A. New Business:

1. New Course | HPM 2075 *Navigating the Physician-Administrator Relationship* [Revisit to committee], Wes Rohrer and William Goldfarb

2. New Course | PUBHLT XXXX, *Foundations of Public Health* (tent. title), Jessie Burke

3. Overall MPH Core Curriculum Approval, Jessie Burke

4. Approval of October Meeting Minutes, All

5. Spring 2018 Term Meeting Schedule, All

Upcoming meeting:
December 7, 1:30-3:30pm, room A312 Crabtree Hall | NOTE: Deadline for new spring 2018 courses is at the December meeting (12/7)
Course Title: Navigating The Physician - Administrator Relationship
Course Number: HPM 2075
Credits Assigned: Two
Classroom: A425 Crabtree Hall
Dates/Times: Tuesday 12:00 - 1:55 PM

Instructor: I. William Goldfarb, M.D., FACS, FCCM
Office: TBD
Phone: 412-491-6202
Email: iwgoldfarb@gmail.com
Office Hours: By Appointment

Course Description:
This course is designed to provide the student with an introduction to the role of physician administrators in the emerging healthcare matrix based organizational model. Physicians, by virtue of their training and clinical experience, bring a background and orientation to administrative roles that differs significantly from the traditional orientation of the non-physician administrator. This often results in a clash of cultures which if not properly managed can negatively impact organizational efficiency. It is imperative that non-physician administrators develop the skill sets that will facilitate the merging of the physician’s primarily clinical culture with the non-physician administrator's more traditional business and operational culture in support of an organization’s overall mission. The course will emphasize the physician administrator’s approach to C-Suite management and provide the student with exposure to and practical knowledge of the administrative and operational issues which commonly engage physician administrators. This course should prepare the student to function within a C-Suite environment that is led or populated by physicians in either a combined clinical and administrative or purely administrative role. Additionally, the student will gain exposure to the myriad of regulatory, quality/safety and patient centric issues for which physician administrators commonly assume overall responsibility. While these issues may be championed by the physician administrator, the day to day responsibility for the design and implementation of focused resolution strategies usually becomes the responsibility of the non-physician administrator. This mandates the ability to prioritize, for strategic
planning purposes, and to have sufficient competency with the identification and analysis of relevant metrics coupled with the ability to utilize this type of data to formulate effective action plans. This course focuses upon this skill set and is structured to afford the student the opportunity to develop project specific strategies based upon operational metrics for clinical initiatives that impact operational efficiency and excellence. The student will also be provided the opportunity to develop the analytical and presentation skills, both verbal and written, that are utilized as a foundation for physician led C-Suite discussions.

**Rationale:**
This is a second year elective course designed for MHA and other graduate students who are interested in or committed to an administrative role at a healthcare facility providing acute care for patients with complex medical or surgical issues mandating inpatient care.

**Texts:**

**REQUIRED**

**RECOMMENDED**

**Instructor’s Goals/Teaching Philosophy:**
The instructor has identified the following broad goals for this course, which are, to establish:

1. An open dialogue that will facilitate an understanding of the emerging role of the physician administrator as a C-Suite member
2. A collaborative learning environment in which students will feel at ease entering into creative discussions that facilitate the formulation of practical solutions to commonly encountered healthcare facility operational issues.

3. A classroom environment that encourages an “out of the box” exchange of ideas that will provide the student with the opportunity to develop a working knowledge of the processes to be utilized to evaluate operational projects that support patient centricity, quality/safety and overall operational efficiency in support of the C-Suite physician administrator.

**Course Learning Objectives:**
Upon thoughtful participation in class lectures and discussion and completion of all course requirements, the student should be prepared to apply the following specific knowledge, skills and tools:

1. Function within a matrix organization that has active physician participation and/or day to day leadership.
2. Understand the changing healthcare environment relative to current facility reimbursement models designed to maximize quality/safety and patient centricity.
3. Formulate a strategic approach to developing action plans for C-Suite initiatives in collaboration with physician based leadership and matrix implementation and oversight.
4. Exercise the ability to define relevant metrics and the skills to oversee metric data collection and analysis as a foundation for long range strategic planning and project management.
5. Develop project design, implementation and formal presentation skills that are commensurate with C-Suite expectations.

**Competencies and Learning Objectives:**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Level of Mastery</th>
<th>Teaching Methods</th>
<th>Assessment</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems Thinking</td>
<td>I</td>
<td>Lecture, Project Design</td>
<td>Class Participation, 3 Project Presentations, Submission of “White Paper”</td>
<td>1, 3, 4, 5</td>
</tr>
<tr>
<td>Leadership</td>
<td>I</td>
<td>Lecture, Class Discussion</td>
<td>Class Participation</td>
<td>1, 2</td>
</tr>
<tr>
<td>Organizational</td>
<td>A</td>
<td>Lecture, Class</td>
<td>Class</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
The Commission on Accreditation of Healthcare Management Education (CAHME) separates teaching or learning methods onto lower-level and higher-level categories or methods. As applied to this course, the lower and the higher-level methods for teaching and assessing, with appropriate allocations of course time, are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Lower-Level</th>
<th>Higher- Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Methods</strong></td>
<td>Lecture, Assigned Readings</td>
<td>Project Development/Preparation, “White Paper”</td>
<td></td>
</tr>
<tr>
<td>Estimated % of course time relying on these teaching methods</td>
<td>40%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Methods used to assess students</strong></td>
<td>Class Participation</td>
<td>Metric Analysis, Project Design, Presentation Skills, Writing Skills</td>
<td></td>
</tr>
<tr>
<td>Estimated % of course time relying on these teaching methods</td>
<td>40%</td>
<td>60%</td>
<td>100%</td>
</tr>
</tbody>
</table>

- B=Basic; I=Intermediate; A=Advanced
Description of Major Course Components/Grading Factors & Weights:

A. Projects

One of the foundational pillars and objectives of this course is to provide students with a practical exposure to the expectations, timelines and deliverables that define the C-Suite environment of a typical healthcare facility. As such, the topics selected for project development are based upon actual issues that are common to most hospital facilities. Additionally, the student preparation time frames and presentation formats required to complete the assignments are commensurate with those commonly utilized within the C-Suite environment. Finally, the successful completion of the project assignments will require the student to prepare and stand before a group to make a formal presentation, thus demonstrating their ability to not only analyze, organize and develop project plans but also to professionally prepare a presentation and articulate it in a public setting. Project assignments will be accompanied by the sufficient background information, including relevant metrics, that the student will require to perform the project analysis.

Students will work on projects in teams of three, to be randomly chosen by the instructor when each project is assigned with the understanding that adjustments will be made to ensure that all students have the opportunity to work with different students as much as possible. The requirement to work in a team format is intended to reinforce the concept of the matrix organizational structure which serves as an important exposure to the organizational model currently “in vogue” within the healthcare arena. The project work product will consist of an in class presentation, involving all three students, not to exceed 15 minutes in length, followed by a 5 minute question and answer period. Students are encouraged to utilize PowerPoint or an equivalent format but may also utilize role playing if so desired. Presentations will be expected to include:

- Clear statement of project goals/objectives
- Analysis of metrics and other research/information utilized to formulate recommendations and action plan
- Gantt style action plan and timeline
- Plan for documenting outcome measurements

Grading will be based upon:

- Creativity
- Research and Analysis
- Ability to Develop Action Plan/Recommendations
- Presentation Skills

The specific project topics accompanied by a brief synopsis of the the reason the project is of importance and interest to C-Suite Management, especially the C-Suite physician leader follows:
Project I  
“OPERATING ROOM EFFICIENCY”: Efficient utilization of surgical suite resources drives financial performance. Physician and ancillary support staff operational processes frequently serve to reduce the number of procedures performed during a routine surgical shift. This project requires the student to utilize metric data to identify opportunities for improvement and to develop a workable action plan.

Project II  
“PATIENT SATISFACTION”: Hospital reimbursement is now driven by patient satisfaction scores and outcome measurements. A hospital confronted by low scores is challenged to develop strategies that serve to demonstrate to patients and families an institutional commitment to patient satisfaction and outcomes as a means of elevating scores and by extension reimbursement. This project requires the student to develop a strategy that will have the greatest impact over the shortest period of time.

Project III  
“REDUCING HOSPITAL ACQUIRED INFECTION RATES”: Regulatory agencies now financially penalize hospitals based upon infection rates. Hospital acquired infections are also associated with increased patient morbidity and mortality in addition to increasing length of stay. This project requires the student to analyze relevant metrics, identify cross-departmental stakeholders, and design an approach that will result in a reduction in the infection rates.

B. White- Paper  
This course component is intended as a vehicle for the student to demonstrate:

- The ability to research a topic and to formulate information into a concise written format consisting of:
  - Executive Summary (1 page) - statement of problem/initiative background, relevant research, other considerations, conclusions/recommendations
  - Analysis (not to exceed 15 pages) - supporting information for conclusions/recommendations presented in Executive Summary

- The ability to communicate in a written format

The White Paper is not, unlike the Project component, a group effort. Each student will submit their own paper choosing one topic from a list of topics that will be distributed and discussed early in the course, thus affording ample time for completion. The list of White Paper topics from which the student will select will consist of actual issues
commonly encountered in today’s healthcare arena. Students will need to bear in mind that they are preparing a document that could be submitted to hospital/board leadership as a foundation for an institutional decision on a proposed course of action. Students will be graded on their ability to formulate and articulate a persuasive argument for or against the question under study as well as their ability to effectively communicate their thoughts in a written format that is at a level of sophistication that is compatible with C-Suite expectations.

**Overall Course Final Grading Scale:**
- 98-100   A+
- 90-98     A
- 78-89     B
- 69-77     C
- <69        F

**CourseWeb/Blackboard:**
This course will be supported by the utilities available through the University’s CourseWeb/BlackBoard system. Students may gain access to this on-line classroom support by accessing [www.pitt.edu/-provost/ai1.html](http://www.pitt.edu/-provost/ai1.html) and following the path to check for course announcements, additional references and posting of grades.

**Academic Integrity:**
The Provost Office maintains a website that provides details on the Code for Academic Integrity; please see [http://www.pitt.edu/-provost/ai1.html](http://www.pitt.edu/-provost/ai1.html). This code includes obligations for faculty and students, procedures for violations and other critical information. You are encouraged to review this policy carefully as it will apply to all of your course work in the GSPH. Violations of academic integrity are taken very seriously and may lead to sanctions including a failing grade on an exam, f the course and/or other appropriate disciplinary action.

**Students with Special Needs:**
If you have a disability for which you are or may be requesting an accommodation, please contact your instructor at your earliest opportunity. In addition, you should contact the Office of Disability Resources and Services, 216 Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY) to access the services provided by their staff. DRS will verify your disability and assist with determining reasonable accommodation for this course.

**Professional Conduct:**
Students are expected to maintain professional demeanor and conduct during the in-class sessions. At the minimum this entails attentiveness, readiness to participate, and minimal side-bar conversation. Texting or tweeting during the class session is discourteous and in the extreme, can be disruptive, and is discouraged. A student who must accept or place a cell phone call or respond to a pager should leave the classroom or wait for the next break.

**Recording (audio and video):**
Students may not record a lecture (audio or video) or other in class presentations without prior approval of the instructor.

**Guest Lecturers:**
In order to broaden the student’s exposure to other C-suite executives and as a means of providing additional expertise, two lectures will be supplemented by the participation of additional presenters:
- “Physician Based HR Issues” (February 22, 2018): John Guehl, M.D., Former CMO West Penn Hospital; Deborah Olszewski, General Counsel, Allegheny Health Network

**Hospital Management - Navigating the Physician Administrator Relationship**
**Spring Term 2018**
**Schedule of Classes**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic Activity/ Readings</th>
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</thead>
</table>
| #1 January 9, 2018 | ● Class Overview; Explanation of Projects/White Paper; Delineation of Assigned Readings  
● Introduction to Leadership |
| #2 January 16, 2018 | ● The Physician as Leader; Role of the C-Suite Physician (CEO, CMO)  
_Assigned Reading: #1 (pages 93-180)  
#2 (all)  
● ASSIGN WHITE PAPER: Discuss Topics for Student Selection |
| #3 January 23, 2018 | ● Organizational Culture and Models  
_Assigned Readings: |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 30, 2018</td>
<td>Metrics as a Foundation for Project Planning and Presentations</td>
</tr>
<tr>
<td>February 6, 2018</td>
<td>Project I Presentations</td>
</tr>
<tr>
<td>February 13, 2018</td>
<td>The Regulatory and Rating Gauntlet Assigned Readings: #5 (all)</td>
</tr>
<tr>
<td>February 20, 2018</td>
<td>• Quality/Safety and Patient Satisfaction</td>
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<tr>
<td></td>
<td>• ASSIGN PROJECT II: Issues of Patient Satisfaction</td>
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<tr>
<td>February 27, 2018</td>
<td>Physician Based HR Issues</td>
</tr>
<tr>
<td>March 6, 2018</td>
<td><strong>No Class: Spring Break</strong></td>
</tr>
<tr>
<td>March 13, 2018</td>
<td>Project II Presentations</td>
</tr>
<tr>
<td>March 20, 2018</td>
<td>• Managing the Medical Executive Committee and Staff Committee Structures</td>
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<tr>
<td></td>
<td>• ASSIGN PROJECT III: Reducing Hospital Acquired Infection Rates</td>
</tr>
<tr>
<td>March 27, 2018</td>
<td>“White- Paper” skill development (open session for student meetings to assess progress/resolve concerns)</td>
</tr>
<tr>
<td>April 3, 2018</td>
<td>Project III Presentations</td>
</tr>
<tr>
<td>April 10, 2018</td>
<td>“White Paper” Submission</td>
</tr>
<tr>
<td>April 17, 2018</td>
<td>Open Forum Discussion (Focus on Career Development)</td>
</tr>
</tbody>
</table>
Graduate School of Public Health
PUBHLT xxxx — Foundations of Public Health

Course Meeting Day(s) and Time(s): Self-paced training through Weeks 1 – 8 and follow-up meeting scheduled for xx/xx/xx
Class Location: TBD
Credit Hours: 1
Term/Academic Year

Primary Faculty:
INSERT INFORMATION INCLUDING NAME, OFFICE LOCATION, EMAIL ADDRESS, PHONE NUMBER AND OFFICE HOURS

Teaching Assistant:
INSERT INFORMATION INCLUDING NAME, OFFICE LOCATION, EMAIL ADDRESS, PHONE NUMBER AND OFFICE HOURS

Course Description:
This one-credit course is required for during the first term for incoming MPH students and will introduce students to core foundational concepts of public health and provide them with an overview of notable PITT Public Health and Pittsburgh based successes and challenges. The course is designed so that students can learn on their own and at their own pace. Course content is divided into seven one on-line modules containing video lecture and case example segments and organized in a recommended (though not required) sequencing. Students will be allowed seven weeks to progress through the content and assessments. The course will conclude with a mandatory meeting (approximately week 8). A resource list of relevant PITT Public Health courses will be included in each module in order to encourage additional exploration of the topics.

Learning Objectives
Our program is accredited by the Council on Education for Public Health (CEPH) as a school authorized to offer the Master of Public Health (MPH) degree. Part of that accreditation requires us to provide instruction in Public Health competencies (notated using italic in the following learning objectives). Upon completion of this course, students will be able to:

1. Explain public health history, philosophy and values;
2. Identify the core functions of public health and the 10 Essential Services;
3. Identify the structure, roles, and functional public health components of the Department of Health and Human Services and related domestic and global health programs;
4. Discuss the importance of inter-professional practice in domestic and international workforce development;
5. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health);
6. Explain how globalization affects global burdens of disease;
7. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.;
8. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health;
10. Recognize the benefits and challenges associated the multi-disciplinary collaboration;
11. Explain the critical importance of evidence in advancing public health knowledge;
12. Discuss ethical issues relevant to public health research and practice;
13. Discuss with the interface between public health science and policy, and the role of public health science in protecting and advocating for the health of the public.

**Required Course Content**

Students will have to complete seven (7) online modules and the accompanying assessments with 80% accuracy. Each assessment can be attempted two (2) times. Another course component is attendance and participation at a mandatory follow-up meeting, either physically or virtually, upon completion of the modules.

**CourseWeb/BlackBoard Instruction**

This course will use the University's BlackBoard site (also known as CourseWeb). It is the student's responsibility to check for, and read, this material in a timely manner. The instructor will use the CourseWeb site and Pitt email as the primary means of communicating with the students, who are expected to check these on a regular basis throughout the semester.

**Textbook**

There is no required textbook. Readings will be made available via Blackboard.

**Required or Recommended Equipment**

Students are required to have access to a computer with Flash capabilities to view the videos embedded within the course.

**Grading Scale**

This course will be graded on a Satisfactory/No Credit basis (S/NC).

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

To earn a pass mark (S), students must complete all the following:

- On-line assessments (80%): Each of the seven modules will conclude with an on-line assessment. Students must complete all of the course modules and score 80% or above on all seven assessments.

- Discussion session participation (20%): Students are expected to attend and participate in the concluding discussion session.

**Note:** Students who do not pass the course will be required to re-take it the following term.

**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). 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.

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

Copyright Notice
Course material may be protected by copyright. United States copyright law, 14 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

COURSE SCHEDULE (Note: presenters need to be confirmed)

MODULE 1 – PUBLIC HEALTH HISTORY

Learning Objectives:
1. Introduction to course content and structure.
2. Define health and public health.
3. Provide an overview of the history of public health and key events.
4. Introduce public health philosophy and values.
5. Describe the connection between PITT Public Health and the World Health Organization definition of Health

On-line Content (60 minutes):
• Online pre-recorded presentations by Dr. Donald Burke, Dean, PITT Public Health & Jamie Sokol, Allegheny County Health Department
• Video about the history of the WHO organization definition of health

Readings:
MODULE 2 – CORE FUNCTIONS OF PUBLIC HEALTH

Learning Objectives:
1. Define the scope of public health.
2. Identify the core functions of public health.
3. Describe the 20 essential services of public health.

On-line Content (60 minutes):
- Online pre-recorded presentation by Dr. Wendy Braund, Professor, Department of Health Policy and Management, Director of the Center for Public Health Practice and associate dean for public health practice.
- Video about the history of the founding of PITT Public Health (www.publichealth.pitt.edu/home/about/history-mission-vision)

Readings:
XXXX
YYY
ZZZ

Assessment: Online quiz

MODULE 3 – PUBLIC HEALTH STRUCTURE & IPE

Learning Objectives:
1. Describe the structure, roles, and functional components of DHHS
2. Illustrate the intersection of DHHS with domestic and global public health programs and initiatives
3. Explain interprofessional practice and its 4 domains
4. Discuss the importance of interprofessional practice in domestic and international workforce development.
5. Describe examples of range of grants, contracts and cooperative agreements held by PITT Public Health faculty.

On-line Content (60 minutes):
- Online pre-recorded presentation by Dr. Linda Frank, Professor, Department of Infectious Disease and Microbiology
- Video highlighting scope of ACHD work

Readings:
XXXX
YYY
ZZZ
MODULE 4 – THE ECOLOGICAL PERSPECTIVE, PREVENTION AND HEALTH PROMOTION

Learning Objectives:
1. Describe the major determinants of health and well-being.
2. Introduce an ecological approach to public health and explain how the model can be used to identify prevention and health promotion opportunities.
3. Describe how globalization affects global burdens of disease
4. Define primary, secondary and tertiary prevention in population health.
5. Describe Pitt Public Health National Cancer Institute-funded epidemiological studies of steelworkers in the 1950s and their increased risk factor for lung cancer.
6. ZIKA?

On-line Content (60 minutes):
- Online pre-recorded presentation by Dr. Thistle Elias, Assistant Professor, Department of Behavioral and Community Health Sciences
- Videos about cancer and zika
- Video about Phipps One Health

Readings:
XXXX
YYY
ZZZ

Assessment: Online quiz

MODULE 5– THE ROLE OF QUANTITATIVE AND QUALITATIVE METHODS IN ASSESSING A POPULATION’S HEALTH

Learning Objectives:
1. Define quantitative, qualitative and mixed methods.
2. Discuss strengths and weaknesses of quantitative and qualitative methods in describing and assessing a population’s health.
3. Describe current efforts of PITT Public Health faculty to address the complex public health issues of opioid use.

On-line Content (60 minutes):
- Online pre-recorded presentation by Dr. Jessica Burke, Associate Professor, Department of Behavioral and Community Health Sciences
- Video about mixed methods Opioid study example

Readings:
XXXX
YYY
ZZZ

Assessment: Online quiz

MODULE 6 – EVIDENCE IN ADVANCING PH KNOWLEDGE
Learning Objectives:
1. Describe the benefits and challenges associated the multi-disciplinary collaboration.
2. Define evidence-based practice.
3. Describe how evidence can be used to advance public health research and practice.
4. Address ethical issues relevant to public health research and practice.
5. Examine the impact of one of the longest-running studies in Pitt history, the Pitt Men’s Study of HIV/AIDS.
6. Understand how the PITT Public Health study that evaluated the health care provided to uninsured low-income children in southwestern Pennsylvania contributed to the expansion of the Children’s Health Insurance Program (CHIP).

On-line Content (60 minutes):
- Online pre-recorded presentation by Barb Folb (Health Science Librarian Informationist) about how to conduct a literature search and the importance of publication
- Online human subjects CITI research modules
- Video from opioid workshop – CDC Brown presentation

Readings:
XXXX
YYY
ZZZ

Assessment: Online quiz

MODULE 7 – ADVOCACY FOR PH, TRANSLATION IN PH

Learning Objectives:
1. Discuss the interface between public health science and policy.
2. Explain the role of public health science in protecting and advocating for the health of the public
3. Introduce public health professional organizations including APHA

On-line Content (60 minutes):
- Online pre-recorded presentation by Elizabeth VanNostrand, Director, JD/MPH Program, Health Policy and Management and Assistant Professor, Health Policy and Management
- TBD Illustrative Video

Readings:
APHA Position Papers
XXXX
YYYY

Assessment: Online quiz

MODULE 8 – (2 hour) DISCUSSION SESSION
Location and faculty facilitator TBD
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHS 2509 Social and Behavioral Sciences and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>BIOST 2011 Principles of Statistical Reasoning OR</td>
<td>3</td>
</tr>
<tr>
<td>BIOST 2041 Introduction to Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>EOH 2013 Environmental Health and Disease</td>
<td>2</td>
</tr>
<tr>
<td>EPIDEM 2110 Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HPM 2001 Health Policy and Management in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PUBHLT 2015 Public Health Biology</td>
<td>2</td>
</tr>
<tr>
<td>PUBHLT 2022 The Dean's Public Health Grand Rounds</td>
<td>0</td>
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<tr>
<td>PUBHLT 2033 Foundations of Public Health^</td>
<td>1</td>
</tr>
<tr>
<td>PUBHLT 2034 Public Health Communications^</td>
<td>2</td>
</tr>
<tr>
<td>PUBHLT 2035 Applications in Public Health^</td>
<td>2</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

^ tentative course number and course name
<table>
<thead>
<tr>
<th>Competency</th>
<th>* Course number(s) or other educational requirements</th>
<th>Specific assessment opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Profession &amp; Science of Public Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explain public health history, philosophy and values</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 1 Assessment</td>
</tr>
<tr>
<td>2. Identify the core functions of public health and the 10 Essential Services</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 2 Assessment</td>
</tr>
<tr>
<td>3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 5 Assessment</td>
</tr>
<tr>
<td>4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</td>
<td>PUBHLT 2015 - Public Health Biology</td>
<td>Post-lecture quizzes from Week 1, 5, 6, 8, 9, 10, and 11 &amp; Student Presentation Assignment</td>
</tr>
<tr>
<td>5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 4 Assessment</td>
</tr>
<tr>
<td>6. Explain the critical importance of evidence in advancing public health knowledge</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 6 Assessment</td>
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<td>11. Explain how globalization affects global burdens of disease</td>
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<td>12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)</td>
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</tbody>
</table>
### Assessment of Competencies for MPH in X Concentration

<table>
<thead>
<tr>
<th>Competency</th>
<th>* Course number(s) or other educational requirements</th>
<th>Specific assessment opportunity</th>
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<tbody>
<tr>
<td><strong>Profession &amp; Science of Public Health</strong></td>
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<tr>
<td>1. Explain public health history, philosophy and values</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 1 Assessment</td>
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<td>2. Identify the core functions of public health and the 10 Essential Services</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 2 Assessment</td>
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<td>3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 5 Assessment</td>
</tr>
<tr>
<td>4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</td>
<td>PUBHLT 2015 - Public Health Biology</td>
<td>Post-lecture quizzes from Week 1, 5, 6, 8, 9, 10, and 11 &amp; Student Presentation Assignment</td>
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<td>5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 4 Assessment</td>
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<td>6. Explain the critical importance of evidence in advancing public health knowledge</td>
<td>PUBHLT XXXX - Foundations of Public Health</td>
<td>Module 6 Assessment</td>
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Last updated 10/31/2017
Graduate School of Public Health  
*Educational Policies and Curriculum Committee*  
Meeting Minutes | October 5, 2017

Present: Jessie Burke, Rachel Butler, Yue Chen, Mary Derkach, Ying Ding, Julia Driessen, Jim Fabisiak, Nancy Glynn, Robin Leaf, MonaLisa Leung Beckford, Chantele Mitchell-Miland, Kimmy Rehak, and John Shaffer.

The meeting was called to order at 1:34 by Dr. Patricia Documet, chair.

**Revised Course | BOST 2078, Statistical learning in high-dimensional data with omics applications**, George Tseng

Dr. George Tseng presented an application for a revised course that accounts for both a name change and change from 3 to 2 credit hours. The course name was made more general to reflect the change in course content which was done to accommodate a wider audience. This change was made in conjunction with changes to the Biostatistics doctoral curriculum that were being made to provide more training to students. Dr. Tseng explained this course was previously used to provide training for students working in his lab, but now is focusing on omics applications to appeal to students who work with mobile health data. The course will be held in the first half of the spring semester to allow for another required Biostatistics course to be taken in the second half of the same term.

**ACTION:** The committee approved the course, contingent upon modification of the course Learning Objections so that they comply with measurable outcomes, using Bloom’s Taxonomy Guide.

**Revised Course | PUBHLT 2016, Applications in Public Health (tent. title)**, Candy Kammerer

Dr. Candy Kammerer presented an application for a revised course meant to be the final part of the MPH core curriculum. The tentative name change was made to account for changes in the CEPH core competencies that this course is responsible for. Dr. Kammerer explained that the course had already covered a number of said competencies and that she is piloting the new syllabus in the current semester, save for modeling which can be added in the spring. When asked in which way the new competencies had been addressed, Dr. Kammerer explained that students were lectured on group negotiations methods and then had to apply those concepts when working in groups to pick their topic. She also said that the exercise went over well. The course was shortened to twelve weeks because most students were “checked out” at the end of the semester: going on job interviews, finishing their theses, etc. Dr. Kammerer also mentioned that dividing the work for the 6-week summer course would also be simpler if the course were 12 weeks long.

**ACTION:** The committee approved the course, contingent upon the required amount of meeting time for a semester-long two credit course be satisfied. The committee also stipulated that the last three weeks can be used for group work and/or left to the instructor’s discretion.

**New Course | BCHS 2516, Video for Health Promotion**, Elizabeth Felter and Sara Baumann

Dr. Felter and Ms. Baumann presented an application for a new course in which both are listed as co-instructors. The course stemmed from a need that arose from the BCSH 2504: Overview of Public Health Promotion course, which Dr. Felter teaches and would be a prerequisite for this course. The course is meant to use Ms. Baumann’s expertise to teach others filmmaking techniques and to explore how to use
video to promote public health issues. The class will limit the student enrollment to only ten students out of concern for equipment availability.

**ACTION:** The committee approved the course, contingent upon a number of factors that were raised mostly in concern for the student co-instructor for this proposed course. The percentage of effort for both co-instructors needs to be explicitly stated for both the principal and co-instructor. A back-up plan needs to be established in the case that the co-instructor graduates and/or is unable to lend expertise to this course. Finally, steps to ensure the best interest of the student co-instructor were to be outlined.

**New Course | PUBHLT XXXX, Public Health Communications (tent. title), Eleanor Feingold**

Dr. Eleanor Feingold presented an application for a new course for the MPH core curriculum, created to address two of the new CEPH competencies. The focus of the course is to have students create and critique various forms of media, with the idea that they should always consider their audience and their communicative goal when communicating as a public health professional. The assignments will be case-based and focus on a different medium every week, with a bit of communication theory to be added at the beginning-of-semester work. The committee briefly discussed whether to add an assignment having students work on posters and/or PowerPoint slides and if including grant writing is necessary. Each graded assignment will have two iterations: a draft and a final version. Eleanor expects the course to be offered five times a year with 20-25 students in each section.

**ACTION:** The committee approved the course without changes, contingent upon whether or not any concerns with the finalized version of the syllabus were raised.

**Approval of September Meeting Minutes, All**

The September meeting minutes were approved.

The meeting was adjourned at 3:24 pm.