

Graduate School of Public Health
Department of Human Genetics
APPLICATIONS IN PUBLIC HEALTH GENETICS & GENOMICS
HUGEN 2054
Section 1001
Thursday 9am-11:55am
Room 208B Cathedral of Learning
Credit Hours: 3.0
Fall Semester 2021

Instructors

Andrea Durst, MS, DrPH, CGC (pronouns: she/her)

Room: 3129 Public Health

Phone: 412-624-3190

E-Mail: adurst@pitt.edu

Office Hours: By appointment

Jonathan Chernus, PhD

Room: TBD

Phone: TBD

E-Mail: JMC108@pitt.edu

Office hours: By appointment

Course Description

This graduate level course builds on the basic components of public health genetics and genomics and provides students with the opportunity to discuss and apply these concepts to public health. The goal of this course is for students to apply knowledge and skills learned across public health disciplines, especially the use of genetic principles, in a public health practice setting. Using current issues in public health genetics, students will also demonstrate mastery of essential competencies through data analysis, and oral and written communication.

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

Learning Objectives

After completion of this course, the student will be able to:

1. Analyze data to answer questions important to the field of public health genetics and genomics.
2. Discuss public health genetics & precision medicine initiatives and their impact on the public, healthcare, and the fields of genetics and public health.
3. Apply skills in statistics, epidemiology, and health policy to determine the impact of public health genetics initiatives.
4. Communicate genetic and genomic principles to the general public as part of current public health initiatives.
5. Assess the ethics of the application of genetic technologies to public health.
6. Evaluate how genetic principles, technologies, and data apply to diagnosis, screening, and interventions for disease prevention and health promotion programs.
7. Evaluate public health and public health genetics initiatives and communicate this information to colleagues.

These learning objectives will be measured through a series of course projects, student participation in class activities, and discussion boards.

Required Text

None Required

Weekly readings and additional resources will be posted on Canvas.

Teaching Philosophy

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

Canvas Instructions

This class utilizes Canvas for class content and grading. All assignments should be submitted through Canvas. Notifications will be sent when course content is updated. Please make sure to set up your Canvas to receive email notifications from Canvas and please check for announcements and notifications on a regular basis.

Class Expectations/ Behavior and Ground Rules

For the first two weeks of the semester, students will have the option of attending class in person or using Zoom for remote course access. It is expected that after this two-week period, class will take place in person. However, due to the shifting nature of the pandemic, it may be necessary to alter the delivery of the course. Any changes will be shared with students via announcements on Canvas. Given the pandemic, it is important that students abide by public health regulations and University of Pittsburgh health standards and guidelines. For example, at this time, face coverings are required indoors for everyone regardless of vaccination status. For the most up-to-date information and guidance, please visit <https://www.coronavirus.pitt.edu/>. If you are sick, please do not come to class in-person. Please email all course instructors, and we will determine the most appropriate make-up plan for class depending on the content.

We plan on recording most classes to make them available on Canvas. We recognize that some guest lecturers may prefer to not be recorded and we will communicate this information during the semester. Recordings will only be available for the semester and should not be distributed for non-class purposes.

Health and Safety Statement

During this pandemic, it is extremely important that you abide by the [public health regulations](#), the University of Pittsburgh's [health standards and guidelines](#), and [Pitt's Health Rules](#). These rules have been developed to protect the health and safety of all of us. Universal [face covering](#) is required in all classrooms and in every building on campus, without exceptions, regardless of vaccination status. This means you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class. It is your responsibility have the required face covering when entering a university building or classroom. For the most up-to-date information and guidance, please visit [coronavirus.pitt.edu](https://www.coronavirus.pitt.edu/) and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact me as soon as possible to discuss arrangements.

Your Well-Being Matters

Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](#) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](#) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

Grading

This course is designed to provide you with experiences that will be applicable to a career in public health genetics after graduation. All projects and other learning activities have been carefully developed to help students achieve the course learning objectives and to prepare students for the ongoing adult learning that will be necessary in this new and ever changing field. To achieve this, this course is based in adult learning theory, which has shown that adults learn best in an environment that is flexible, interesting and challenging. Additionally, we are aware that students may experience additional challenges in many forms due to the COVID-19 pandemic. To create a flexible learning environment that continues to encourage high quality work, all assignments for this course will be graded satisfactory/unsatisfactory rather than by the typical “point” system. Each student can choose how much work to complete in order to earn the grade they wish.

Each project and assignment will have a corresponding rubric that will outline the requirements for satisfactory work, which will generally be equivalent to a traditional B grade or above. For the four projects outlined below, students will be permitted to resubmit work that is unsatisfactory within one week of the returned project (unless otherwise indicated).

The following section outlines which course components must be completed at a satisfactory level to earn each letter grade. The required work for each letter grade will reflect mastery of specific course learning objectives. While each level touches on all learning objectives, students earning higher grades will have demonstrated mastery of more learning objectives.

Minimum requirements to earn a letter grade of C:

- Students earning a C grade will demonstrate mastery of 4 of the 7 course learning objectives:
 - Analyze data to answer questions important to the field of public health genetics and genomics.

- Discuss public health genetics & precision medicine initiatives and their impact on the public, healthcare, and the fields of genetics and public health.
- Apply skills in statistics, epidemiology, and health policy to determine the impact of public health genetics initiatives.
- Communicate genetic and genomic principles to the general public as part of current public health initiatives.
- Students will complete the following course components at a satisfactory level:
 - Project #3: Health Literacy Project
 - Project #4 (abbreviated): Public Health Genetics Initiative Case that includes sections 1-4 and 7.
 - Project #2 Part 1: Data Description, Demographics and Research Question Presentation
 - Project #2 Part 2: Preliminary Data Analysis Presentation
 - Complete Preliminary Data Analysis Paper (Project #2 Part 3) of acceptable quality
 - Submit posts to the following 4 (out of 9) discussion boards: Discussion Boards 3, 5, 6, &7

Minimum requirements to earn a letter grade of B:

- Students earning a B grade will demonstrate mastery of 6 of the 7 course learning objectives:
 - All learning objectives for a C grade.
 - Assess the ethics of the application of genetic technologies to public health.
 - Evaluate how genetic principles, technologies, and data apply to diagnosis, screening, and interventions for disease prevention and health promotion programs.
- Students will complete the following course components at a satisfactory level:
 - All requirements for a C grade plus
 - Project #1(abbreviated): Public Health Meeting Experience that includes attending a Board of Health Meeting and posting to the class discussion board about this experience
 - Project #4 (full): Public Health Genetics Initiative Case that includes all sections
 - Participate in the Regional Genetics Network Mind Mapping Activity (in-person, remote, or alternate assignment)
 - Submit posts to two additional discussion board topics (for a total of 6)

Minimum requirements to earn a letter grade of A:

- Students earning an A grade will demonstrate mastery of 7 of the 7 course learning objectives:
 - All learning objectives for a B grade.
 - Evaluate public health and public health genetics initiatives and communicate this information to colleagues.
- Students will complete the following course components at a satisfactory level:
 - All requirements for a B grade plus
 - Project #1 (full): Public Health Meeting Experience that includes attending a Board of Health Meeting, posting to the class discussion board, and completing the required paper
 - Complete Preliminary Data Analysis Paper (Project #2 Part 3) of high quality
 - Project #4 Case Study Evaluation Paper
 - Submit posts to two additional discussion board topics (for a total of 8)

Students who do not meet the minimum requirements for a C grade will be given an F.

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

Tokens

Students will have three tokens to use for a variety of purposes throughout the semester including:

- A second resubmission of a project earning an unsatisfactory mark (to be turned in within one week of receiving the assignment back).
- To extend the deadline of a project to a date that is agreed upon by the student and instructor (can only be used if the student contacts the instructor(s) prior to the deadline). **May only be used once.**
- To be excused from one required discussion board post.

Late Work Policy

Work that is turned in late without prior approval from the instructor(s) will result in an initial unsatisfactory grade. Students are able to use one token to extend a deadline that is agreed upon by the student and instructor, provided the student contacts the instructor(s) prior to the deadline. Students with extenuating or emergency situations should contact the instructor(s) as soon as possible, and preferably before the due date to make arrangements for assignments, and extensions will be considered on a case-by-case basis.

The course instructors understand that there may be times during the semester that are particularly busy in regards to assignment due dates. While we try to space due dates out appropriately in the course, these may sometimes fall during these busy periods. We are willing to consider requests to adjust due dates for the entire class when these issues are brought to our attention.

Attendance

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

Assignment and Project Due Date Table

Assignment/Project	Due Date	Required for C	Required for B	Required for A
Allegheny County Board of Health Meeting (Discussion Board Post due 1 week after meeting)	9/1/2021		X ¹	X ¹
Discussion Board #1: Practicum	9/8/2021		*	*
Discussion Board #2: Project	9/8/2021		*	*
Discussion Board #3: Health Literacy	9/15/2021	X	X	X
Case Study #3	9/15/2021	X	X	X
Case Study #4	9/24/2021	X	X	X
Discussion Board #4: ACMG Actionable Genes List	9/29/2021		*	*
Discussion Board #5: Population Screening	10/13/2021	X	X	X
Preliminary Data Analysis: Data Description, Demographics & Research Questions Presentation Slides	10/20/2021	X	X	X
Discussion Board #6: Return of Results	10/20/2021	X	X	X
Preliminary Data Analysis Presentation Peer Review	1 wk after partner's presentation	X	X	X
Case Study Final Report	10/29/2021	X (abbrev)	X (full)	X (full)
Case Study Evaluation Paper	10/29/2021			X
Health Literacy Revised Patient Resource	11/3/2021	X	X	X
Allegheny County Board of Health Meeting (Discussion Board Post due 1 week after meeting)	11/3/2021		X ¹	X ¹
Health Literacy Revised Patient Resource Presentation	11/4/2021	X	X	X
Preliminary Data Analysis Final Presentation Slides	11/10/2021	X	X	X
Discussion Board #7: Regional Genetics Networks	12/1/2021	X	X	X
Regional Genetics Network Mind Mapping Activity	12/2/2021		X	X
Preliminary Data Analysis Final Paper	12/6/2021	X	X	X
Discussion Board #8: APHA and NSGC	12/10/2021		*	*
Public Health Meeting Paper	12/13/2021			X
Discussion Board #9: Consumer Driven Genetic Testing	12/15/2021		*	*

* Students working toward a B grade must submit posts for two of the starred discussion boards, and students working toward an A grade must submit posts for four of the starred discussion boards

X¹: Students must attend one of the two meetings or notify instructors of an alternate meeting.

Class Schedule

The instructors reserve the right to make changes to the Due Dates and Class Schedule

Class #	Date	Topic	Instructor
1	9/2/2021	Intro/Syllabus Review	Andrea Durst & Jon Chernus
2	9/9/2021	Specificity/Sensitivity/PPV/NPV Exercise, discussion, Q&A	Jon Chernus
Project 4, Number 3 (Calculation of PPV and NPV) Due by midnight 9/15/2021			
3	9/16/2021	Advanced Health/Genetic Literacy & Individual Literacy Activity The Cost of Public Health Initiatives	Andrea Durst
4	9/23/2021	Discussion of COVID-19 and public health genetics Social Justice/Social Costs/Disparities (Discussion of Examples)	Jon Chernus
Project 4, Number 4: Public Health Initiative Case Study Due by midnight 9/24/2021			
5	9/30/2021	ACMG Actionable Gene List – Recorded lecture ACMG Actionable Gene List Activity	Andrea Durst
6	10/7/2021	Review of Case Study Sections TBD	Andrea Durst TBD
7	10/14/2021	Population Screening Return of Results	Andrea Durst TBD
Project 2: Data Description, Demographics, and Research Questions Slides Due by 5PM 10/20/2021 (day before class)			
8	10/21/2021	Implementation Science Project 2, Part 1:	Alanna Rahm, PhD, MS, LGC

		Data Description, Demographics, and Research Questions Student Presentations	Students
9	10/28/2021	Project 2, Part 1 (Cont): Data Description, Demographics, and Research Questions Student Presentations	Students
Project 4: Public Health Initiative Case Study Due by midnight (with optional evaluation component) 10/29/2021			
Project 3, Part 1: Health Literacy Revised Patient Resource Due by midnight 11/3/2021			
10	11/4/2021	Health Literacy Revised Patient Resource Presentations	Group Presentations
Project 2, Part 2: Preliminary Data Analysis Presentation Slides Due by 5:00PM 11/10/2021			
11	11/11/2021	Project 2, Part 2: Preliminary Data Analysis Presentations	Students
12	11/18/2021	Project 2, Part 2: Preliminary Data Analysis Presentations (Slides due by 5pm on 11/11/20)	Students
13	11/25/2021	No Class Thanksgiving	
14	12/2/2021	Activity: Regional Genetics Network Projects Mind-Mapping	Students
Project 2, Part 3: Preliminary Data Analysis Paper Due by midnight 12/6/2021			
15	12/9/2021	Allegheny County Health Department: Plan for Healthier Allegheny Public Health Meeting Discussion	TBD Andrea Durst & Jon Chernus
Project 1: Public Health Meeting Paper Due by midnight on 12/13/2021			
16	12/16/2021	Consumer Driven Genetic Testing	Andrea Durst

Assigned Reading

All assigned readings will be posted on Canvas under the associated page for each course topic

Discussion Boards

This course will utilize a discussion board in order to further facilitate class discussion both outside of and during our synchronous classes. There will be 9 discussion boards throughout the semester, and a prompt will be provided for each discussion. Instructions and an evaluation rubric for discussion board posts are available on Canvas.

Projects (Please see included chart for all course due dates)

Project #1: Public Health Meeting Experience

Learning Objective #6: Evaluate how genetic principles, technologies, and data apply to diagnosis, screening, and interventions for disease prevention and health promotion programs.

Learning Objective #7: Evaluate public health and public health genetics initiatives and communicate this information to colleagues.

The goal of this project is to help students understand current issues in local public health and explore how genetics and genomics may be important to already existing programs. For this project, students will attend (remotely) one of two scheduled Allegheny County Board of Health meetings. Allegheny County Board of Health meetings are scheduled for September 2, 2020 and November 4, 2020.

Meetings are live-streamed on Facebook, please see more information here:

<https://www.alleghenycounty.us/Health-Department/Resources/About/Board-of-Health/Public-Meeting-Schedule.aspx>. Students who are unable to attend one of these meetings can attend a Board of Health meeting for a different local public health department, but must notify the instructors of which meeting you will be attending.

Within one week of attending their meeting of choice, students will respond to the prompt on the discussion board for this project.

Students working toward an A grade in the course will also write a 4-5 page paper that includes:

- A brief summary of the meeting (1 page or less)
- The student's thoughts/comments on the meeting (was it run well, what were some interesting components/interactions, etc.)
- How the student's skill sets and/or genomics/genetics may play a role or be important to topics covered during the meeting
- How this experience will impact the student's future career as a public health professional

Project #2: Preliminary Data Analysis

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

Learning Objective #3: Apply skills in statistics, epidemiology, and health policy to determine the impact of public health genetics initiatives.

Learning Objective #6: Evaluate how genetic principles, technologies, and data apply to diagnosis, screening, and interventions for disease prevention and health promotion programs.

Learning Objective #7: Evaluate public health and public health genetics initiatives and communicate this information to colleagues.

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

Students must meet one-on-one with Dr. Jon Chernus by 9/30. Group meetings will be set up from that point forward with your assigned instructor - weekly.

Part 1: Data Description, Demographics and Research Question Presentation

After a data set is obtained, students will give a 10 minute presentation that contains the following:

- A description of the data set and the population from which it was obtained
- A description of how the data were collected
- Demographic information from the data set, including descriptive statistics
- Limitations of the data set and/or data collection method
- Presentation slides should be emailed to instructors prior to class
- A minimum of three research questions that can be answered with the chosen data set.

Slides for this presentation should be sent to the instructors by 5pm on the day prior to the first set of presentations.

Students will also provide a peer review on one student presentation as outlined in the peer review handout provided on Canvas.

Part 2: Preliminary Data Analysis Presentation

Students will give a 10 minute presentation on a date assigned by the instructors on their preliminary data analysis. Slides for this presentation should be sent to the instructors by 5pm on the day prior to the first set of presentations.

Part 3: Preliminary Data Analysis Paper

Students will perform statistical analyses on their selected data set to answer their finalized research questions. An introduction to the project (from the Scientific Writing Course), the description of the data set, methods, results, and conclusions will be written up in a preliminary data analysis document with references and submitted to the course instructors.

Project #3: Health Literacy Project

Learning Objective #4: Communicate genetic and genomic principles to the general public as part of current public health initiatives.

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

Part 1: In their groups, students will re-write their assigned pieces taking into consideration the health and genetic literacy of the general population. Students can be creative with this project and do not have to keep the written resource in its original format (website, brochure, etc.).

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

Project #4: Public Health Genetics Initiative Case Study

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

Learning Objective #2: Discuss public health genetics & precision medicine initiatives and their impact on the public, healthcare, and the fields of genetics and public health.

Learning Objective #3: Apply skills in statistics, epidemiology, and health policy to determine the impact of public health genetics initiatives.

Learning Objective #5: Assess the ethics of the application of genetic technologies to public health.

Learning Objective #6: Evaluate how genetic principles/technologies apply to diagnosis, screening, and interventions for disease prevention and health promotion programs.

Learning Objective #7: Evaluate public health and public health genetics initiatives and communicate this information to colleagues.

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

The written document will include the following (Maximum 12 pages):

- A brief introduction and background of the initiative and discussion of the genetic information important to the initiative (maximum 4 pages)
- The sensitivity, specificity, positive predictive value, and negative predictive value of the proposed testing/screening method
- An estimate of the cost of implementing this initiative with a comparison to the cost of doing nothing
- A discussion of barriers to implementation and the alternatives to implementation
- A discussion of the social, ethical and legal issues with implementation
- A recommendation on whether the initiative should move forward.

Students will be asked to turn in two sections of the case study prior to the final due date to receive feedback and discuss in class. These sections must receive a satisfactory assessment prior to the due date for the final paper. These sections will be the sensitivity, specificity, PPV, NPV analysis (Number 3 in the instructions) and the cost analysis (Number 4 in the instructions).

Students working towards an A grade in the course will also turn in a paper that briefly addresses plans for return of results and program evaluation (2-4 pages).

Academic Integrity:

All students are expected to adhere to the school's standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health's policy on academic integrity, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook www.publichealth.pitt.edu/home/academics/academic-requirements. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Plagiarism

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

A student has an obligation to exhibit honesty and to respect the ethical standards of the profession in carrying out his or her academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if he or she:*

- Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
- Submits the work of another person in a manner which represents the work to be one's own."

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

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

University Writing Center

Students are encouraged to use the University Writing Center as a resource during this writing-intensive course. The Writing Center provides a place for all University of Pittsburgh students to come to work on their writing. The Center is staffed by experienced consultants who have been trained to help others with their writing and can help you with conventional or digital projects. The services are free to all University of Pittsburgh affiliates. More information can be found here: www.writingcenter.pitt.edu/

Accommodation for Students with Disabilities:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term.

Diversity Statement:

Pitt Public Health Diversity Statement | Effective Academic Year 2021-22

The University of Pittsburgh Graduate School of Public Health considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public Health is committed to creating and fostering inclusive learning environments that value human dignity and equity and promote social justice. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. While intellectual disagreement may be constructive, no derogatory statements, or demeaning or discriminatory behavior will be permitted.

If you feel uncomfortable or would like to discuss a situation, please contact any of the following: the course director or course instructor;

- the Pitt Public Health Associate Dean responsible for diversity and inclusion;
- the University's Office of Diversity and Inclusion at 412-648-7860 or
- <https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/report-form>
(anonymous reporting form)

Sexual Misconduct, Required Reporting and Title IX Statement

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:

<https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/report-form>

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

Title IX Office: 412-648-7860

SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report>