important; Before you Write: Who is your Audience?

**Assignment 1** (Due next class session, Sept. 8, reading; assignments; be prepared to discuss):

Obtain Required Book, *The Scientist’s Guide to Writing*

- Written Essay 1: Introduce yourself to the instructor and class. Where did you grow up? Family? Most significant influencer/influence? Anything else you want to share? Education history? What about you or an experience you have endured makes you unique and special that you would like to share with the class? Write & submit Essay 1 and be prepared to discuss it in class.
- Make an appointment before September 8 with your advisor to be certain that he/she will participate as a scientific advisor/editor/grade in this course and in preparation for writing Essay 2.

**Week 2:** September 8 – What Writing Is; Discuss Assignment 1; Brief review of Pitt Resources; The Pitt Writing Center; Brief Introduction to the Health Sciences Library System (HSLS) Resources & Classes; Introduction to Effective Literature Searching Strategies using PubMed; Scopus; Science Citation Index; Others.

**Assignment 2** (for next class session, Sept. 15, reading; assignments; be prepared to discuss):

- Required Reading: *The Scientist’s Guide to Writing* Part II. (Writing) Behavior: Chapters 3-4; Do and submit the simple exercises at the end of Chapter 3 and use Essay 2 (below) as the writing project to do and submit the exercise at the end of Chapter 4.
- Write, submit, and be prepared to discuss Essay 2: Who is your advisor and what is your essay, thesis, or dissertation topic, hypothesis being tested? What is it about your topic that excites you? What is the significance of your topic/study?
- Review HSLS Resources & Classes.
  
  [http://hsls.libguides.com/PublicHealth/HSLSBasics](http://hsls.libguides.com/PublicHealth/HSLSBasics)
  
  [http://hsls.libguides.com/PublicHealth/Students](http://hsls.libguides.com/PublicHealth/Students)
http://hsls.libguides.com/citation-manager
http://hsls.libguides.com/PublicHealth/Databases

- Examine the website of the Pitt Writing Center and learn what resources are available.

**Week 3:** September 15 -- Writing Behavior; Your Writing Assignment: The Introduction/ Background Material for your MPH Essay, MS Thesis, or Doctoral Dissertation; Discuss assignment 2.

**Assignment 3** (for next class session, Sept. 22, reading; assignments; be prepared to discuss):
- Watch and Learn from the Webinar: '10 tips for writing a truly terrible journal article.' Write, submit, and be prepared to discuss: What did you think was the most important tip and why?
- Set up EndNote
- Register for iThenticate through Pitt.

**Week 4:** September 22 -- Principles of Literature Citing; Quoting; Avoiding Plagiarism; Introduction to Electronic Resources: EndNote, iThenticate; Discuss Assignment 3.

**Assignment 4** (for next class session, Sept. 29, reading; assignments; be prepared to discuss):
- Required Reading: *The Scientist’s Guide to Writing*: Chapters 5, 6, 7 and 21.
- Based on what you have learned from the readings in the past two weeks, do (and submit to the instructor) exercise 1 at the end of Chapter 6 and exercise 2 at the end of Chapter 7 (in preparation for Assignment 5), while rewriting and improving Essay 2 about your MPH Essay, MS Thesis, or Doctoral Dissertation. You may wish to ask your advisor for assistance. Submit to the instructor and be prepared to discuss revised Essay 2.

**Week 5:** September 29 -- Writing Behavior Part 2; Discuss Assignment 4.

**Assignment 5** (for next class session, Oct. 6, reading; assignments; be prepared to discuss):
- Read this example of good writing and citing (on CourseWeb): Gollin SM. Chapter 1. Epidemiology of HPV-Associated Oropharyngeal Squamous Cell Carcinoma. Pay special attention to how to discuss findings in the literature and cite the specific articles. Be prepared to discuss.
- Read the assigned example of poor writing and citing (see CourseWeb).
- Do and submit exercise 1 (to the instructor) at the end of Chapter 15 in *The Scientist’s Guide to Writing* for this paper.
• Recommended (but not required) Reading: *Cite Right* Chapters 1 & 2, Glance at Chapters 7 & 8. Examine citations and references and the Instructions for Authors related to citations in your favorite journal.

**Week 6:** October 6 -- Reading and Writing; Proper Citing. Discuss Assignment 5: The good and bad writing examples. What did each teach you that you find most helpful in your writing assignment? Is there ever a situation in which you can cite a paper without reading it?

**Assignment 6** (for next class session, October 13, reading; assignments; be prepared to discuss):
  • Become familiar with the Pitt Public Health Essay, Thesis, Dissertation formatting template and be prepared to discuss.
  • Write, submit (to your advisor and the instructor) and be prepared to discuss writing assignment WA v1: 1st outline & tentative completion schedule for the intro/background section of your MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document. You may wish to write a draft and ask your advisor for assistance. Please ask your advisor to review, critique and grade the science and writing and email his/her report to both you and the instructor.

**Week 7:** October 13 -- Pitt Public Health Essay, Thesis, Dissertation formatting. Discuss assignment 6. What did you learn in the process of your writing assignment (WA v1)? Did anyone have a ‘eureka moment’?

**Assignment 7/8** (for next class session, Oct. 27, reading; assignments; be prepared to discuss):
  • Begin/continue the Literature review/Introduction/Background section of your MPH essay/MS thesis/PhD research proposal/comprehensive exam document; submit (to the instructor) and be prepared to discuss an updated outline and at least one printed double-spaced written page of background plus literature citations using EndNote (WA v2).
  • Required Reading: *The Scientist’s Guide to Writing*: Review Chapter 7, Read Chapters 8 & 17.
  • Optional Reading: Chapters 5-7 in *Writing Science in Plain English*.

**Week 8:** October 20 [Science 2017/American Society for Human Genetics meeting] No Class, but students are expected to register and participate in one of these two educational opportunities during this class period. Documentation of participation is required.

**Week 9:** October 27 -- Writing Style; Audience; Plain Language; Tell a Story; Choose Words Carefully; Old vs. New Information. Discuss Assignments 7/8.
Assignment 9 (for next class session, Nov. 3, reading; assignments; be prepared to discuss):

- **Required Reading:** *The Scientist’s Guide to Writing*: Chapters 18-20.
- Using the strategies learned earlier in the term on Writing Behavior, Writing and Citing, and Revision, edit your writing assignment and add one to two more pages of text and references to your Introduction/Background (WAv3). Submit to your advisor and the instructor. Please ask your advisor to review, critique and grade the science and writing and email his/her report to both you and the instructor.
- **Optional Reading:** Chapters 8-11 in *Writing Science in Plain Language*.

**Week 10:** November 3 -- Paragraphs. Sentences. Words. Discuss Assignment 9.

Assignment 10 (for next class session, Nov. 10, reading; assignments; be prepared to discuss):

- **Required Reading:** *The Scientist’s Guide to Writing*: Chapter 22; *Eats, Shoots & Leaves*: see selected examples on CourseWeb; *How to Write ...*, 8th Edition, pages 71, 121-122.
- **Optional Reading:** *Eats, Shoots & Leaves* book (educational and entertaining)
- Edit your writing assignment and add one to two more pages and references to your Introduction/Background (WAv4). Submit to the instructor.

**Week 11:** November 10 -- Punctuation. Spelling & Grammatical Errors. Discuss Assignment 10.

Assignment 11 (for next class session, Nov. 17, reading; assignments; be prepared to discuss):

- Edit your writing assignment and add one to two more pages and references to your Introduction/Background (WAv5). Submit to your instructor and your advisor. Please ask your advisor to review, critique and grade the science and writing and email his/her report to both you and the instructor.

**Week 12:** November 17 -- Co-authors; The Scientific Paper; Legitimate vs. Predatory Journals; Impact Factors; Concerns with Questionable Journals, Publishers and Fake Reviewers. Discuss Assignment 11.

Assignment 12 (for next class session, Dec. 1, reading; assignments; be prepared to discuss):

- **Required Reading:** *The Scientist’s Guide to Writing*: Chapters 9-11.
- **Final writing assignment:** A good, solid draft of your Background/Introduction section of the student’s MPH essay, MS Thesis, or PhD research proposal/comprehensive exam document, and possibly additional sections (methods, results, or the entire MPH essay). Submit to both the instructor and your advisor. Please
ask your advisor to review, critique and grade the science and writing and email his/her report to both you and the instructor.

[Thanksgiving Recess: November 22]

**Week 13**: December 1. Abstract; Title; Front Matter; The Materials and Methods Section. Discuss Assignment 12.

Assignment 13 (for next class session, Dec. 8, reading; assignments; be prepared to discuss):
- Required Reading: *The Scientist's Guide to Writing*: Chapter 12; submit exercise 1 to the instructor.

**Week 14**: December 8 – Results, Tables, Illustrations. Discuss Assignment 13.

Assignment 14 (for next class session, Dec. 15, reading; assignments; be prepared to discuss):
- Required Reading: *The Scientist's Guide to Writing*: Chapter 13 & 14; submit exercise 1 for each to the instructor.

**Week 15**: December 15 – The Discussion/Conclusion; Back Matter. Discuss Assignment 14.

**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 Statement**

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](http://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, 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.

**Diversity Statement**

The University of Pittsburgh Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. In this course, students, faculty and guests represent a diversity of individual perspectives, backgrounds, and experiences, which enriches our learning opportunities. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. If you feel uncomfortable, please feel free to approach the instructor to discuss the situation.

**Copyright Notice**

Course material may be protected by copyright. United States copyright law, 14 USC section 101, et sec., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](https://loc.gov) and the [University Copyright Policy](https://www.lib.pitt.edu/help/copyright)

**Health Sciences Library and Pitt Public Health Librarian**

The Health Sciences Library’s ([www.hsls.pitt.edu](http://www.hsls.pitt.edu)) physical and online resources are essential educational tools for this course. The required and recommended books for this class are available either online through PittCat or as Reserved Reading Material at the Falk Library for the Health Sciences. Pitt Public Health’s dedicated librarian (Barb Folb - [www.hsls.pitt.edu/about/staff/profile?name=folb](http://www.hsls.pitt.edu/about/staff/profile?name=folb)) is available to assist students with library resources and literature searching. Please also avail yourself of library training courses, including [EndNote Basics], [Advanced EndNote], [Painless PubMed], and others.

**University Writing Center**

The students will be introduced to the writing center on campus ([www.writingcenter.pitt.edu](http://www.writingcenter.pitt.edu)) early in the course and are expected to utilize the services as needed or recommended by the instructor.

Sources: Center for Instructional Deign and Distance Education (CIDDE) Syllabus Template and Syllabus Checklist, Office of Disability Resources and Services, EPCC syllabus checklist.
Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 9/22/2015)

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 2053  Title Applications in Public Health Genetics and Genomics  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.)

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* The principal instructor for any Pitt Public Health course must have a primary, secondary or adjunct appointment in the school.
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 graduate level course builds on the basic components of public health genetics and genomics and provides students with the opportunity to discuss and apply these concepts in a dynamic classroom setting and in the field of public health. The goal of this course is to enrich students’ applications of these concepts through discussion and interactive learning experiences.

Pre-requisites: HUGEN 2049 (may be taken concurrently); BOST 2041 or BOST 2011 or equivalent

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. This course is designed to incorporate interactive discussion and a number of student presentations, which would not be able to be carried out in a larger classroom setting. Based on these factors, the maximum number of students for the course would be approximately 30.

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. This course is required for students in the MPH Public Health Genetics Program. Students must have completed or be currently enrolled in HUGEN 2049, which teaches baseline concepts in public health genetics. Students in this course will be asked to conduct a statistical analysis, making previous coursework in biostatistics a pre-requisite. Students may fulfill this prerequisite course with BOST 2041, BOST 2043 or a similar course at the permission of an instructor.

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

a. Number of course hours per session 2 hours  Sessions per week 1/week  Weeks per academic term 15

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

   Lectures 66%  Seminars 33%  Recitations 1%  Field work 0%  Laboratory 0%

   Other (specify):  

   

c. Term(s) course will be offered: Fall  X  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.

**Grading scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>84-86%</td>
<td>B</td>
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<td>B-</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>Below 70%</td>
<td>F</td>
</tr>
</tbody>
</table>
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 MPH Public Health Genetics Program. The course will help students in achieving several learning objectives of the MPH in Public Health Genetics Program as follows:

   - **Demonstrate essential competencies of public health disciplines, especially use of genetic principles, in a public health practice setting.** This course has a focus on the application of skills learned in previous courses through the four projects outlined in the syllabus. Specifically, the students’ experiences with the Allegheny County Health Department and the related assignment, the Public Health Genetics Initiative Case Study, and the Preliminary Data Analysis Project aim to increase student competency in this area.

   - **Evaluate how genetic principles/technologies apply to diagnosis, screening, and interventions for disease prevention and health promotion programs, and how they intersect with other public health disciplines.** This learning objective will be addressed through the course lectures on Precision Medicine, the Public Health Genetics Initiative Case Study, the student experiences with the Allegheny County Health Department, and Health Literacy project.

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

   Ethical, legal and social issues, which also include diversity, are significant considerations in any public health genetics initiative or program, and as such will be discussed throughout the course in the lectures and discussions. Some issues that apply to the lectures and projects planned for this course include access to healthcare, insurance coverage of genetic testing/screening and genetic services, public health genetics study design, social justice and disparities in access to care.

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

   Name/Title: Andrea Dough - Human Genetics

   Date: 6/21/17

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

   Name/Title: [Signature] - Human Genetics

   Date: 6/21/17

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

   Name/Title: [Signature]

   Date: [Signature]
## 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>
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<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>
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<td>No</td>
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<tr>
<td><strong>Faculty Information</strong></td>
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<tr>
<td>Office Location*</td>
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<tr>
<td>Office Hours*</td>
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<tr>
<td>Teaching Philosophy</td>
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</tr>
<tr>
<td>Teaching Assistant Contact</td>
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</tr>
<tr>
<td><strong>Student Expectations in Classroom</strong></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>
</tr>
<tr>
<td><strong>Course Summary</strong></td>
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<td></td>
</tr>
<tr>
<td>Course Description*</td>
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</tr>
<tr>
<td>Learning Objectives*</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
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<td>Required Textbooks/ Articles/Readings</td>
<td>Yes</td>
<td>No</td>
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<td>Required Software</td>
<td>Yes</td>
<td>No</td>
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<tr>
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<td>Recommended Material</td>
<td>Yes</td>
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<td>Availability of Software for Purchase and/or Use</td>
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Page 5 of 6
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<thead>
<tr>
<th>Evaluation</th>
<th>Grading Scale*</th>
<th>Yes ☒</th>
<th>No ☐</th>
<th>N/A ☐</th>
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<tbody>
<tr>
<td>Grading Criteria/Rubric</td>
<td>Yes ☐</td>
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<td>Late Assignment Policy</td>
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<td>Accommodation of Students with Disabilities</td>
<td>Pitt Public Health Statement*</td>
<td>Yes ☒</td>
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<td>Academic Integrity Policy</td>
<td>Pitt Public Health Statement*</td>
<td>Yes ☒</td>
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<td>Schedule</td>
<td>Topics by Session*</td>
<td>Yes ☒</td>
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<td>Reading and Written Assignments by Session*</td>
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<td>Learning Objectives by Session</td>
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<td>N/A</td>
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<td>Health Sciences Library Liaison Contact Information</td>
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<td>Writing Center Contact (if course is writing intensive)</td>
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Required Information Not Included

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</tbody>
</table>
Graduate School of Public Health
Department of Human Genetics
APPLICATIONS IN PUBLIC HEALTH GENETICS
HUMAN GENETICS 2053
Thursday 9:30-11:30am
Room 3140 Parran Hall
Credit Hours: 2.0
Fall Semester 2017

Instructors
Andrea Durst, MS, DrPH, LCGC
Room: A305 Crabtree Hall
Phone: 412-624-3190 (office)
E-Mail: adurst@pitt.edu
Office Hours: By appointment

Candy Kammerer, PhD
Room: 619 Parran
Phone: 412-624-7265 (work)
E-Mail: cmk3@pitt.edu
Office hours: Before and after class and by appointment

Course Description
This graduate level course builds on the basic components of public health genetics and genomics and provides students with the opportunity to discuss and apply these concepts in a dynamic classroom setting and in the field of public health. The goal of this course is to enrich students’ applications of these concepts through discussion and interactive learning experiences.

Pre-requisites: HUGEN 2049 (may be taken concurrently); BIOST 2041 or BIOST 2011 or equivalent

Learning Objectives
After completion of this course, the student will be able to:
1. Analyze data to answer questions important to the field of public health genetics and genomics.
2. Communicate both orally and in writing how public health genetics and genomics can be incorporated into current public health initiatives.
3. Discuss the precision medicine initiative and its impact on the public, healthcare, and the field of public health.
4. Apply skills in statistics, epidemiology, and health policy to determine the impact of public health genetics initiatives.

These learning objectives will be measured via student participation in in-class discussions and during the written and oral presentation projects throughout the semester.
Required Text
None Required

Additional articles and handouts will be posted on CourseWeb or handed out in class.

Teaching Philosophy
The professors for this course emphasize active participation, critical thinking, and applied learning in helping students to develop the skills that they have learned in public health genetics and genomics as well as other areas of public health. Public health genetics and genomics is a new and quickly developing field, and our goal is to prepare students to be at the forefront of this field in the future. Because we all have different perspectives and have experienced different events, all questions and viewpoints are encouraged and respected in the classroom and within groups.

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.

Plagiarism
University of Pittsburgh policy: “Integrity of the academic process requires that credit be given where credit is due. Accordingly, it is unethical to present as one's own work the ideas, representations, words of another, or to permit another to present one's own work without customary and proper acknowledgement of sources.

A student has an obligation to exhibit honesty and to respect the ethical standards of the profession in carrying out his or her academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she:*
• Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
• Submits the work of another person in a manner which represents the work to be one's own.”

Source: http://www.bc.pitt.edu/policies/policy/02/02-03-02.html

Therefore, you must clearly indicate which thoughts are yours and which thoughts belong to others by citing your sources. If you are uncertain, please contact the instructor. Plagiarism detection software will be used in this course. If plagiarism is detected, you will automatically receive a grade of zero for that assignment.

Disability Services
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 216 William Pitt Union (412.648.7890 or TTY 412.383.7355), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

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.

Grading
The grading for this course is based on four main projects completed over the course of the semester. Your grade for the course is based upon your work as follows:

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Health Department Experience</td>
<td>75</td>
</tr>
<tr>
<td>Preliminary Data Analysis</td>
<td>180</td>
</tr>
<tr>
<td>Health Literacy Project</td>
<td>70</td>
</tr>
<tr>
<td>Assessment of Public Health Genetics Initiative</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
</tr>
</tbody>
</table>

Students may help each other to achieve the best work you are capable of producing. Working with one another to achieve mastery will help you learn the material with greater ease and enjoyment.

Grading scale:

94-100% = A  
90-93% = A- 
87-89% = B+  
84-86% = B
80-83% = B- 
70-79% = C  
Below 70% = F
Late Work Policy
Work that is turned in late without prior approval from the instructor(s) will result in 5% of the points for the assignment being deducted for each day the assignment is late. Students with extenuating or emergency situations should contact the instructor(s) as soon as possible, and preferably before the due date to make arrangements for assignments.

Attendance
Attendance is not taken for this class; however, ongoing and active participation in class discussions and projects is important for student learning, and students are encouraged to attend all class sessions unless excused by the course instructor(s).

Projects (Please see included chart and class schedule for all project due dates)
Project #1: Local Health Department Experience

Learning Objective #2: Communicate both orally and in writing how public health genetics and genomics can be incorporated into current public health initiatives.

The goal of this project is to help students understand the day-to-day work of public health professionals in a local public health department and explore how genetics and genomics may be important to already existing programs. For this project, we have partnered with the Allegheny County Health Department. A representative from the Health Department will give an overview lecture on September 7, 2017. At that time, there will be a list of activities conducted by the health department, and students will sign up to participate in one of these events.

Part 1 (50 points)
Students are required to observe one activity and write a 4-5 page paper that includes a summary of the activity, the students thoughts/comments on the activity, how their skill sets and/or genomics/genetics may play a role or be incorporated into this or a similar activity conducted by the local health department, and how this experience will impact their future career as a public health professional.

Part 2 (25 points)
Students will then give a 5-8 minute presentation on their experience to the class.
Project #2: Preliminary Data Analysis

Learning Objective #1: Analyze data to answer questions important to the field of public health genetics and genomics.

Students will independently obtain access to a data set for the completion of this project. Students may choose to use data that they will be using for the completion of their public health essay and/or Master’s thesis project, a publically available data set, or a data set made available to them via a work position or practicum.

Part 1 (30 points)
After a data set is obtained, students will give a 10-15 minute presentation that contains the following:
- A description of the data set and the population from which it was obtained
- A description of how the data were collected
- Demographic information from the data set, including descriptive statistics
- Limitations of the data set and/or data collection method
- A discussion of their practicum experience (if applicable)

Part 2 (10 points)
Students will then develop a minimum of three research questions that can be answered with their chosen data set. Students will submit these research questions to instructors, and these will be discussed informally during class to help students fine tune their questions.

Part 3: (40 points)
Students will give a 15 minute presentation on a date assigned by the instructors on their preliminary data analysis.

Part 4: (100 points)
Students will perform statistical analyses on their selected data set to answer their finalized research questions. A brief introduction to the project, the description of the data set, methods, results, and conclusions will be written up in a preliminary data analysis document with references and submitted to the course instructors.
Project #3: Health Literacy Project

Learning Objective #2: Communicate both orally and in writing how public health genetics and genomics can be incorporated into current public health initiatives.

For this project, students will work in groups to assess a written resource related to public health genetics and genomics that was developed for the general population.

Part 1: (40 points)
In their groups, students will re-write their assigned pieces taking into consideration the health and genetic literacy of the general population.

Part 2: (30 points)
Each group will give a 10 minute presentation on their process and the changes that were made to their assigned written resource.

Project #4: Public Health Genetics Initiative Case Study (75 points)

Learning Objective #3: Discuss the precision medicine initiative and its impact on the public, healthcare, and the field of public health.

Learning Objective #4: Apply skills in statistics, epidemiology, and health policy to determine the impact of public health genetics initiatives.

Students will be given a scenario that outlines a new public health genetics testing and/or screening initiative that is being proposed for implementation. Students will assess the initiative and write up this assessment and their opinion on whether the initiative should move forward (with references). The written document will include the following (Maximum 10 pages):

• A brief introduction and background of the initiative (maximum 2 pages)
• A brief discussion of the genetic information important to the initiative (maximum 2 pages)
• The sensitivity, specificity, positive predictive value, and negative predictive value of the proposed testing/screening method
• An estimate of the cost of implementing this initiative with a comparison to the cost of doing nothing
• A discussion of barriers to implementation and the alternatives to implementation
• A discussion of the social, ethical and legal issues with implementation
• A recommendation on whether the initiative should move forward.
<table>
<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 2, Part 1 Preliminary Data Analysis: Data Description and Demographics Presentation</td>
<td>10/5/2017</td>
</tr>
<tr>
<td>Project 3, Part 1 Health Literacy: Revised Patient Resource</td>
<td>10/19/2017</td>
</tr>
<tr>
<td>Project 3, Part 2 Health Literacy: Presentation</td>
<td>10/26/2017</td>
</tr>
<tr>
<td>Project 2, Part 2 Preliminary Data Analysis: Written Research Questions</td>
<td>10/30/2017</td>
</tr>
<tr>
<td>Project 4 Public Health Genetics Initiative Case Study</td>
<td>11/3/2017</td>
</tr>
<tr>
<td>Project 1, Part 1 Local Health Department Paper</td>
<td>11/21/2017</td>
</tr>
<tr>
<td>Project 1, Part 2 Local Health Department Presentation</td>
<td>11/30/2017</td>
</tr>
<tr>
<td>Project 2, Part 3 Preliminary Data Analysis: Final Presentation</td>
<td>12/7/2017</td>
</tr>
<tr>
<td>Project 2, Part 4 Preliminary Data Analysis: Paper</td>
<td>12/12/2017</td>
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<td>Class #</td>
<td>Date</td>
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<td>9/7/17</td>
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<tr>
<td>3</td>
<td>9/14/17</td>
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<td>9/21/17</td>
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<td>5</td>
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<td>10/5/17</td>
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<td>7</td>
<td>10/12/17</td>
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<td>8</td>
<td>10/19/17</td>
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**Project 3, Part 1: Health Literacy Revised Patient Resource due 10/19/17 by midnight**
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<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>9</td>
<td>10/26/17</td>
<td>Project 3, Part 2: Health Literacy Group Presentations</td>
<td>23andMe Results Discussion (Assigned readings listed below)</td>
<td>Andrea Durst &amp; Candy Kammerer</td>
</tr>
<tr>
<td>10</td>
<td>11/2/17</td>
<td>Student Research Questions Discussion</td>
<td>Overview of NYMAC Projects (Assigned readings listed below)</td>
<td>Andrea Durst</td>
</tr>
<tr>
<td>11</td>
<td>11/9/17</td>
<td>In class question and work session</td>
<td></td>
<td>Candy Kammerer</td>
</tr>
<tr>
<td>12</td>
<td>11/16/17</td>
<td>Mind Mapping Based on HRSA grant for Regional Genetic Networks</td>
<td>Overview of Evaluation Methods (Assigned readings listed below)</td>
<td>Andrea Durst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Assigned readings listed below)</td>
<td></td>
<td>Guest Speaker</td>
</tr>
<tr>
<td>13</td>
<td>11/23/17</td>
<td>Thanksgiving: No Class</td>
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<tr>
<td>14</td>
<td>11/30/17</td>
<td>Project 1, Part 2: Allegheny Health Department Student Presentations and Discussion</td>
<td></td>
<td>Andrea Durst and Candy Kammerer</td>
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<tr>
<td>15</td>
<td>12/7/17</td>
<td>Project 2, Part 3: Preliminary Data Analysis Presentations</td>
<td></td>
<td>Andrea Durst and Candy Kammerer</td>
</tr>
<tr>
<td>16</td>
<td>12/14/17</td>
<td>Overflow, Feedback, Discussion of Current Events</td>
<td></td>
<td>Andrea Durst and Candy Kammerer</td>
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</tbody>
</table>
**Assigned Reading List**

8/31/17: Intro/Syllabus Review and Discussion of Student Projects/Sources of Secondary Data

No assigned readings

9/7/17: ACHD Overview and Preliminary Data Analysis Discussion

No assigned readings

9/14/17: Precision Medicine Overview

Will Precision Medicine Improve Public Health (Webinar)
[https://www.youtube.com/watch?v=3qjTfpCiT9o](https://www.youtube.com/watch?v=3qjTfpCiT9o)

National Institutes of Health: All of Us Research Program. [https://allofus.nih.gov/](https://allofus.nih.gov/)
Explore the “About” section of this website to learn more about the All of Us Precision Medicine Initiative


9/21/17: Institute for Personalized Medicine and PA-CARES Overview

Readings TBD by Guest Speaker
9/28/2017: Advanced Health/Genetic Literacy and Updates in Healthcare Legislation


Two Guides that may be helpful for the Health Literacy Project (not required reading for class):


Readings TBD on the Affordable Care Act, American Health Care Act, and/or other current legislation

10/12/17: Specificity, Sensitivity, PPV, NPV


*Students should have this text from their Epidemiology Core Course. Students without access to this text book should see a course instructor for a copy.*


10/19/17: Population Screening and Social Justice/Social Costs/Disparities


Examples of cases to discuss social justice, social cost and disparities will be provided to students prior to class and should be reviewed.
10/26/17: 23andMe Results Discussion

http://www.npr.org/sections/health-shots/2017/04/07/522897473/fda-approves-marketing-of-
consumer-genetic-tests-for-some-conditions

11/2/17:  Overview of NYMAC Projects

Readings TBD based on current projects

11/16/17 Mind Mapping Based on HRSA grant and Overview of Evaluation Methods

U.S. Department of Health and Human Services, Health Resources and Services Administration. Funding Opportunity Announcement: Regional Genetics Networks (HRSA-17-082).

Readings on Evaluation Methods TBD by Guest Speaker

12/14/17: Overflow, Feedback, and Discussion of Current Events

Readings TBD
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 modification (major)
   ___ Course title change
   ___ Special topics course content
   ___ Pitt Public Health Core Course
   ___ Cross-listing only
   ___ Practicum, internship, field placement
   (Specify academic unit & course number): __________________________________________

3. Course designation:

   Course Number: BCHS 3006   Title: Integrative Research Seminar: Writing for Publication   Credits: 1

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: Jeanette Trauth PhD; Primary appointment in BCHS; 5% effort

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* 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 Integrative Research Seminar: Writing for Publication focuses on the process of developing a manuscript for publication in a peer-reviewed journal. All doctoral students must develop the skills to enable them to write and publish the results of their work. The goal of this seminar is to provide students with the requisite knowledge and skills to develop a manuscript for submission to an appropriate journal for publication. As part of this process students will also learn about the peer review process and how reviewers rate manuscripts submitted for publication. It is expected that students in this seminar will work closely with their academic mentor(s) on the development of manuscripts throughout their doctoral program. And, this seminar will assist students in fulfilling the requirement to submit at least one first-authored manuscript—ideally based on their dissertation research, before they graduate. The seminar content will be delivered via a series of faculty presentations and discussions. There are no prerequisites for this seminar.

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

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

      None

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

      Admission is by permission of instructor and the criteria for admission is that an individual is a BCHS doctoral student.

   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.

      None.

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

   a. Number of course hours per session: 2  Sessions per week:  1  Weeks per academic term: 8

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

      Lectures _____ Seminars: 100%  Recitations _____ Field work _____ Laboratory _____
      Other (specify): ___________________________________________________________

   c. Term(s) course will be offered: Fall _X__  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.

   H, S, U. This is a companion seminar with BCHS 3004: Integrative Research Seminar: Grant Writing which employs the same grading scheme.
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 seminar contributes to the overall learning objective of the BCHS doctoral program—to prepare all doctoral students with the skills to enable them to write and publish the results of their academic and/or applied research results. This seminar is required of all BCHS doctoral students and will assist them in fulfilling the requirement to submit at least one first-authored manuscript—ideally based on their dissertation research, before they graduate.

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

   Based on past experience, the diversity of BCHS doctoral students and the topics of student interest, these issues will probably be addressed in seminar discussions.

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

   Name/Title: ___________________________ Date: ____________

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

   Name/Title: ___________________________ Date: ____________

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>
</tr>
<tr>
<td><strong>Faculty Information</strong></td>
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<td></td>
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<tr>
<td>Office Location*</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Office Hours*</td>
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<td>No</td>
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<td>Phone Number*</td>
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<td>No</td>
</tr>
<tr>
<td>Email Address*</td>
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<tr>
<td>Teaching Philosophy</td>
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<tr>
<td>Teaching Assistant Contact</td>
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<tr>
<td><strong>Student Expectations in Classroom</strong></td>
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<tr>
<td>Behavior/ Ground Rules (cell phones off, laptops off, etc.)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Recording of Lectures</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td><strong>Course Summary</strong></td>
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<td></td>
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<tr>
<td>Course Description*</td>
<td>Yes</td>
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</tr>
<tr>
<td>Learning Objectives*</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
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<tr>
<td>Required Textbooks/Articles/Readings</td>
<td>Yes</td>
<td>No</td>
</tr>
<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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<td>Recommended Material</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Availability of Software for Purchase and/or Use</td>
<td>Yes</td>
<td>No</td>
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<td>Description</td>
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<td>No</td>
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<td><strong>Evaluation</strong></td>
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<td>Grading Scale*</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Grading Criteria/Rubric</td>
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<tr>
<td>Late Assignment Policy</td>
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<td><strong>Accommodation of Students with Disabilities</strong></td>
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<tr>
<td>Pitt Public Health Statement*</td>
<td>Yes</td>
<td>No</td>
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<td><strong>Academic Integrity Policy</strong></td>
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<tr>
<td>Pitt Public Health Statement*</td>
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<td>No</td>
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<tr>
<td><strong>Schedule</strong></td>
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<tr>
<td>Topics by Session*</td>
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<td>No</td>
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<tr>
<td>Reading and Written Assignments by Session*</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Learning Objectives by Session</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Test Dates</td>
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<td>No</td>
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<tr>
<td><strong>Additional Resources</strong></td>
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<tr>
<td>Health Sciences Library Liaison Contact Information</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Writing Center Contact (if course is writing intensive)</td>
<td>Yes</td>
<td>No</td>
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**Required Information Not Included**

<table>
<thead>
<tr>
<th>List the Required Detail Not Included</th>
<th>Reason for Not Including</th>
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</table>
Logistics/Contact Information

Jeanette Trauth PhD  
Associate Professor, BCHS  
412-624-0968  
trauth@pitt.edu  
6138 Parran Hall  
Office Hours: By appointment

Administrative Assistant:  
Summer Haston  
email: srhaston@pitt.edu

COURSE GOALS & OBJECTIVES

Course Description

The Integrative Research Seminar: Writing for Publication focuses on the process of developing a manuscript for publication in a peer-reviewed journal. All doctoral students must develop the skills to enable them to write and publish the results of their work. The goal of this seminar is to provide students with the requisite knowledge and skills to develop a manuscript for submission to an appropriate journal for publication. It is expected that students in this seminar will work closely with their academic mentor(s) on the development of manuscripts throughout their doctoral program. And, this seminar will assist students in fulfilling the requirement to submit at least one first-authored manuscript-- ideally based on their dissertation research, before they graduate.

Learning Objectives: Upon completion of this course students will be able to do the following.

1. Select an appropriate journal where they will submit a manuscript.
2. Write and submit a manuscript following the author instructions for the selected journal.
INSTRUCTIONAL ACTIVITIES & MATERIALS

Course Readings

- Assigned readings will be available in CourseWeb under the appropriate week. To access the materials, log onto: www.my.pitt.edu and click on CourseWeb.

Course Schedule:

Date: September 2017

Date: September 2017

Date: October 2017

Date: October 2017

Date: November 2017

Date: November 2017

Date: December 2017

Date: December 2017

Course topics:

- Development of an article—“assembling the pieces” as you go.
- Authorship issues: ethical issues; working with non-academic community partners
- Selecting a journal for your manuscript, impact factors, author instructions
- The peer review process and responding to reviewer comments
- Publication productivity—strategies to enhance productivity
- Student presentation of ideas and/or works in progress for critique

ASSESSMENT OF LEARNING:

Student Performance Evaluation:

Students will be expected to be ready to discuss any assigned material for each class and then participate in discussions. The in-class discussions and guest presentations are designed to broaden, expand and clarify the student’s understanding of the process of writing for publication. Grades will be determined as follows: reading assigned materials & participation in seminar discussions.
Grades: GSN

The Integrative Research Seminar: Writing for Publication (BCHS 3006): focuses on writing for publication in a peer-reviewed journal. Students register for this seminar in the fall term. The goal of this seminar is to assist the student in the process of developing a manuscript, ideally based on their dissertation research, and submit it to an appropriate journal for publication before graduation. The student must be the first author on the manuscript. It is expected that students will work closely with their dissertation advisor and committee on the development of this manuscript. A passing grade (S/U) will be assigned for this seminar after the student submits a manuscript to an appropriate journal. It is expected that students learn from each other and get practice in offering and receiving critiques and responding to them.

COURSE POLICIES

Policy Regarding Attendance: If a student is not able to be present, please contact the instructor in advance by email. Students are responsible for reading the assigned material for the week they missed.

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.

Policy Regarding 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.

Statement on Classroom Recording: If a student needs to record a lecture, please let the instructor know in advance.
Adjunct faculty may serve on or chair committees unless not permitted by the department. They are members of the core list of the department in which they are appointed.
Draft Procedure | Course Reactivation Procedure

To request a change in status from inactive to active for courses that have been inactive for 5 years or more, documentation must be brought to the EPCC for review before being submitted to the Registrar’s office.

The required documents are the same as that of a revised course with major revisions.

To reuse a course and the course number that has been inactive for more than 10 years, documentation must be brought to the EPCC for review.

The required documents are the same as that of a revised course with major revisions.

This text would be added to the Web page www.publichealth.pitt.edu/home/about/governance/educational-policies-and-curriculum-committee/submit-a-proposal.
Spring 2018 New & Modified Course Deadlines for EPCC

Modified Courses
Last EPCC Meeting for Submission: Thursday, December 7 (1:30pm; A521) | Materials due by November 30
Paperwork due to Registrar by Friday, December 15

New Courses
Last EPCC Meeting for Submission: Thursday, October 5 (1:30pm; A521) | Materials due by September 28
Paperwork due to Registrar by Thursday, October 19

Reminder: Types & Required Materials for Submission to EPCC

New Course Revised Course
- Completed New Course/Course Change Request form with Syllabus Checklist (please ensure that the syllabus checklist of pages 5 & 6 is completed)
- Complete syllabus
- Ensure that submission of course modification is within Registrar Office deadlines.

Revised Course - Major Revisions Summary
- Completed New Course/Course Change Request form with Syllabus Checklist (please ensure that the syllabus checklist of pages 5 & 6 is completed)
- Complete syllabus
- Ensure that submission of course modification is within Registrar Office deadlines.

Revised Course - Minor Revisions Summary
- Minor revisions include: revisions to clarify course titles and/or course descriptions, changes to the number of maximum or minimum students in the course, or cross-listing the course with another school. Note: should the committee feel that the changes are significant enough to warrant a review of the course syllabus and/or meet with the course instructor(s), the course instructor(s) will be contacted to attend the next EPCC meeting to present the modification proposal.
- Send memo to EPCC Chair and copy to EPCC staff liaison | The memo should include: why the revision is taking place (rationale), when the requested change will take place, and include any current information on the class that is pertinent (i.e. copy of the current title or course description if that is what is being changed).
- Complete syllabus
- Ensure that submission of course modification is within Registrar Office deadlines.
Present: Jessie Burke, Yue Chen, Mary Derkach, Ying Ding, Patricia Documet, Julia Driessen, Jim Fabisiak, David Finegold, Nancy Glynn, Eleanor Feingold, Robin Leaf, Sarah Minion, Kimmy Rehak, and John Shaffer

The meeting was called to order at 1:30pm by Dr. Patricia Documet, Chair.

Adjunct Faculty on Committees, Eleanor Feingold and Mary Derkach
Eleanor Feingold, Senior Associate Dean, questioned whether the committee needed to create a school-wide policy concerning adjunct faculty on MPH final essay committees. This matter was brought to her attention after a MPH final essay committee composed of one core graduate faculty member and two adjunct faculty members, all in the Department of Human Genetics, was approved. This situation is problematic as the Provost requires that graduate student defense committees must have one member from outside their department, which was not the case in this instance. Also problematic is that, if the two adjuncts on this committee are not considered core faculty, only one core faculty member from Human Genetics was on this committee. Having a school-wide policy regarding core faculty lists was discussed, with said policy having departments putting adjunct faculty onto core faculty lists in order to explicitly detail which department adjunct faculty members were associated with.

ACTION: Eleanor will circulate the current policy and draft a new policy to share with the committee.

MPH Curricular Revisions & DrPH Programmatic Updates
Jessie Burke, Associate Dean for Education, reported that the MPH core curriculum subcommittees had been meeting to update and/or develop syllabi for the core courses to reflect the new CEPH competencies. The EPCC committee should expect to review these syllabi in two groups, most probably in August and September of this year. Jessie also announced that each degree in each department will need to have five additional competencies; however, there was no timeline for when the tracking of those separate competencies would happen.

Jessie also reported that the DrPH program committee is meeting to revise their core curriculum to satisfy the 22 CEPH competencies. The plan is to develop core classes that all DrPH students will need to take, perhaps along with MMPH students in order to remain cost effective. There are also discussions of adding a DrPH in HPM and suspending the DrPH degree for EOH until a new chair is hired.

ACTION: No action needed.

Change in cancelling courses
Mary Derkach, Assistant Dean for Student Affairs, informed the committee of the registrar’s new policy to make courses that had not been taught in five years or more inactive. It is possible to reactive the course if it done within ten years’ time of the last time said course was taught, after which the course number becomes inactive. Committee members would like to vote on whether syllabi for reactivated classes need to come before the committee or whether a form that details the changes made to the course should be submitted for review.
**ACTION:** Robin Leaf will research the procedures and distribute her findings to the committee.

**Ideas/needs for teaching-focused or other workshops for AY 2017-18**
Robin asked the committee about professional development workshops for the upcoming academic year. Clicker training was requested and inviting presenters from the Simon Institute from Carnegie Mellon University was suggested.

**ACTION:** If anyone has any ideas or needs, they are to email Robin.

**Review of spring semester core evaluations**
The committee reviewed the OMET scores for the teachers for the MPH core curriculum courses for the past few years. Most scores were relatively consistent year-to-year.

**ACTION:** No action needed.

**Approval of May Meeting Minutes**

**ACTION:** The May meeting minutes were approved.

The meeting was adjourned at 3:05 pm.

Next meeting: June 29 (July meeting), 1:30-3:30pm, room A521 Crabtree Hall