

Graduate School of Public Health
Educational Policies and Curriculum Committee
March 29, 2018
1:30-2:15pm
1149 Public Health

1. Course Modification Re-Visit: PUBHLT 1007 *Global Health Abroad*, Joanne Russell
2. Course Cross-Listing: EPIDEM 2981 *Aging Methods*, Nancy Glynn (EPIDEM EPCC representative) for course instructor Elsa Strotmeyer
3. New Course: IDM XXXX *Scientific Communication*, Josh Mattila
4. Approval of March 1 Meeting Minutes, All

Upcoming meetings:

May 1, 1:30-3:30pm, room 1149

June 7, 1:30-3:30pm, room 1149

July 26, 1:30-3:30pm, room 1149 | Deadline for new fall 2018 courses

Date: March 21, 2018
To: Patricia Documet, MD, DrPH
Chair, Educational Policies and Curriculum Committee
From: Joanne Russell
Regarding: PUBHLT 2007 – Global Health Abroad

I write in response to your letter dated March 5, 2018, regarding the conditional approval of PUBHLT 2007, Global Health Abroad. Per the Committee's directives, the learning objectives were revised to reflect measurable outcomes. A description of Pitt Public Health was added to the syllabus, and participating students will receive information on Pitt Public Health when the syllabus is distributed. The instructor, Professor Everette James, and I will attend the EPCC meeting on March 29 to present the course. In addition, I will also ensure that the description in the syllabus is revised for any future iterations of the course.

In order to provide context and facilitate Thursday's discussion, please see the attached chronology of the events leading up to the course revision and EPCC submission. I regret that I was not available to attend the EPCC meeting on March 5 and apologize for the confusion this caused. However, I also view this as an opportunity for Pitt Public Health to explore the pros and cons of developing and offering additional undergraduate programming in global health.

Attachment (1)

cc:

Donald S. Burke, MD, Dean
Associate Vice Chancellor for Global Health

Jessica Burke, PhD
Associate Dean for Education

Cindy Bryce, PhD
Associate Dean for Student Affairs

A. Everette James, III, JD, MBA
Professor, Health Policy and Management

Mary Derkach, JD, MSIS
Assistant Dean for Student Affairs

Joanne Pegher
Graduate Course Coordinator

EPCC MEMO, ATTACHMENT 2

Chronology	
Prior to August 2017	Paula Davis receives funding from the Year of Diversity and Year of Healthy U. She proposes a spring break trip in partnership with Residence Life and the Health Policy Institute.
August 2017	Paul, Phil, and Brice meet with Everette and Allyson. They ask Everette to lead an undergraduate trip to Canada during Maymester. The focus of the trip will be health systems and health disparities, and students will meet with various officials in Canada. This is not pitched as a Study Abroad trip, and Everette is not told that he will have to develop and/or teach course.
August 2017-January 2018	Residence Life also develops study abroad programs. Phil sets up the study abroad program but does not inform the Study Abroad Office. Phil leaves Pitt in late September, and Brice assumes his role in Residence Life. The study abroad program is advertised to students, and the application process closes in January 2018. Allyson follows up on January 16, 2018, and learns that the program is at full capacity.
February 9, 2018	Allyson and Everette meet with Paula and Brice, and Everette learns that this is a Study Abroad trip and he has to develop and teach a course.
Week of February 12, 2018	Everette asks Jessica Dornin for a course number. Jessica asks Joanne Pegher for assistance; Joanne P. refers Jessica to me. At this point, I am unaware of the background. I tell Jessica that it takes up to a year to have a study abroad program approved. I copy Tiffany on the e-mail exchange, and she confirms this.
Week of February 19, 2018	<p>Joanne P. asks me for assistance. I speak with Allyson, Jeff, and Tiffany and learn that the study abroad experience was approved. They tell me that students already paid their deposits and need to register for the course as soon as possible. I learn that former Chancellor Nordenberg also supports this experience. Given that the request is backed by two vice chancellors and the former chancellor, I consider various options.</p> <p>When EPCC approved PUBHLT 1007, there was a discussion about the possibility of offering the course for a study abroad in another country. While it was not documented in the approval letter, EPCC members suggested that I create a new section, rather than a new course, if this happens. I asked Meredith to consult with Robin about two things: 1) using the new section option and 2) if Meredith could give an overview of the course at the EPCC meeting since I would be in India and Everette was not available. Meredith told me that she checked with Robin and given the circumstances, neither would be a problem.</p>
March 15, 2018	I follow up with Tiffany and Jeff from the Study Abroad Office. Jeff informs me that Study Abroad is implementing a new system for developing study abroad experiences, and all proposed programs will go through a pre-review and approval process. He is also working with the Associate Director of UCIS to establish a process where area studies programs must obtain buy-in and permission from potential partners before submitting proposals for new courses and experiential learning or study abroad experiences.

Name	Title/Role
Phil Badaszewski	Director of Residence Life and Academic Initiatives (Left Pitt in fall 2017)
Paula Davis	Assistant Vice Chancellor for Diversity in the Health Sciences
Jessica Dornin	Student Services Liaison, Department of Health Policy and Management
Everette James	Associate Vice Chancellor for Health Policy and Planning
Allyson LaCovey	Executive Assistant to Everette James
Brice Linn	Assistant Director (Study Away and Partner Programs)
Tiffany Martin	Assistant Director, Study Abroad
Joanne Pegher	Course Coordinator, Pitt Public Health Student Affairs
Jeff Whitehead	Director, Study Abroad Office

P[Graduate School of Public Health
Department of Health Policy and Management
PUBHLT 1007 Global Health Abroad: Canada
Course Meeting Days and Times TBD, May 8 – 18, 2018
Three Credit Hours
Summer 2018

Logistics & Instructor Contact Information:

- Primary Faculty:
 - Name: A. Everette James, III, JD, MBA
 - Telephone: 412-648-7112
 - Email: aejames@pitt.edu
 - Office: S311, Scaife Hall
- Faculty on Record (tentative):
 - Name: Joanne Russell
 - Telephone: 412-624-1634
 - Email: joanner@pitt.edu
 - Office: A310 Crabtree Hall
- Study Abroad Contact Information:
 - Name: Brice Lynn
 - Telephone: 412-383-1029
 - Email: bel18@pitt.edu
 - Office: 802 William Pitt Union

Course Description

This summer term course provides an introduction to health systems of other nations to understand how their finance, delivery and public health approaches compare to the United States. Students will visit Toronto, Ottawa, and Montreal to meet with public health representatives from the Canadian government, hospital executives and staff, patient groups, and non-governmental organizations. The course will focus on a comparative analysis of the U.S. and Canadian health systems and how each either meets or falls short of the goals of providing access to quality, affordable care and optimal population health.

[This course is offered by the Graduate School of Public Health \(GSPH\). GSPH is among the country's best public health programs. A top-ranked, world renowned institution, we are recognized for our contributions to public health practices and medical care in the Pittsburgh region and around the world. There are seven departments— behavioral and community health sciences, biostatistics, environmental and occupational health, epidemiology, health policy and management, human genetics, and infectious diseases and microbiology. Each department offers a variety of master's, doctoral, and dual and joint degree programs. Pitt Public Health is actively involved in expanding knowledge in the public health field through scientific inquiry and innovation.](#)

Catalog Description

This course is offered as part of a Pitt Study Abroad program. The course provides a comparative introduction to health systems in the region and destination country. Drawing on the fields of public health in order to foster a more holistic and comprehensive perspective, the course features in-country lectures and first-hand experience through field visits. This course is open to students who are participating in the associated Pitt Study Abroad program.

Learning Objectives

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

- Identify common challenges of national and regional health systems
- ~~Demonstrate knowledge of~~ Compare and contrast the history of the U.S. and Canadian health system and how they developed
- ~~Demonstrate knowledge of~~ Assess the impact of history and culture on healthcare systems
- ~~Demonstrate knowledge of~~ Investigate the role of governments in healthcare systems
- ~~Examine~~ Critique strategies that Canadian policymakers use to improve the equity and outcomes of healthcare in Canada
- Compare how the Canadian and U.S. systems work to meet the needs of vulnerable populations
- ~~Compare~~ Evaluate how public health and prevention in Canada is similar and/or different from the U.S. approach

Required Textbooks/Articles/Readings

Readings will be placed on Pitt Box where students can download and print if they prefer.

General Readings

Canadian Healthcare:

- The Commonwealth Fund (2017): [International Profiles of Health Care Systems](#)
 - Pages: 21-30; 173-179
- Sanmartin, C. et al. (2006). Comparing Health And Health Care Use In Canada And The United States. *Health Affairs*, 25, 1133-1142. doi: <https://doi.org/10.1377/hlthaff.25.4.1133>
- Katz, S., Cardiff, K., Pascali, M., Barer, M., & Evans, R. (2002). Phantoms In The Snow: Canadians' Use of health Care Services In The United States. *Health Affairs*, 21, 19-31. doi: <https://doi.org/10.1377/hlthaff.21.3.19>

Health Information:

- Canadian Institute for Health Information. Better Information for Improved Health: A Vision for Health System Use of Data in Canada. Ottawa, ON: CIHI; 2013. Retrieved from: https://www.cihi.ca/sites/default/files/document/hsu_vision_report_en.pdf

Inpatient Care:

- Canadian Institute for Health Information. (2014). Leading Hospitalization Costs in Acute Inpatient Facilities in 2012-2013. Retrieved from: https://www.cihi.ca/en/cad_costingdata_infosheet14_en.pdf
- Statistical Brief #204. Healthcare Cost and Utilization Project (HCUP). April 2016. Agency for Healthcare Research and Quality, Rockville, MD. www.hcup-us.ahrq.gov/reports/statbriefs/sb204-Most-Expensive-Hospital-Conditions.jsp.
- Carroll, A. (2017, March 20). Why Cystic Fibrosis Patients in Canada Outlive Those in the U.S. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/03/20/upshot/why-cystic-fibrosis-patients-in-canada-outlive-those-in-the-us.html>
- Hutchison, B., Levesque, J., Strumpf, E., & Coyle, N. (2011). Primary Health Care in Canada: Systems in Motion. *Milbank Quarterly*, 89, 256-288. doi: [10.1111/j.1468-0009.2011.00628.x](https://doi.org/10.1111/j.1468-0009.2011.00628.x)

- Woods, A. (2017, November 19). Formerly homeless, they're now advising doctors drafting Canada's street health guidelines. *The Toronto Star*. Retrieved from: <https://www.thestar.com/news/canada/2017/11/17/formerly-homeless-theyre-now-advising-doctors-drafting-canadas-street-health-guidelines.html>
- Huynh, T. (2014). *Population Health and Health Care: Exploring a Population Health Approach in Health System Planning and Decision-Making*. Ottawa, ON: CIHI; 2018. Retrieved from: https://secure.cihi.ca/free_products/CIHI_Bridiging_Final_EN_web.pdf
- Dumont, J. et al. (2008), "International Mobility of Health Professionals and Health Workforce Management in Canada: Myths and Realities", OECD Health Working Papers, No. 40, OECD Publishing, Paris. <http://dx.doi.org/10.1787/228478636331> (Focus on Section 1: Health Care Workforce Developments and Policy Responses p. 13 to 29)
- Banerjee, Albert. *An Overview of Long-Term Care in Canada and Selected Provinces and Territories*. Toronto ON: Women and Health Care Reform, 2007. Retrieved from: http://www.womenandhealthcarereform.ca/publications/banerjee_overviewLTC.pdf
- Long Term Care Innovation Expert Panel. *Why Not Now?: A Bold, Five-Year Strategy for Innovating Ontario's system of Care for Older Adults*. Ontario Long-Term Care Association, 2012. Retrieved from: https://www.ifa-fiv.org/wp-content/uploads/2012/12/Summary_Report_web_jun6.pdf
- Canadian Public Health Association (2018). *Policy Brief. Health Canada's Consultation on the Proposed Approach to the Regulations of Cannabis*. Retrieved from: https://www.cpha.ca/sites/default/files/uploads/policy/positionstatements/2018-02-02_cannabis-regs-response-e.pdf
- Longest, B. B. (1998). "Policy Formulation: Agenda Setting," *Health policymaking in the United States: 176-193*. (PDF made available)
- Canadian Institute for Health Information. (2016). *Physicians in Canada: Summary Report*. Ottawa, ON: CIHI; 2017. Retrieved from: https://www.cihi.ca/sites/default/files/document/physicians_in_canada_phys2016_en.pdf
- OPTIONAL: Gatner, J. A. (1980). In Pursuit of Public Opinion: Politics of Pressure Groups. *Canadian Parliamentary Review*, 3(1), 32-36. Retrieved from: http://www.revparl.ca/3/3/03n3_80e_Gatner.pdf
- Alari, Anna, Gaétan Lafortune and Divya Srivastava (2014), "Canada: Geographic variations in health care", in OECD, *Geographic Variations in Health Care: What Do We Know and What Can Be Done to Improve Health System Performance?*, OECD Publishing, Paris. DOI: <http://dx.doi.org/10.1787/9789264216594-7-en>
- Leatherman, S. & Sutherland, K. (2010). *Quality of Healthcare in Canada: A Chartbook*. CHSRF. Retrieved from: http://www.cfhi-fcass.ca/migrated/pdf/chartbook/CHARTBOOK%20Eng_June_withdate.pdf
- Elina Farmanova, Christine Kirvan, Jennifer Verma, Geetha Mukerji, Nurdin Akunov, Kaye Phillips, Stephen Samis; *Triple Aim in Canada: developing capacity to lead to better health, care and cost*, *International Journal for Quality in Health Care*, Volume 28, Issue 6, 1 December 2016, Pages 830–837, <https://doi.org/10.1093/intqhc/mzw118>
- CIHR. (2017). *CIHR in Numbers 2016-2017*. Retrieved from: <http://www.cihr-irsc.gc.ca/e/documents/cihr-in-numbers-en.pdf>
- BROWSE:
 - National Institutes of Health. (2018). *NIH Data Book*. Retrieved from: <https://report.nih.gov/nihdatabook/index.aspx>

- National Institutes of Health. (2017). Table 102: NIH Research Grants: Awards and Total Funding by Type and NIH Institutes/Centers. (Document Provided)
- Canadian Public Health Association. (2018). Frontline Health: Beyond Health Care. Retrieved from: <http://frontlinehealth.cpha.ca>
- World Health Organization. (2016). The Innov8 Approach for Reviewing National Health Programmes to Leave No One Behind: Technical Handbook. Retrieved from: <http://apps.who.int/iris/bitstream/10665/250442/1/9789241511391-eng.pdf?ua=1>
 - Focus on Introduction to the Innov8 Approach, Overview of the Innov8 Approach, and Introduction to Applied Concepts (p. 6 to 30)
- Kassam, A. (2017, June 19). Montreal opens first mobile supervised injection clinic in North America. *The Guardian*. Retrieved from: <https://www.theguardian.com/world/2017/jun/19/montreal-mobile-supervised-injection-clinic-north-america>
- Collins, P., Resendes, S., & Dunn, J. (2014). The Untold Story: Examining Ontario's Community Health Centres' Initiatives to Address Upstream Determinants of Health, *Healthcare Policy*, 10. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4253893/>
- Flumian, M., Coe, A., & Kernaghan, K. (2007). Transforming service to Canadians: the Service Canada Model. *International Review of Administrative Sciences*, 73, 557-568. doi:10.1177/0020852307083458

Student Performance Evaluation & Assignment Descriptions

Students are expected to participate actively and enthusiastically in all aspects of the course, including class discussions of readings, fieldtrips, lectures, and interviews with health clinic personnel, public health experts and patient groups. The assignments will be discussed in greater detail in Toronto providing students sufficient time and resources to complete the assignments. Prompts for each assignment, including a description and grading criteria will be provided.

Grades will be determined by the following assignments:

- Participation and Discussion (50%):
 - Students are expected to keep up to date with readings, attend classes and field sessions, and engage in class discussions.
- Journaling (20%)
 - Students will keep journal entries that analyze the structured learning encounters with Canadian health systems experts, representatives of the Canadian government and community providers using the course readings, lectures, and discussions to frame the encounters. Each student will submit four 2-4 page analytic journal entries during the course.
- Presentation (30%)
 - Each student will present on a theme of comparative health systems. These will be short (15-30 minute) presentations that provide additional in-depth information that is not covered in the course. Students will utilize the available literature and conversations with local experts that will take place throughout the sessions.

Grading Scale

- A+ 98 – 100
- A 93 – 97
- A- 90 – 92
- B+ 88 – 89
- B 83 – 87
- B- 80 – 82
- C+ 78 – 79
- C 73 – 77
- C- 70 – 72
- D 60 – 69
- F <60

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.

Pitt Public Health 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.

Copyright

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](#) and the [University Copyright Policy](#).

Diversity Statement

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

Schedule of Sessions and Assignments

*Order subject to change based upon availability, some days will include two sessions**

Toronto (May 8 – 12)

Session 1

- Introduction to the Canadian health care system; compare health and health care in Canada and the United States
- Visit with Dr. Danielle Martin, VP of medical affairs and health systems solutions at Women's College Hospital
- Readings:
 - Carroll, A. (2017, March 20). Why Cystic Fibrosis Patients in Canada Outlive Those in the U.S. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/03/20/upshot/why-cystic-fibrosis-patients-in-canada-outlive-those-in-the-us.html>

Session 2

- Discuss Primary Care in Canada
- Visit St. Joseph's Family Medicine; St. Joseph's Hospital
- Readings:
 - Hutchison, B., Levesque, J., Strumpf, E., & Coyle, N. (2011). Primary Health Care in Canada: Systems in Motion. *Milbank Quarterly*, 89, 256-288. doi: [10.1111/j.1468-0009.2011.00628.x](https://doi.org/10.1111/j.1468-0009.2011.00628.x)

Session 3

- Role of the community based organization in the Canadian health care system
- Readings:
 - Woods, A. (2017, November 19). Formerly homeless, they're now advising doctors drafting Canada's street health guidelines. *The Toronto Star*. Retrieved from: <https://www.thestar.com/news/canada/2017/11/17/formerly-homeless-theyre-now-advising-doctors-drafting-canadas-street-health-guidelines.html>

Session 4

- University of Toronto: Training the Canadian Healthcare Workforce
- Readings:
 - Huynh, T. (2014). Population Health and Health Care: Exploring a Population Health Approach in Health System Planning and Decision-Making. Ottawa, ON: CIHI; 2018. Retrieved from: https://secure.cihi.ca/free_products/CIHI_Bridiging_Final_EN_web.pdf
 - Dumont, J. et al. (2008), "International Mobility of Health Professionals and Health Workforce Management in Canada: Myths and Realities", OECD Health Working Papers, No. 40, OECD Publishing, Paris. <http://dx.doi.org/10.1787/228478636331> (Focus on Section 1: Health Care Workforce Developments and Policy Responses p. 13 to 29)

Session 5

- Toronto Central - Long-Term Care
- Readings:

- Banerjee, Albert. An Overview of Long-Term Care in Canada and Selected Provinces and Territories. Toronto ON: Women and Health Care Reform, 2007. Retrieved from: http://www.womenandhealthcarereform.ca/publications/banerjee_overviewLTC.pdf
- Long Term Care Innovation Expert Panel. Why Not Now?: A Bold, Five-Year Strategy for Innovating Ontario's system of Care for Older Adults. Ontario Long-Term Care Association, 2012. Retrieved from: https://www.ifa-fiv.org/wp-content/uploads/2012/12/Summary_Report_web_jun6.pdf

Ottawa (May 12 – 15)

Session 6

- Public Health in Canada
- Site visit: Canadian Public Health Association
- Readings:
 - Canadian Public Health Association (2018). Policy Brief. Health Canada's Consultation on the Proposed Approach to the Regulations of Cannabis. Retrieved from: https://www.cpha.ca/sites/default/files/uploads/policy/positionstatements/2018-02-02_cannabis-regs-response-e.pdf

Session 7

- Canadian Medical Association: Stakeholders and Interest Groups in Canada
- Readings:
 - Longest, B. B. (1998). "Policy Formulation: Agenda Setting," Health policymaking in the United States: 176-193. (PDF made available)
 - Canadian Institute for Health Information. (2016). Physicians in Canada: Summary Report. Ottawa, ON: CIHI; 2017. Retrieved from: https://www.cihi.ca/sites/default/files/document/physicians_in_canada_phys2016_en.pdf
 - OPTIONAL: Gatner, J. A. (1980). In Pursuit of Public Opinion: Politics of Pressure Groups. *Canadian Parliamentary Review*, 3(1), 32-36. Retrieved from: http://www.revparl.ca/3/3/03n3_80e_Gatner.pdf

Session 8

- Visit the Canadian Foundation for Health Improvement: Quality Improvement
- Readings:
 - Alari, Anna, Gaétan Lafortune and Divya Srivastava (2014), "Canada: Geographic variations in health care", in OECD, *Geographic Variations in Health Care: What Do We Know and What Can Be Done to Improve Health System Performance?*, OECD Publishing, Paris. DOI: <http://dx.doi.org/10.1787/9789264216594-7-en>
 - Leatherman, S. & Sutherland, K. (2010). Quality of Healthcare in Canada: A Chartbook. CHSRF. Retrieved from: http://www.cfhi-fcass.ca/migrated/pdf/chartbook/CHARTBOOK%20Eng_June_withdate.pdf
 - Elina Farmanova, Christine Kirvan, Jennifer Verma, Geetha Mukerji, Nurdin Akunov, Kaye Phillips, Stephen Samis; Triple Aim in Canada: developing capacity to lead to better health, care and cost, *International Journal for Quality in Health Care*, Volume 28, Issue 6, 1 December 2016, Pages 830–837, <https://doi.org/10.1093/intqhc/mzw118>

Session 9

- Visit the Canadian Institutes of Health Research: HSR
- Readings:

- CIHR. (2017). CIHR in Numbers 2016-2017. Retrieved from: <http://www.cihr-irsc.gc.ca/e/documents/cihr-in-numbers-en.pdf>
- BROWSE:
 - National Institutes of Health. (2018). NIH Data Book. Retrieved from: <https://report.nih.gov/nihdatabook/index.aspx>
 - National Institutes of Health. (2017). Table 102: NIH Research Grants: Awards and Total Funding by Type and NIH Institutes/Centers. (Document Provided)

Session 10

- Canadian Public Health Association: Public Health Agenda
- Readings:
 - World Health Organization. (2016). The Innov8 Approach for Reviewing National Health Programmes to Leave No One Behind: Technical Handbook. Retrieved from: <http://apps.who.int/iris/bitstream/10665/250442/1/9789241511391-eng.pdf?ua=1>
 - Focus on Introduction to the Innov8 Approach, Overview of the Innov8 Approach, and Introduction to Applied Concepts (p. 6 to 30)
 - BROWSE:
 - Canadian Public Health Association. (2018). Frontline Health: Beyond Health Care. Retrieved from: <http://frontlinehealth.cpha.ca>

Montreal (May 16 – 18)

Session 11

- Visit St. Just of Cactus Montreal
- Discuss the Opioid epidemic in Canada
- Readings:
 - Kassam, A. (2017, June 19). Montreal opens first mobile supervised infection clinic in North America. *The Guardian*. Retrieved from: <https://www.theguardian.com/world/2017/jun/19/montreal-mobile-supervised-injection-clinic-north-america>

Session 12

- Visit a Community Health Center
- Discuss the integration of services in Canada
- Readings:
 - Collins, P., Resendes, S., & Dunn, J. (2014). The Untold Story: Examining Ontario's Community Health Centres' Initiatives to Address Upstream Determinants of Health, *Healthcare Policy*, 10. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4253893/>
 - Flumian, M., Coe, A., & Kernaghan, K. (2007). Transforming service to Canadians: the Service Canada Model. *International Review of Administrative Sciences*, 73, 557-568. doi:10.1177/0020852307083458

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):**

- | | |
|--|---|
| <input type="checkbox"/> New course, not previously approved | <input type="checkbox"/> Course modification (major) |
| <input type="checkbox"/> Course title change | <input type="checkbox"/> Special topics course content |
| | <input type="checkbox"/> Pitt Public Health Core Course |
| <input checked="" type="checkbox"/> Cross-listing only | <input type="checkbox"/> Practicum, internship, field placement |
- (Specify academic unit & course number): **CLRES 2981 (CRN 30484)**

3. **Course designation:**

Course Number **EPIDEM2981 (CRN 29858)** Title **Epidemiology of Aging - Methods** Credits **2**

4. **Cross-listing:**

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

The cross-listing request is for the Institute for Clinical Research Education to cross-list with my GSPH course EPIDEM2981. The course number that has been assigned is: CLRES 2981 (CRN 30484). In the past, I have co-taught lectures in my course with instructors from the CLRES 2500 - Introduction to Patient Oriented Research in Aging, without cross-listing since we had different assignments for the two courses. However, CLRES 2500 is no longer being taught. The request to cross-list with CLRES is to provide a way for students that typically took the previous CLRES 2500 to enroll in my course and receive the same content materials taught as in the past CLRES 2500, though have different assignments compared to the past CLRES 2500.

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: **Elsa S. Strotmeyer, PhD, MPH, Associate Professor of Epidemiology**

b. Co-instructors (if any): n/a

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

Purpose of the course. This course will introduce the methodological aspects of epidemiologic research in the field of aging and to critically evaluate research in older adults. The course will focus on: demography, study design, sampling, recruitment, retention, measurement of key variables and special populations. Students will write a critical review of a published article and comment on proposed future directions for epidemiologic studies addressing these questions in older populations. Throughout the course, a Problem Solving Learning Method will be applied by prompting the students to solve pragmatic issues. Examples include: How to measure a specific outcome? What type of chronic health conditions may be related to the research question? How to operationalize specific measures of interest (e.g.: how to create a composite score for co-morbidity assessment?). The course has been formulated to provide the students with the “building blocks” of the epidemiological study of aging. By the end of the course, the students will be able to critically evaluate various components of a study to further address the research questions in aging populations.

Field work. The student will become familiar with the ongoing studies at the Bellefield Clinic and/or the Mon Valley Clinic. Activities of the field work will consist of: an observation of an actual clinic research evaluation for these major studies and review of the manual of operations. Field work at the research clinic will consolidate the theoretical knowledge of the research methodology as the student will personally experience the components of a real visit for an epidemiological study of aging. Students will also write a brief evaluation of one methodology, including a literature review of the test characteristics of the methodology and alternative approaches.

Teaching/Learning Objectives.

Goal 1: To develop an understanding of the methodological aspects of epidemiologic research in aging.

When critiquing cohort studies and clinical trials in aging, students will identify and discuss concerns specific to the study of older adults.

Goal 2: To gain an appreciation for the practical components of studies currently in the field.

When observing a clinic visit, students will consult the manual of operations (MOP) for the study with the goal of correlating the practical aspects of the clinic visit with the MOP and the current literature.

Goal 3: To be able to critically review the various components of 2 published articles and recommend how to extend existing research in order to address epidemiologic questions in aging populations.

Student will write a critical review of a published article and comment on proposed future directions for epidemiologic studies addressing these questions in older populations. The fieldwork experience and class workshops will develop skills of critical review of existing research in order to further address epidemiologic questions in aging populations

Summary of prerequisites: EPIDEM 2110

Method of conducting course: 90% Lectures/student presentations and 10% field work (1 session of 3 hour field work in lieu of 1.5 classes)

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

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

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

Current maximum should be 20 students total in the two sections combined, which is driven by the placements for the field work. However, current cross listing on the Pitt website for the Fall 2018 course appears to list CLRES 2981 as 20 student max and EPIDEM2981 as 20 students max.

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

Permission required only if EPIDEM 2110 has not been completed, with criteria as stated in 7c.

- c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents.

EPIDEM 2110, other basic epidemiology course, or evidence of basic epidemiology content is a past course is a prerequisite.

8. Course schedule and allocation of hours:

- a. Number of course hours per session 110 min; Sessions per week 1; Weeks per academic term 16 week; full

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

Lectures 90% Seminars _____ Recitations _____ Field work 10% Laboratory _____
Other (specify): _____

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

The scale to be applied in grading will be as follows:

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

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.

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 an elective course in the Department of Epidemiology and required for trainees in the Epidemiology of Aging program.

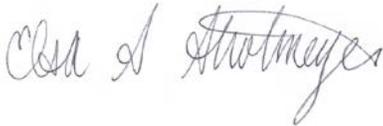
- b. Describe how this course addresses public health issues involving diversity (gender, race, ethnicity, culture, disability, or family status).

This course focuses on the methods for studying older adults across diverse groups by age, race, sex, ethnicity/culture and both physical and cognitive disability.

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

Name/Title: Elsa S. Strotmeyer, Associate Professor of Epidemiology

Date: 3/22/18



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

Name/Title: Ann Newman (approved via e-mail)

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.

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

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

Required Information Not Included

List the Required Detail Not Included

Reason for Not Including

Details not included.	Cross-list request only

2981 Epidemiology of Aging-Methods

- Graduate School of Public Health
- Department of Epidemiology
- Course Number and Title: **2981 Epidemiology of Aging-Methods**
- Term/Academic Year: **Fall 2016 (2171), August 29 - December 17, 2016**
- Credits: **2, full term course**

Logistics/Contact Information:

- Instructor(s): **Elsa S. Strotmeyer, PhD, MPH**
(412) 383-1293; Fax (412) 383-1308; email: strotmeyere@edc.pitt.edu
- Research assistant: **Mary Winger, MPH**; email: mew122@pitt.edu
- Office hours : **By appointment**
- Class location: **3rd Floor Classroom, Room 330, Bellefield Professional Building**
Center for Aging and Population Health, 130 N. Bellefield Avenue
- Class schedule: **Wednesday 3:00 pm - 4:50 pm**

Summary of course

Purpose of the course. This course will introduce the methodological aspects of epidemiologic research in the field of aging and to critically evaluate research in older adults. The course will focus on: demography, study design, sampling, recruitment, retention, measurement of key variables and special populations. Students will write a critical review of a published article and comment on proposed future directions for epidemiologic studies addressing these questions in older populations. Throughout the course, a Problem Solving Learning Method will be applied by prompting the students to solve pragmatic issues. Examples include: How to measure a specific outcome? What type of chronic health conditions may be related to the research question? How to operationalize specific measures of interest (e.g.: how to create a composite score for co-morbidity assessment?). The course has been formulated to provide the students with the “building blocks” of the epidemiological study of aging. By the end of the course, the students will be able to critically evaluate various components of a study to further address the research questions in aging populations.

Field work. The student will become familiar with the ongoing studies at the Bellefield Clinic and/or the Mon Valley Clinic. Activities of the field work will consist of: an observation of an actual clinic research evaluation for these major studies and review of the manual of operations. Field work at the research clinic will consolidate the theoretical knowledge of the research methodology as the student will personally experience the components of a real visit for an epidemiological study of aging. Students will also write a brief evaluation of one methodology, including a literature review of the test characteristics of the methodology and alternative approaches.

Teaching/Learning Objectives.

Goal 1: To develop an understanding of the methodological aspects of epidemiologic research in aging.

When critiquing cohort studies and clinical trials in aging, students will identify and discuss concerns specific to the study of older adults.

Goal 2: To gain an appreciation for the practical components of studies currently in the field.

When observing a clinic visit, students will consult the manual of operations (MOP) for the study with the goal of correlating the practical aspects of the clinic visit with the MOP and the current literature.

Goal 3: To be able to critically review the various components of 2 published articles and recommend how to extend existing research in order to address epidemiologic questions in aging populations.

Student will write a critical review of a published article and comment on proposed future directions for epidemiologic studies addressing these questions in older populations. The fieldwork experience and class workshops will develop skills of critical review of existing research in order to further address epidemiologic questions in aging populations.

Texts: Recommended (not required)

Textbooks for background information are on reserve for the course at Falk Library. Copies are also available in the offices of the course directors or from the teaching assistants.

The Epidemiology of Aging, Newman AB, Cauley JA, eds., Springer, 2012.

Epidemiology of Aging: An Ecological Approach, WA Satariano, Jones and Barlett Publishers, Inc. 2006.

Geriatrics. Studenski S, Ferrucci L, Resnick NM. In Robertson D, Williams GH, eds. *Clinical and Translational Science: Principles of Human Research*. Elsevier. 477-495, 2009.

Supplemental Readings/Bibliography

1. Journal Articles:
References will be provided for individual classes.

Student Performance Evaluation (Factors and Weights)

- 1) Field work (attendance and submit written report): 20%

Scores are weighted as follows:

- o Description of study measurement using MOP = **20%**
- o Critical discussion of advantages and disadvantages of study measurement = **20%**
- o Consult literature to identify similar study measures and discuss strengths and limitations = **30%**
- o In-class presentation = **30%**

Several other optional field work opportunities will be available to interested students.

- 2) Written critiques of epidemiologic studies: 20%

- 3) Written critical review and comment: 40%

Scores are weighted as follows:

- o Addresses a research question of public health significance in older adults = **15%**
- o Critical review of a published article = **35%**
- o Proposes future directions for epidemiologic studies addressing these questions in older populations, including but not limited to the following issues: population, screening, consent, recruitment, retention, events = **50%**

- 4) In-class participation for quizzes, workshops and presentation of research project proposal: 20%

Assignment/Project Description

The assignments in this course include written critiques of 2 important epidemiological studies of aging, readings with structured observations of many of the methods reviewed in the course, structured written reports and presentations of methods observed during field work and critical review and comment to further address a research question in aging populations.

1. Readings:

Students will read key papers that illustrate important methods needed to conduct studies in older adults.

2. Fieldwork:

Students will observe one of the studies which are currently in the field for observation. The teaching assistants will organize the schedule for these observations. Each student is expected to observe the clinic visit, including, if possible, the consenting process. The student is expected to consult the Manual of operations and correlate the practical aspects of the clinic visit with the MOP forms and the current literature.

3. Presentations and written reports:

- a. Each student will prepare a written critique of papers that address important methodological issues for 1) clinical trials in older adults, and 2) observation cohort studies of older adults. The studies will be discussed in class.
- b. Each student will prepare a written report regarding the studies that were observed during field work and this will be presented orally in class. The report will focus on one specific exam procedure that the student has observed during the field work. The report will: summarize and describe the exam procedure by using the information in the MOP and personal observation of the exam, compare this method with other similar methods by consulting literature, describe reproducibility of the procedure, discuss the strengths and limitations of the procedure.
- c. During the course, each student will write a critical review of a published manuscript and comment on proposed future directions for epidemiologic studies addressing these questions in older populations. Guidelines for furthering a research question to address issues in older populations will be discussed in class. A formal critique and comment will be submitted in writing and it will also be presented orally in class.

4. Other:

Additional readings, observations and discussions will be conducted in class, thus points will be assigned for participation in the in-class workshops. Quizzes will be given regularly as a review of critical information from the lectures. Credit is given for completion of the quiz rather than correct answers.

Grading Scale

The scale to be applied in grading will be as follows:

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

CourseWeb/BlackBoard Instruction

The instructors will be using the University's CourseWeb (Blackboard) for instructional support: reading material will be available from download from the Blackboard. Students are expected to download reading material and handouts prior to each class and also to consult the Blackboard for announcements.

Accommodation for Students with Disabilities

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

Academic Integrity

All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The GSPH policy on academic integrity is based on the University policy and is available online. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from GSPH.

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

Diversity and Inclusion

The University of Pittsburgh Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. This course covers multi-dimensional academic topics. In this course, students, faculty and guest speakers represent a diversity of individual perspectives, backgrounds, and experiences, which enrich the course. While intellectual disagreement may be constructive, no harsh statements, or demeaning or discriminatory behavior will be permitted. All participants are encouraged to share their views and be respectful of others' opinions. This will ensure a learning environment that values diverse experiences and expertise, which will facilitate Pitt Public Health's collaborative approach to solving problems.

SCHEDULE OF SESSIONS AND ASSIGNMENTS

Class meets on the 3rd floor classroom Bellefield Professional Bldg, Room 330, 130 N. Bellefield Ave

Date	Topic	Instructor
8/31/16	Demography – Facts on aging and defining an aging research question Overview of course and assignments	Jane Cauley, DrPH Elsa Strotmeyer, PhD, MPH
9/7/16	Cohort and intervention studies of adults living in the community <i>Overview of Workshops I & II</i>	Elsa Strotmeyer, PhD, MPH Elsa Strotmeyer, PhD, MPH
9/14/16	Long term retention in longitudinal studies Workshop I: Class discussion of design and results of intervention study (group assignment: critique a paper)	Elsa Strotmeyer, PhD, MPH Elsa Strotmeyer, PhD, MPH / Mary Winger, MPH
9/21/16	Physical function and disability Workshop II: Class discussion of design and results of cohort study (group assignment: critique a paper)	Adam Santanasto, PhD, MPH Elsa Strotmeyer, PhD, MPH / Mary Winger, MPH
9/28/16	Health events from medical records, protocols for abstraction and HIPAA Mental health: diagnosis and intervention	Diane Ives, MPH Ellen Whyte, MD
10/5/16	Brain aging and cognitive function Workshop III: Student presentation on chosen paper (group discussion)	Andrea Rosso, PhD, MPH Instructor/Students
10/12/16	Practical aspects of recruitment and retention strategies in older adults Comorbid health conditions and multiple system assessments Submit written critique of clinical trial paper	Mary Jansen, RN, Deborah Cusick, and Jennifer Rush, MPH Anne Newman, MD, MPH
10/19/16	Workshop IV: Field work overview Medication use Submit written critique of cohort paper	Mary Winger, MPH Joseph Hanlon, PharmD, MS
10/26/16	Special issues in minority aging Physical activity Submit article chosen for final assignment	Steven Albert, PhD, MSPH, MA Nancy W. Glynn, PhD
11/2/16	Body composition and obesity Health-related quality of life	Iva Miljkovic, MD, PhD Janel Hanmer, MD, PhD
11/9/16	Workshop V: Student practice presentation on rationale for paper Open Hour for field work time	Instructors/Students
11/16/16	NO CLASS SCHEDULED - for field work time	Students
11/23/16	NO CLASS SCHEDULED - Thanksgiving break	
11/30/16	Human subject protection and informed consent issues in older adults Hospitalized older adults and long term care residents	Jennifer Lingler, PhD, CRNP David A. Nace, MD, MPH
12/7/16	Final presentation of critical review and proposal on research question Submit written critical review and comment (Checklist #4)	Students
12/14/16	Final presentation report on field work Submit written report of field work (Checklist #3)	Students

GUIDE TO ASSIGNMENTS FOR EPI2981: DETAILS, DUE DATES AND GOALS¹

Date	IN ADDITION TO THE READINGS FOR LECTURES AND RELATED QUIZZES, ² YOUR ASSIGNMENTS INCLUDE:	GOAL
September into early October will be dedicated to methodological issues in older adults through a series of 5 interactive lectures plus workshops and debates, critical reading of the literature and in-class recitations of your chosen paper.		
9/14/16 & 9/21/16	Prepare for Workshop I and II (9/14 & 9/21). Read and critique the two assigned papers (1 article on study design of clinical trials and 1 article on study design of cohort study). Use checklists I and II to help you guide your discussion.	Learn to design an epidemiological study of older adults through critical reading of published studies using specific and published guidelines and the course lectures.
10/5/16	Prepare for Workshop III (10/5) and submit by 10/26 your chosen topic and paper. Prepare to present your chosen paper/rationale for your research question. The class will provide feedback to help you improve your proposal. You should use this discussion to help you refine your approach. Likewise, be prepared to provide feedback to your classmates on their topic. Must focus on a research question that is important in older adults.	Hands-on experience on how to develop a research question into a study proposal in older adults. Elaborate, revisit and refine the research question, identify challenges and ways to address them. Apply the knowledge gained from the series of lectures on methodological issues in older adults.
In October through mid- November we begin a series of lectures on methods of ascertainment and analyses in older adults to critically examine methods of measurements in studies of aging. The field work and critiques will contribute to applying what you are learning on measurement assessment. The field work will have a one overview/Q&A session prior to scheduling it.		
10/12/16	Submit written critique of clinical trial paper (you select one among those assigned by instructors). Fill out Checklist #1.	Learn how to design an epidemiological study of older adults through critical reading of published studies.
10/19/16	Submit written critique of cohort paper (you select one among those assigned by instructors). Fill out Checklist #2. Review Checklist #3 for Workshop IV (10/19), Goals for field work/ clinic visit: this will provide you with background for observation of clinic visits in an ongoing study and for your field work assignment. Your clinic visit will be arranged through the TA for a date in which participants are scheduled in the clinic.	
11/9/16	Review Checklist #4 for Workshop V (11/9), prepare slides outlining your critical review of a published manuscript. Further elaborate, revisit and refine the research question to identify challenges and ways to address these in a proposed future study of older adults. Include a slide on each part for the new proposed study; however, they do not have to be the complete finalized version of what will be submitted.	Consolidate the theoretical knowledge of the research methodology through examination of the components of a real visit for an epidemiological study of aging. Appreciate the range of factors involved in choosing a procedure for a study in older adults. Compare and contrast one specific exam procedure observed with other similar methods in literature, describe reproducibility of the procedure, discuss the strengths and limitations of the procedure.
	FIELD WORK	
Starting in mid- November, we will focus on in-class presentations of your final project and experience with the field work.		
12/7/16	Oral presentation of critical review and comment Submit Written critical review (Checklist #1 or 2) and comment (Checklist #4)	Critical review of a published manuscript to further elaborate, revisit and refine the research question. This assignment, along with the fieldwork, will strengthen your ability to identify challenges and ways to address these in a proposed future study of older adults.
12/14/16	Oral presentation of field work Submit Written report of field work (Checklist #3)	
¹ All written assignments must be submitted to Blackboard ² After each class, a brief multiple choice quiz highlighting the key points will be posted on the Blackboard site. The quizzes should be completed before the next class on Blackboard. Full credit is given for submitting the quiz on Blackboard before class, regardless of correct answers. ³ Date to be arranged based on clinic availability.		

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):**

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

3. **Course designation:**

Course Number ___???___ Title Scientific Communication 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.

n/a

5. **Course Instructors:**

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

- a. Principal instructor: Joshua Mattila, Infectious Diseases and Microbiology, 10% time/effort per week

* 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 objective of this course is to give students strategies for effective communication in written and verbal presentations. Topics include organization and delivery of presentations, design and presentation of scientific posters, writing research papers and publishing manuscripts, and an introduction to grant writing. This course will be mandatory for PhD- and MS-level students, and optional for MPH-level students in Infectious Diseases and Microbiology. There are no prerequisite courses, fieldwork, or laboratory work. Classes will be lecture-based, with discussions on projects performed out of class.

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

- a. Indicate any maximum or minimum number of students and provide justification for this limitation.
There will not be a minimum or maximum number of students.
- b. If admission is by permission of instructor, state criteria to be applied.
There will not be instructor-administered admission requirements or criteria.
- 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.
There are no prerequisites for this course, only admission to the Department of Infectious Diseases and Microbiology's graduate program.

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

- a. Number of course hours per session 1.5 Sessions per week 1 Weeks per academic term 8
- b. Approximate allocation of class time (hours or %) among instructional activities:
Lectures 70% Seminars _____ Recitations _____ Field work _____ Laboratory _____
Other (specify): _____ Out of class writing assignments: 30% _____
- c. Term(s) course will be offered: Fall _____ Spring _____ Summer Term x 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 grading: A-F

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.

___ 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.

Effective communication skills are increasingly important in science and public health, yet students rarely have an opportunity to focus on developing these skills over the course of their graduate training. The objective of this course is to give students strategies for effectively communicating with peers, instructors, and the larger scientific community in a variety of settings including through written and oral presentations. The information we cover in class will benefit the students as they progress through their graduate programs and present at IDM Research Day and Dean's Day events, journal clubs, and departmental seminars. Moreover, the written aspect of the course will benefit students preparation for in-class essays, research papers, grant applications, and graduate theses or essays. These skills and experiences are directly translatable to future opportunities for scientific communication and public engagement after the student has finished their graduate program.

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

It is critically important that public health practitioners have the ability to communicate across different audiences and tailor their message to the particular topic or group they are addressing. The focus of this course is to improve future public health practitioners ability, whether they are in basic sciences or applied public health practice, to engage audiences within or outside their discipline or demographic group.

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

Name/Title: Joshua T. Mattiza Assistant Professor
Joshua T. Mattiza

Date: 3-28-18

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

Name/Title: Velpati Chennavou

Date: 3/28/18

14. (For cross-listing only)

Signature and date of endorsement of department chairperson:

Name/Title: _____

Date: _____

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

SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES

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

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

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

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

(IDM course number TBD)
Scientific Communication
Wednesdays, 10-11:30
Summer term, 2018
2140 Parran Hall

Instructor information:

Joshua Mattila, Ph.D.

Assistant Professor, Infectious Diseases and Microbiology

Office: 2137 Parran Hall

Phone: 412-648-2341

Email: jmattila@pitt.edu

Office hours by appointment

Prerequisites:

None.

Course Description:

Classes will include a 1-hour lecture with 30 minutes of discussion on topics including:

- Tools for presentations (e.g. Word, PowerPoint, Endnote, Photoshop, Illustrator)
- Preparing and delivering poster and oral presentations
- Technical writing skills for scientific publications
- Writing grant applications
- Preparing for writing graduate theses or essays.

Out-of-class assignments will include writing abstracts, designing posters, and a short oral presentation of their work. Satisfactory letter grades will be contingent upon participation in discussions, and completion of assignments and projects.

Learning Objectives:

The objective of this course is to give students strategies for effective communication in written and verbal presentations.

Student Expectations in the Classroom:

Students are expected to engage frank discussions and offer honest and professional critiques of their colleagues work when requested. Please be on time, and attendance is required, but if an absence is expected, students should contact Dr. Mattila beforehand. Cellphones are requested to be silenced, and recording is not allowed. Students may use their laptops for taking notes and to reinforce in-class discussion topics.

Accommodation for Students with Disabilities

We want this course to be as accessible to students as possible, and any student with a disability that may require accommodation should contact Dr. Mattila 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

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 at (<https://www.publichealth.pitt.edu/home/academics/academic-requirements/academic-integrity-and-plagiarism>). 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 including, but are not limited to, reduction of a grade for an assignment or failure in the course.

Textbook and required materials

This course does not require a textbook, but Strunk and White's [The Elements of Style](#) is a highly-recommended resource. We will use CourseWeb/Blackboard for disseminating course-related materials.

Grading scale

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

Class participation: 70%

In-class assignments:

- Abstract preparation – 10%;
- Poster design – 10%;
- 5-minute 'elevator speech'-style oral presentation on your research – 10%

Session topics

- Class 1: **The importance of communication in science** :: *Science is built around sharing information, and a better understanding of your audience and the format you are communicating through will improve your ability to transmit your message.*
- Class 2: **The tools of communication – familiarizing yourself with the software you need to communicate** :: *In this lecture, we discuss tips and tricks for how Word, Endnote, PowerPoint, Photoshop, and Illustrator can improve your ability to communicate your message.*
- Class 3: **Dissecting the scientific presentation** :: *This lecture will familiarize you with the elements of scientific presentations that are ubiquitous across different presentation formats.*
- Class 4: **Poster presentations** :: *This lecture will give you insight into poster composition and preparation, and suggestions on the interactive aspect of a poster presentation.*
- Class 5: **Oral presentations** :: *Talks, journal club presentations and talks at meetings are challenging for many people. In this lecture, we will discuss strategies for improving the visual and oral aspects of your presentation.*
- Class 6: **Writing scientific publications** :: *Writing skills are a critical, but often overlooked, part of a scientist's training. This lecture focuses on the process of writing and publishing your data.*
- Class 7: **Introduction to grant writing** :: *This lecture examines some of the common funding mechanisms in health sciences, and focuses on the organization of an NIH grant.*
- Class 8: **Writing your graduate thesis or essay** :: *The process of writing your thesis or graduate essay should start early in your graduate career, and this lecture describes these documents and offers strategies for successful thesis or essay composition.*

**Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | March 1, 2018**

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

The meeting was called to order at 1:33pm by Dr. Patricia Documet, chair.

Course Modification: BLOST 2066 *Applied Survival Analysis: Methods and Practice* | Rob Krafty

Dr. Rob Krafty presented an application for a revised course that accounts for a change from 3 to 2 credit hours. In the past, this course covered both foundation and advanced topics, but the modified course syllabus has been changed to cover the foundational topics only. As this course is a requirement for all MS students in Biostatistics, the reduction in credits would allow students to have an extra credit to take an elective course. One possible elective is an advanced survival analysis 3 credit course, which addresses the advanced topics removed from this master's-level course.

ACTION: The committee approved the course with changes that included adding additional information regarding the presentations on page 2 of the syllabus and updating the dates to reflect those in the upcoming academic year.

Course Modification: BLOST 2016 *Sampling Design and Analysis* | Rob Krafty for Gary Marsh

Dr. Rob Krafty presented an application for a revised course on behalf of the instructor Dr. Gary Marsh that accounts for a change from 3 to 2 credit hours. The modified version of this course will feature only foundational material. Dr. Krafty explained that there has been low enrollment or cancellation of the course due to low enrollment over the past few years and that the department thinks the reduction in credit hours will encourage more students to enroll in this course.

ACTION: The committee approved the course with changes provided that the course Learning Objectives in the syllabus are made measureable and the course hours are changed to 32 total hours (2 hours once a week). A copy of Bloom's taxonomy will be sent to the instructor to help with the former concern.

Approval of February Meeting Minutes | All

There was one typo in the February minutes. The minutes were approved with the understanding that this change will be made.

School Required Academic Policy Statement Options Discussion | All

The guidelines regarding the academic policy statement requirement for class syllabi were to use the school statement or create your own, however, it was brought to the committee's attention that custom statements being used were missing some pertinent information. The committee decided that a link to the academic policy or some basic language should be required as a bare minimum for inclusion on all syllabi.

ACTION: Committee members will look at old and revised version at next month's meeting. Robin Leaf will look for previous versions from 2016.

Course Modification: PUBHLT 1007 *Global Health Abroad* | Meredith Maverro for Joanne Russell

Ms. Meredith Maverro presented an application for a revised course that accounts for a new undergraduate study abroad experience with a public health angle. The previous iteration of this course was for a program in Bolivia, whereas this course will focus on the Canadian healthcare system. Meredith explained that the course was developed through the university Office of Study Aboard and Everette James, the course instructor, and that the first orientation would be held in about ten days' time. The course number was recycled because it was meant to be used for any undergraduate study abroad program that had a global health application. The committee expressed some concerns and many questions due to the last minute nature of the application and the intention of the

ACTION: The committee approved the course with the understanding that Ms. Russell and the course instructor be invited to answer questions at the next committee meeting. Changes to the syllabus included both changes for the current experience and long-term changes for the course number. Short-term changes included making the course Learning Objectives in the syllabus measureable and drafting an informative statement about Pitt Public Health to include on the syllabus and disseminating information about the School and its programs to the undergraduate students participating in the current iteration of the course. A copy of Bloom's taxonomy will be sent to the instructor to help with the former concern. For future offerings of the course, the committee required the course description to be more generalized so that the syllabus can apply to different experiences and will not have to rush through to get approvals and asked the Associate Dean for Education to meet with the Office of Study Abroad to get oriented with their processes.

Course Modification: BCHS 2520 *Theories of Health Behavior & Health Education* | Jeannette Trauth and Andrea Weinstein

Drs. Jeannette Trauth and Andrea Weinstein presented an application for a revised course that accounts for a change from 3 to 1 credit hour. The changes were made in response to the new CEPH criteria, in particular the systems thinking competency. This class will be part of a three-part series of one credit, five-week classes being developed to cover said competency. This course will introduce overarching theories and focus on getting students to learn how theories inform practice, for instance, when designing interventions. There were some discussion about a long paper assignment as its due date is a week after the class ended. The instructors said that this was done to give the students more time to finish it but were receptive of the idea of limiting the scope of the assignment so that students could finish the work earlier and not take work into their next five-week course.

ACTION: The committee approved the course provided that the instructors list the percentage weightings for assignments and consider shortening the scope of the long paper assignment due one week after the end of the semester and/or investigating how other five-week courses are handling assignments so that the students are not carrying work with them to the next five-week class.

New Degree Program: MD/PhD in HPM Announcement | Jessica Burke

Dr. Jessica Burke that the Medical Science Training Program (MSTP) has announced that they are pleased to open up this option for a MD/PhD degree program in Health Policy & Management (HPM). The MD/PhD is already offered in Epidemiology and Human Genetics and Jessie reported that MSTP and the HPM department are working to ensure the same requirements be met. The committee was receptive of the new program and wondered if the MD/PhD could be offered by even more departments in the School. Those requirements are not all explicitly known, including how departmental funding and credit sharing will work.

ACTION: Jessie will report back to the committee regarding requirements from other departments.

Plan Summer Meeting Schedule | All

June 7 1:30-3:30

July 26 2-4pm

Core Course Class Size | Jessica Burke

Committee Chair, Dr. Patricia Documet sent a memo regarding the issue of large core class sizes that was raised in the February meeting to Associate Dean for Education, Dr. Jessica Burke. Jessie detailed an action plan that has been established, which includes: identifying the number of core course sections over several years to determine if more sections need adding, adding questions to the exit survey about student perceptions of class sizes to see if this issue is indeed problematic, and looking at the changes made to the Biostatistics core course to see if the changes have solved past issues.

ACTION: The committee agreed to proceed with the action plan.

Feedback on Mid-Term Evaluations and Needs for Teaching Resources on Pitt Public Health Web site | All

The committee reported a number of dead links on the Teaching Resources page.

The meeting was adjourned at 3:18pm.

Upcoming meetings:

March 29, 1, 1:30-2:15pm, room 1149 Parran Hall

May 3, 1:30-3:30pm, room 1149 Parran Hall