

**Graduate School of Public Health**  
**Educational Policies**  
**October 5, 2017**  
**1:30-3:30pm**  
**A521 Crabtree Hall**

A. New Business:

1. Revised Course | BOST 2078, *Statistical learning in high-dimensional data with omics applications*, George Tseng
2. Revised Course | PUBHLT 2016, *Applications in Public Health (tent. title)*, Candy Kammerer
3. New Course | BCHS 2516, *Video for Health Promotion*, Elizabeth Felter
4. New Course | PUBHLT XXXX, *Public Health Communications (tent. title)*, Eleanor Feingold
5. Approval of September Meeting Minutes, All

Upcoming meetings:

November 2, 1:30-3:30pm, room A521 Crabtree Hall | PUBHLT 2011 Public Health Overview (tent. new title Public Health Applications), MPH Core Curriculum Review

December 7, 1:30pm, room A312 Crabtree Hall | NOTE: Deadline for new spring 2018 courses is at the December meeting (12/7)

**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](mailto:pdocumet@pitt.edu)) and Robin Leaf, EPCC Staff Liaison ([ral9@pitt.edu](mailto: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 checked="" 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 BIOST 2078 Title Statistical learning in high-dimensional data with omics applications 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.

None

5. **Course Instructors:**

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

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

Principal instructor: George Tseng (Professor, Department of Biostatistics, human genetics and computational biology)

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 course: BIOST 2078 is a graduate level course to introduce theories and algorithms for statistical analysis of high-throughput genomic data. Emphases will be given to high-dimensional data analysis and theories behind the commonly used methods. This course is designed for graduate students who already have sufficient statistical background, have basic knowledge of various high-throughput genomic experiments (e.g. already finished BIOST 2055 or MSCBIO 2070) and wish to learn advanced statistical theories for bioinformatics and genomics research. The course will meet four hours per week for half a semester. Below are 3 learning objectives of this course.
  1. Demonstrate an understanding of the algorithms and theories behind omics data analysis methods.
  2. Capable to modify or extend existing methods to omics applications.
  3. Gain insight and experiences to develop new methods in students' future research
- Summary of prerequisites: BIOST2041, BIOST2043; prior programming experience expected.
- General course content: The course will cover topics, including dimension reduction, supervised and unsupervised machine learning, feature selection, omics data integration and pathway analysis.
- Method of conducting course: lectures.

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

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

Since this is an advanced research topic course, we expect less than 15 graduate students but can allow more students (up to 20) if necessary.

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

If students do not meet prerequisites, the following criteria will be used to determine admission:

- 1, Basic knowledge about statistics.
- 2, Basic knowledge about R or other lower level programming language.

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.

BIOST2041, BIOSTAT2043, or equivalent statistics background;  
Programming experience in R (e.g. BIOST 2094) or other low-level languages such as C, C++, Java, Fortran, etc. Experience in SAS/Stata does not qualify.

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

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

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

Lectures 100% Seminars \_\_\_\_\_ Recitations \_\_\_\_\_ Field work \_\_\_\_\_ Laboratory \_\_\_\_\_  
Other (specify): \_\_\_\_\_

c. Term(s) course will be offered: Fall \_\_\_\_\_ Spring X Summer Term \_\_\_\_\_ Summer Session \_\_\_\_\_

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.

A, B, C, etc.;

10. **On-line course delivery:**

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

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

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

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

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

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

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

Biostatistics is an innovative field that involves the design, analysis, and interpretation of data for studies in public health and medicine. Analysis of high-throughput experimental data, such as microarray and next-generation sequencing, has become an area of high demand in biomedical research. The key for innovative statistical methodology and biomedical data analysis relies heavily on understanding the algorithms and theories behind the statistical or computational methods. This course is not a required course of any degree but is a required elective for the Biostatistics PhD program. It is suitable for training quantitative graduate students in GSPH to prepare their capability for collaboration and thesis method development.

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

Most research projects related to public health diversity require rigorous experimental design, data analysis and statistical inference of omics data. Understanding the algorithms and theories behind the methods is fundamental for students' future research development to benefit public health.

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

14. (For cross-listing only)

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

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

**SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES**

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

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

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

<b>Syllabus Area</b>	<b>Recommended Detail * Required</b>	<b>Included in Your Syllabus?</b>			
<i>Heading</i>		Yes	No	N/A	
	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 checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
	Teaching Assistant Contact	Yes <input type="checkbox"/>	No <input checked="" 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 type="checkbox"/>	N/A <input checked="" type="checkbox"/>	
	Recording of Lectures	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input checked="" 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	
	Availability of Software for Purchase and/or Use	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>	

<b><i>Evaluation</i></b>	Grading Scale*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Grading Criteria/Rubric	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Late Assignment Policy	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<b><i>Accommodation of Students with Disabilities</i></b>	Pitt Public Health Statement*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<b><i>Academic Integrity Policy</i></b>	Pitt Public Health Statement*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<b><i>Schedule</i></b>	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"/>
<b><i>Additional Resources</i></b>	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**

<b>List the Required Detail Not Included</b>	<b>Reason for Not Including</b>
Classroom location	Crabtree A425
Office hours	Mon, Wed 2-3PM

**BIOST 2078 - Statistical learning in high-dimensional data  
with omics applications**  
Spring 2018  
Time and Place: TBD

Instructor: George C. Tseng, PhD  
E-mail: ctseng@pitt.edu  
Office location: Parran Hall 7132  
Phone: 412-624-5318

TA: TBD  
E-mail: TBD  
Office Hours: TBD

Time: Tentatively Monday and Wednesday 3:00-5:00PM

### **Course Description**

This 2-credit course is a graduate level course to introduce theories and algorithms for statistical analysis of high-throughput genomic data. Emphases will be given to high-dimensional data analysis and theories behind the commonly used methods. This course is designed for graduate students who already have sufficient statistical background, have basic knowledge of various high-throughput genomic experiments (e.g. already finished BIOST 2055 or MSCBIO 2070) and wish to learn advanced statistical theories for bioinformatics and genomics research. The course will meet four hours per week for half a semester.

Prerequisites: BIOST 2041, 2043. Students are expected to have programming experiences in R (e.g. BIOST 2094) or in other low-level languages such as C, C++, Java and Fortran.

### **Learning Objectives**

1. Demonstrate an understanding of the algorithms and theories behind omics data analysis methods.
2. Capable to modify or extend existing methods to omics applications.
3. Gain insight and experiences to develop new methods in students' future research

### **Textbooks:**

There is no required textbook and lecture notes will be given on Blackboard. The following books are recommended references:

- Gareth James, Daniela Witten, Trevor Hastie and Robert Tibshirani. An Introduction of Statistical Learning: with Applications in R, Springer, 2013.

- Hastie, Trevor, Tibshirani, Friedman. The Elements of Statistical Learning. Springer, 2009.
- Rafael Irizarry and Michael Love. Data Analysis for the Life Sciences with R. CRC Press. 2017.

**Software:**

R, Rstudio (free online)

**Student Evaluation and Grades (to be modified)**

Course grades will be based on a weighted average of,

- Homework assignments 100% (Four homework assignments; each 25%)

The cut-offs for computing letter grades will be: A, 100%-90%; B, 89%-80%; C, 79%-70%; D, 69%-60%; and F, <60%. Plus-minus grades will be assigned by dividing the respective intervals into thirds. Discussions of homework assignments among students are allowed but each student has to write their own solution. Cheating and plagiarism is strictly not allowed and may be reported to the university. See the University of Pittsburgh's Policy on Academic Integrity at <http://www.provost.pitt.edu/info/ai1.html>

Grading Criteria: Homework will be graded according to the correctness of the answer.

**Late Assignment policy:**

Full credit will be given for assignments turned in on the due date. The assignment should be turned in before 5pm on the due date.

80% credit for one day late.

Assignments turned into mailbox by 4:30pm the next school day after the due date will have a maximum possible credit of 80%.

50% credit for two days late.

Assignment turned into my mailbox by 4:30pm two school days after the due date will have a maximum credit of 50%.

NO credit given after two days late.

If sickness or emergency, no deduction will be taken if the lecturer is informed before the homework is due.

**Homework**

There will be 4 homework assignments (mixture of theory proof, simulation and real data application using R). Students will turn-in an electronic copy via Blackboard. *Use white space and include clear comments to make code readable.*

**Lecture Schedule**

1/8	<u>Dimension reduction I</u>
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1/10	<u><i>Dimension reduction II</i></u>
1/15	No class (Martin Luther Day)
1/17	<u><i>Differential analysis and multiple comparison</i></u>
1/22	<u><i>Supervised machine learning I</i></u>
1/24	<u><i>Supervised machine learning II</i></u>
1/29	<u><i>Supervised machine learning III</i></u>
1/31	<u><i>Unsupervised machine learning I</i></u>
2/5	<u><i>Unsupervised machine learning II</i></u>
2/7	<u><i>Regularization and sparse methods I</i></u>
2/12	<u><i>Regularization and sparse methods II</i></u>
2/14	<u><i>Omics horizontal meta-analysis</i></u>
2/19	<u><i>Omics vertical integrative analysis</i></u>
2/21	<u><i>Pathway (gene set) analysis</i></u>
2/26	<u><i>Pathway (gene set) analysis</i></u>
2/28	<u><i>Hidden Markov model</i></u>

### **Required Equipment:**

Courseweb

### **Academic Integrity**

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity (<http://www.provost.pitt.edu/info/ai1.html>). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

### **Disability Services**

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services ([http://www.studenta\\_airs.pitt.edu/drswelcome](http://www.studenta_airs.pitt.edu/drswelcome)) no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

### **Detailed schedule topics to be covered in lectures:**

Lecture 1. Dimension reduction

- Concept and theory of eigen-decomposition, principal component analysis (PCA), singular value decomposition (SVD)
- Algorithm of multi-dimensional scaling (MDS)

#### Lecture 2. Dimension reduction

- Methods of non-negative matrix factorization, Fisher discriminant analysis, partial least squares (PLS)

#### Lecture 3. Differential analysis and multiple comparison

- Method and theory of differential analysis and multiple comparison

#### Lecture 4. Supervised machine learning

- Theory behind Bayes classification rule and linear and quadratic discriminant analysis (LDA, QDA).

#### Lecture 5. Supervised machine learning

- Method and theory of classification and regression tree (CART). Resampling methods, such as Bagging, Boosting and random forest.

#### Lecture 6. Supervised machine learning

- Method and theory of support vector machines (SVM), cross-validation, feature selection, performance assessment and over-fitting and under-fitting. Explain common mistakes and how to choose a classification method.

#### Lecture 7. Unsupervised machine learning

- Basic concept of clustering and methods of hierarchical clustering, K-means and model-based clustering.

#### Lecture 8. Unsupervised machine learning

- Algorithms of penalized K-means, tight clustering, Bayesian model-based clustering; selection of number of clusters; clustering evaluation

#### Lecture 9. Regularization and sparse methods

- Concept and theory of ridge regression, lasso and elastic net, and related optimization issues

#### Lecture 10. Regularization and sparse methods

- Methods of fused lasso, group lasso and graphical lasso

#### Lecture 11. Omics horizontal meta-analysis

- Basic concept of related hypothesis setting, methods to combine effect sizes, methods to combine p-values and statistical properties (power, admissibility)

#### Lecture 12. Omics vertical integrative analysis

- Methods for omics integrative analysis

Lecture 13. Pathway (gene set) analysis

- Fisher's exact test, KS-test

Lecture 14. Pathway (gene set) analysis

- GSEA, hypothesis setting, meta-analysis for pathway analysis

Lecture 15. Hidden Markov model

- Theory, algorithm and application of hidden Markov model.

**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](mailto:pdocumet@pitt.edu)) and Robin Leaf, EPCC Staff Liaison ([ral9@pitt.edu](mailto: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 checked="" 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 checked="" type="checkbox"/> Pitt Public Health Core Course |
| (Specify academic unit & course number): _____               | <input type="checkbox"/> Practicum, internship, field placement    |

**3. Course designation:**

Course Number PUBHLT 2016 Title Applications in Public Health 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.

**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: Candace M. Kammerer, Associate Professor, primary in Human Genetics, 100% effort
- b. Co-instructors (if any): Guest instructor: Ryan Minster, Assistant Professor, primary in Human Genetics

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

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

This is the final course in the public health core curriculum. Students will apply a problem solving methodology to analyze current public health issues. Working in interdisciplinary groups in the classroom, students will develop and assess interventions to address specific problems.

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

- Indicate any maximum or minimum number of students and provide justification for this limitation.
- If admission is by permission of instructor, state criteria to be applied.
- 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.

Students must have completed all of the MPH core courses prior to taking this course: PUBHLT XXXX (Foundations), PUBHLT 2014, BIOSTAT 2041 or 2011, EPIDEM 2110, BCHS 2509, EOH 2013, HPM 2001 or their equivalent. However, students are allowed to register for one of the MPH core courses concurrently with the Applications course

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

- Number of course hours per session   2   Sessions per week   1   Weeks per academic term  12
- Approximate allocation of class time (hours or %) among instructional activities:  
Lectures  100   Seminars        Recitations        Field work        Laboratory         
Other (specify): \_\_\_\_\_
- Term(s) course will be offered: Fall   X   Spring   X   Summer Term     Summer Session  1

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.

A,B,C

10. **On-line course delivery:**

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

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

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

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

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

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

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

The specific activities undertaken by students as part of this course will assist MPH students in their development of 10 skill-based competences that required by the Council for Education in Public Health (CEPH). This course complements the other core courses that are required for the MPH degree at Pitt Public Health. These learning objectives and competencies are explicitly listed in the course syllabus.

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

Addressing public health issues that involve diversity is inherent in this course. Students will design and assess a public health intervention as part of this course. As part of their intervention, they will explicitly (1) state how their intervention will improve the health of diverse populations, (2) describe perspectives of a diverse group of stakeholders and state how to address these difference via negotiation and leadership principles, (3) advocate for a specific intervention, and (4) apply systems thinking tools

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

Name/Title: \_\_\_\_\_  \_\_\_\_\_

Date: 2017/09/25

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

14. (For cross-listing only)

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

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

**SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES**

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

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

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

Syllabus Area	Recommended Detail * Required	Included in Your Syllabus?					
<i>Heading</i>	Course Number*	Yes	X	No	<input type="checkbox"/>	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"/>
<i>Faculty Information</i>	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	X	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Assistant Contact	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	X
<i>Student Expectations in Classroom</i>	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"/>
<i>Course Summary</i>	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"/>
<i>Materials</i>	Required Textbooks/ Articles/Readings	Yes	X	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Software	Yes	X	No	<input type="checkbox"/>	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	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	X
	Availability of Software for Purchase and/or Use	Yes	X	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Evaluation</i>	Grading Scale*	Yes	X	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>



September 26, 2017

To EPCC members:

Please find attached a request to revise one of the core courses (PUBHLT 2016 : Capstone: Problem Solving in Public Health) for the MPH program at Pitt Public Health. The new course will be titled "PUBHLT 2016: Applications in Public Health".

This course has been extensively revised to meet the new competencies (please see the syllabus) required by the Council on Education in Public Health (CEPH) and to respond to student comments about the course. The course has been shortened to 12 weeks and previous activities that do not reflect the new CEPH competencies have been dropped.

The relationship between the new competencies and the assignments is provided below. An Assignment is designated as "old" if it was done as part of Capstone, and "new" if it has been added to "Applications in Public Health". The competencies in **bold** represent the activity on which the assessment will be done.

<u>Assignment Number</u>		<u>Activity</u>	<u>Skill-based Competency Number</u>
1	old	Public health problem and determinants (combines two previous assessments)	<b>#4</b>
2	new	Group negotiation assessment	<b>#17</b>
3	old/new	Logic Model (stakeholders and assessments) (perspective and data assessment is new)	<b>#2, 9, 21</b>
4	old	Ranking Exercise	#9
5	old	Logic Model (Budget+cost-effectiveness)	<b>#10</b>
6	old	Ethics case homework	#16, 21
7	old	Public health intervention (multiple parts)	<b>#9, 10, 14, 16, 21</b>
8	old/new	Systems thinking/Modeling exercises (analysis component is new)	<b>#3, 22</b>

Sincerely,

Candace M. Kammerer

**Graduate School of Public Health**  
**PUBHLT 2016: Applications in Public Health (Syllabus)**  
**Section 1: Monday, 12:00 – 1:55pm, Room A216 Crabtree**  
**Section 2: Monday, 4:00-6:00 PM, Room A719 Crabtree**  
**Credit Hours: 2**  
**Fall Semester 2018: Aug 27 – Nov 12 (12 Weeks)**

Instructor: Candy Kammerer, PhD  
Office: A304 Crabtree  
Phone: 624-7265 (work)  
E-Mail: cmk3 @pitt.edu (please put course number or title in the subject line of the e-mail)  
Office hours: Mondays: before or after class or by appointment  
Course website: <http://courseweb.pitt.edu>.

**Course Description:**

The goal of this final course in the public health core curriculum is to apply a problem solving methodologies to address current public health issues. Specifically, students will use a mix of individual and group assignments to facilitate integration of knowledge from different disciplines and then synthesize and apply that knowledge to

- (1) assess case studies in public health, including ethics and other areas,
- (2) develop, as part of an interdisciplinary team, an intervention for a public health issue from start (identifying a problem) to finish (developing, assessing, and advocating for an intervention)
- (3) use systems-thinking (via modeling methods) to assess specific public health issues.

**Learning Objectives:**

The Council for Education in Public Health (CEPH) has developed a set of competencies that all MPH graduates should master (<https://ceph.org/assets/2016.Criteria.pdf>, See section D4.). The learning objectives listed below are associated with specific competencies that are listed by number below after each learning objective. A description of these competencies is provided in the next section.

Upon completion of the course, students will be able to:

- Design a public health intervention using problem-solving methodologies, as part of an interdisciplinary group. Specifically, students will :
  - identify a problem and determinants  
[competency #4]
  - describe and evaluate group negotiation methods  
[competencies #17]
  - develop a logic model, including stakeholders (and their perspectives) and assessment methods  
[competencies #2, #9, & #21]
  - develop a budget and assess cost-effectiveness  
[competency #10]
  - orally describe a public health intervention, including advocacy of the intervention  
[competencies # 9, #10, #14]
  - evaluate group interactions of peers  
[competencies #16 & #21]
- Assess case studies and interventions  
[competencies #9, #16 & #21]
- Assess complex public health issues using systems thinking (e.g., modeling)  
[competencies #3 & #22]

## **MPH Competencies:**

This course will assist MPH students in their development of the competencies provided below. Some of these competencies are cross-cutting competencies, that is, they will overlap with those in other departmental and core courses. However, this course will provide additional experience and perspectives, especially across disciplines.

The specific CEPH domains and competencies covered in this course include:

- Domain: Evidence-based Approaches to Public Health* (overlap with other courses)
  - (2) Select quantitative and qualitative data collection methods appropriate for a given public health context
  - (3) Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
  - (4) Interpret results of data analysis for public health research, policy or practice
  
- Domain: Planning and Management to Promote Health*
  - (9) Design a population-based policy, program, project or intervention
  - (10) Explain basic principles and tools of budget and resource management
  
- Domain: Policy in Public Health*
  - (14) Advocate for political, social or economic policies and programs that will improve health in diverse populations
  
- Domain: Leadership*
  - (16) Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
  - (17) Apply negotiation and mediation skills to address organizational or community challenges
  
- Domain: Interprofessional Practice*
  - (21) Perform effectively on interprofessional teams
  
- Domain: Systems Thinking*
  - (22) Apply systems thinking tools to a public health issue

## **Teaching Philosophy:**

The “Applications in Public Health” course is the culmination of the Core MPH Curriculum in Public Health and as such, it emphasizes active participation, honing of learned skills, group activities, and continued learning. Because we all know different things and have experienced different events, all questions and viewpoints are encouraged and respected in the classroom and in groups. Furthermore, because public health is a team activity, the importance of being an effective team-member is critical. And part of this course is honing your skills to work productively as a team, respect all viewpoints, and find ways in which to accomplish your goals. You will need these skills in the workplace.

*However, should a problem arise in the functioning of your group that you are unable to resolve – please contact me. You are still learning and are not expected to be experts in intergroup dynamics.*

The classes will consist of a few short lectures, followed by in-class group activities and discussions, as well as short presentations by students. The individual and group assignments are designed to hone your individual problem-solving skills, improve your ability to think independently and critically, and facilitate interactions among peers in a multidisciplinary group.

**Textbooks:**

There is no required textbook for this course. All documents (including syllabus) and other resource materials will be available on CourseWeb or distributed in class.

**Course website:** All readings and course material will be found on Courseweb (<http://courseweb.pitt.edu>).

**Required Equipment and Software**

Students will need a laptop computer or access to a computer to perform the modeling exercises using Netlogo (<https://ccl.northwestern.edu/netlogo/>) and/or FRED. Netlogo is free and works on multiple computer platforms or it can be used online. Previous groups of students have had no difficulty obtaining and using NetLogo.

**Student Expectations in the Classroom**

Please turn off cell phones and do not record lecture or presentation unless you have received prior approval from the instructor.

Please respect for your fellow students and do not use your laptops during presentations. However, please bring your laptops to class for the student group activities because you may need to access internet material and take notes of group discussions.

**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.

### **Evaluation and Grading Scale:**

There are eight assignments in this course – all assignments are listed in the **Assignments** section on Coursweb. All assignments must be submitted to the assignment box or to your group's site, on or before 11:59PM on the day before class or due date. A few assignments are due in class. Points will be subtracted for late assignments. Please follow the directions for the specific assignment.

**If you are unable to attend one of the classes, you must notify the instructor and members of your group beforehand and provide whatever materials are necessary, e.g., materials for your group discussions, in-class exercises, etc.**

#### Summary of assignments, homework, in-class activities and total points (draft)

Assignment #1: Public health problem and determinants (individual)	10 pts
Assignment #2: Group negotiation assessment (individual)	5 pts
Assignment #3: Ranking Exercise (in-class) (individual)	5 pts
Assignment #4: Logic Model (stakeholders and assessments) (individual +group)	15 pts
Assignment #5: Logic Model (Budget+cost-effectiveness) (individual+group)	15 pts
Assignment #6: Ethics case homework	5 pts
Assignment #7: Public health intervention	
(A) Presentation of intervention (group)	20 pts
(B) Fellow group member evaluation (individual)	15 pts
(C) Instructor evaluation of each student's group activity	15 pts
Assignment #8: Modeling exercises using NetLogo (individual)	
(A) Homework	5 pts
(B) Modeling intervention	10 pts
(C) Assess modeling intervention	10 pts
	Total
	<hr/> 130 pts

Extra credit: complete OMET and class evaluation (5 pts)

<b>Grade</b>	<b>Total Points</b>	<b>Percent</b>
A+	131 - 135	>100
A	122 - 130	94-100
A-	117 - 121	90-93
B+	113 - 116	87-89
B	107 - 112	83-86
B-	104 - 106	80-82
C+	100 - 103	77-79
C	95 - 102	73-76
C-	91 - 94	70-73
F	≤90	69 and below

## Description of Assignments

Assignment #1: Public health issue and Determinants (done individually)

Based on your groups choice of a general problem category, fill in the "Identify Problem" and Determinants template (on Courseweb). Submit it online **and** bring it to class for in-class discussion with your group. Remember the long-term goal will be to make a "Pittsburgh Innovation Challenge" (PINCH) type presentation for public health. BE SURE TO INCLUDE REFERENCES, and BE SURE AT LEAST ONE REFERENCE IS PEER-REVIEWED (use **APA style, NOT just web-links**). Please identify references so that I can assess them *\*\*without going to the website\*\**. If you access an online website or database, provide the date when you accessed the site because online databases and information may change.  
[competency #4]

Assignment #2: Assessment of In-Class Group Negotiation Exercise (individual)

TBD

[competency #17]

Assignment #3: Logic Model including stakeholders and assessment (group)

Each group will submit a logic model include stakeholders, their perspectives, and assessments and assessment methods  
[competencies #2, #9, #21]

Assignment #4: In-Class Critique and Ranking of public health intervention (individual)

Students will critique previous proposals and rank them, in-class.  
[competency #9]

Assignment #5: Logic Model plus Budget + Cost Effectiveness

Each group will submit an updated logic model plus assessments AND the budget, budget justification, and cost-effectiveness estimates. See details available under Assignments on Courseweb.  
[competency #10]

Assignment #6: Case study homework and in-class discussion

We will discuss examples of ethics (and other) situations in class.  
[competencies #16 and #21]

Assignment #7: Group presentation of public health intervention

Each group will present its public health intervention using the tools and methodologies learned in public health. The presentation will be 3.5 minutes **maximum** and should include: **brief** description of problem, examples of the intervention, and budget (especially cost/benefit).  
(A) Presentation  
(B) Evaluate self AND fellow group members  
(C) Instructor evaluation  
[competencies #9, #10, #14, #16, #21]

Assignment #8A, 8B, 8C: Systems thinking and modeling exercises

In-class exercises and homework using the program NetLogo (and/or FRED)

(A) Modeling Homework

(B) Modeling assignment that reflects an intervention (TBD)  
(stocks and flows)

(C) Quantitative assessment of modeling exercise that reflects an intervention (TBD)  
[competencies #3, #22]

*Extra credit:* Class evaluation

Must be completed by the last week of class (date)

**Applications in Public Health (draft 2017/08/03)**

<i>Date</i>	<i>Topic</i>	<i>Preparation for Class/Assignments</i>	<i>In-class Activities</i>	<i>Assignments to submit the day before class (unless stated otherwise)</i>
<i>Week 1</i>	<p>Course overview</p> <p>Identify a public health issue</p> <p>Run a meeting [Public speaking]</p> <p>Leadership</p> <p>Determinants</p>	<p>Readings:</p> <ul style="list-style-type: none"> <li>•Quick guide to planning meetings</li> </ul> <p>Article on public speaking (refresh)</p> <p>Read leadership articles/characteristics</p>	<p>Review goals of course, learning objectives, and syllabus</p> <p>Public speaking</p> <p>Assign Groups: groups choose a topic (from limited options)</p> <p>Leadership activity</p> <p>Exercise on determinants of a public health problem</p>	<p><b>Turn in your Group's Public Health Problem at end of class</b></p>
<i>Week 2</i>	<p>NO CLASS</p> <p>Labor Day</p>			
<i>Week 3</i>	<p>Group Negotiation</p> <p>Guest Instructor: Ryan Minster, Department of Human Genetics</p>	<p>Readings</p>	<p>Negotiation exercise</p>	<p><b>Assignment #1:</b> Problem and determinants Individual [comp #4]</p>
<i>Week 4</i>	<p>Logic Model + Budget + cost-effectiveness</p>	<p>Readings: McCawley_Logic Model</p> <p>KelloggFndHandbook (Intro and Chap 1)</p>	<p>Lecture on Logic model + budget</p> <p>In-class budget exercise</p> <p>In-class cost-effectiveness exercise</p>	<p><b>Assignment #2:</b> Negotiation assessment [comp #17]</p>
<i>Week 5</i>	<p>Discussion of determinants assignment</p> <p>Ranking and Critiquing Example Intervention Proposals</p>		<p>Work on your group's public health intervention (PHI)</p> <p>Example interventions will be presented – we will critique them in class</p>	<p><b>Assignment #3 :</b> Logic model (including stakeholders and assessment) [comp #2, #9, #21]</p> <p><b>Assignment #4:</b> Ranking exercise (done in class) comp #9]</p>

<i>Date</i>	<i>Topic</i>	<i>Preparation for Class/Assignments</i>	<i>In-class Activities</i>	<i>Assignments to submit the day before class (unless stated otherwise)</i>
<i>Week 6</i>	Discussion of determinants and assessments assignment  Case studies (ethics, others)	Readings: Childress article Thomas lectures Ethics Cases	Read about ethics before class.  In-class discussion of ethics homework cases	<b>Assignment #5:</b> Logic Model + Budget + Justification + Cost effectiveness [comp #10]  <b>Assignment #6:</b> Case study Homework [comp # 16, 21]
<i>Week 7</i>	Discussion of Cost-Effectiveness assignment  Systems thinking		Discussion of cost-effectiveness of student examples  Introduction to systems thinking (comp #22)	
<i>Week 8</i>	PHI intervention	All groups will present for 3.5 minutes <b>maximum</b>	<b>Assignment #7A:</b> – Presentation [comp #9, #10, #14]	<b>Assignment #7B –</b> peer evaluation online [comp #16, #17, #21]
<i>Week 9</i>	Systems thinking  Modeling using FRED/Netlogo		Introduction to systems thinking (comp #22)  Modeling activity in class	<b>Assignment #8A:</b> In-class assignment [comp #22]
<i>Week 10</i>	Modeling using Netlogo		Modeling activity in class Discuss #8A	<b>Assignment #8B:</b> Homework [comp #22]
<i>Week 11</i>	Modeling and Assessment		Discussion of results for Assignment 8B	<b>Assignment #8C:</b> Modeling assignment [comp #3, #22]
<i>Week 12</i>	Discussion of results		Discussion of results for Assignment 8C Complete in-class assessment	

### **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 or 412-383-7355 (TTY) as early as possible in the term.

### **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.

### **Academic Integrity**

All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The Graduate School of Public Health's policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (<http://www.publichealth.pitt.edu/home/academics/academic-requirements>). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

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

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

### **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:\*

10. 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.
11. 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.

**Copyright Notice**

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

**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](mailto:pdocumet@pitt.edu)) and Robin Leaf, EPCC Staff Liaison ([ral9@pitt.edu](mailto: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   BCHS 2516   Title   Video For Health Promotion   Credits   3  

4. **Cross-listing:**

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

5. **Course Instructors:**

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

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

a. Principal instructor: Elizabeth M. Felter, DrPH, MCHES

b. Co-instructors (if any): Sara Bauman, MPH

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.).

Video is an increasingly important media for the distribution of health promotion messages. The purpose of this class is to provide students with basic principles of script development and the video production process to be able to produce educational and persuasive short-form videos for health promotion. Students will develop, direct, and produce short-form health promotion videos for distribution on social media platforms. BCHS 2504 is required or permission of the instructor.

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

- a. Indicate any maximum or minimum number of students and provide justification for this limitation. Maximum number of students is 10 due to equipment sourcing limitation and the intensive nature of supervising the production process.
- b. If admission is by permission of instructor, state criteria to be applied.
- c. Provide a brief description of any prerequisite skills or knowledge areas that are necessary for students entering this course, including any specific course prerequisites or equivalents. BHCS 2504 or permission of the instructor.

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

- a. Number of course hours per session 3 Sessions per week 1 Weeks per academic term 16
- b. Approximate allocation of class time (hours or %) among instructional activities:  
Lectures 1.5 Seminars \_\_\_\_\_ Recitations \_\_\_\_\_ Field work 1.5 Laboratory \_\_\_\_\_  
Other (specify): \_\_\_\_\_
- c. Term(s) course will be offered: Fall \_\_\_\_\_ Spring X Summer Term \_\_\_\_\_ Summer Session \_\_\_\_\_

9. **Grading of student performance:**

Indicate the grading system to be used (A, B, C, etc.; H, S, U); provide statement justifying use of system other than letter grade. Letter Grade

10. **On-line course delivery:**

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

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.

Communication is a cross-cutting objective.

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

The skills obtained in this class could be used to address diversity. Examples of videos shown in class will demonstrate a wide diversity of race, gender, ethnicities, cultures, abilities, sexual orientations, etc.

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

14. (For cross-listing only)

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_



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

**SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES**

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

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

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

<b>Syllabus Area</b>	<b>Recommended Detail * Required</b>	<b>Included in Your Syllabus?</b>					
<b><i>Heading</i></b>	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"/>
<b><i>Faculty Information</i></b>	Office Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input 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 type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<b><i>Student Expectations in Classroom</i></b>	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 checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<b><i>Course Summary</i></b>	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"/>
<b><i>Materials</i></b>	Required Textbooks/ Articles/Readings	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Software	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input 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 checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Availability of Software for Purchase and/or Use	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>



BCHS 2516: Video for Health Promotion  
Graduate School of Public Health  
Spring 2018  
TBA

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Office hours: By appointment

Classroom: TBA

Course website: <http://courseweb.pitt.edu>.

**Catalogue Description:** Video is an increasingly important media for the distribution of health promotion messages. The purpose of this class is to provide students with basic principles of script development and the video production process to be able to produce educational and persuasive short-form videos for health promotion. Students will develop, direct, and produce short-form health promotion videos for distribution on social media platforms.

**Course Rationale:** Communication is one of the most rapidly changing fields in public health. As Social Media becomes an increasingly important way to communicate, short form video has become a critical way of engaging audiences who are looking for engaging information delivered when and where they want it. Public health professionals, particularly those whose jobs include health education, communication, or health promotion, but indeed all public health professionals must be able to communicate the needs, value, and meaning of their research and practice to a variety of audiences including the public, other public health professionals, and funders. Increasingly, video will be an important channel for communicating these messages. This class will explore the characteristics of short-form video in communicating health promotion messages in both educational and advocacy contexts and will teach the video production process so that public health professionals are able to produce short-form video to communicate health promotion messages throughout their professional careers.

**Course Objectives:** At the completion of the course, students will be able to:

- Identify and apply video appropriately as a tool for public health education and/or advocacy
- Demonstrate the steps in the video production process
- Produce a short-form (90 second-3 minute) short form video in an individual or small group project.

## Course Requirements:

- **Show and Tell (2X10%= 20%)** Students will be required to present a short form video (under 5 minutes) to the class. Example videos can be Public Service Announcements (PSAs), commercials, videos from Social Media, short films, etc. The student will lead the class in a discussion of the video using the concepts covered in the class up to that point to date (e.g. By week 5, I would expect the conversation to have covered characters, narrative development, script development, selecting a fiction vs. non-fiction approach, etc. By week 12, I would expect a discussion of the above, as well as camera angles, lighting, music, color, etc.). We will use these discussions to help us generate ideas for class projects, critique the materials, highlight aspects we think work well, and develop our thinking about how video can help communicate ideas, persuade viewers, and advocate for policy changes.
- **Production Binder (30%)** Students will be required to keep a production binder throughout the course, which will be demonstrated and explained in class. Aspects of the binder will be turned in throughout the semester, as noted on page 5 of the syllabus. The binder will be divided into 4 general sections: Notes/ Script/ Shooting Script/ Story Board. Of these, the Script and the Story Board will receive grades worth 10 points apiece. The remaining 10 points will be graded on the Production Binder as a whole.
- **Participation (10%)** Much of the learning in this class will take place in the classroom. Therefore, it is necessary to attend and participate in class to get the full value of the experience. To that end, any student who has 4 or more unexcused absences will forfeit all 10 attendance and participation points, resulting in the loss of a letter grade. Absences will only be excused for alternative learning opportunities at the instructor's discretion (e.g. a conference, health communication-related work opportunity, etc.). Absences due to illness are not excused, but may result in an incomplete with the ability to make up those class sessions in a future semester. Please discuss any situation, particularly as it related to a disability, with me as early as possible. Any student needing to miss class due to the observance of a religious holiday should notify the instructor in advance in order to make alternative arrangements.
- **Final Film (40%)** The final deliverable for the semester is a short film. The film should be between 90 seconds and 3 minutes in length, and suitable for distribution on social media platforms. The film must be posted to (Youtube or Vimeo) by 5:00pm on April X. A rubric for judging the film will be distributed in class.

### Grade Scale:

A+= 98-100%

A = 93-97%

A- = 90-92%

B+=87-89%

B = 83-86%

B- =80-82%

C = 70-79%

D = 65-69%

F = Below 65%

**Academic Integrity:** *All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The Graduate School of Public Health's policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online in*

*the Pitt Public Health Academic Handbook*

*([www.publichealth.pitt.edu/home/academics/academic-requirements](http://www.publichealth.pitt.edu/home/academics/academic-requirements)). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.*

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

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

**Disability:** If you have a disability, contact both your instructor and the Office of Disability Resources and Services (DRS), 216 William Pitt Union, 412-648-7890/412-383-7355 (TTD) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Statement on Classroom Recording:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

**Policy Regarding Attendance:** Much of the learning in this class happens in class. We are all enriched by the experiences and perspectives of each other, and that can not be made up after the class is over. Therefore, any student who misses more than 4 classes, for any reason, will forfeit all 10 attendance and participation points.

**Policy Regarding Late Assignments:** Late assignments will be accepted at a penalty of 5% points per day. The instructor reserves the right to waive the penalty depending on individual circumstance.

**Religious Holidays:** Any student needing to miss class due to the observance of a religious holiday should notify the instructor in advance in order to make alternative arrangements.

**Course website:** All readings and course material will be found on the Blackboard site for this class. The website for Blackboard is <http://courseweb.pitt.edu>. To login, you must have a Pitt account. Your login ID is the same as your login ID for your Pitt account and your password is the same as for your Pitt account. To access the site for this class, double click on the course title, BCHS 2516. The site will contain all readings assignments, power point presentations, assignments, and additional information. The power point presentations and required readings

for each class will be found under the course documents main menu option. Occasionally the instructor may not post the slides until after class if doing so facilitates class activities.

**Course Materials:**

- Stockman, S. (2015). How to Shoot Video That Doesn't Suck: Advice to Make Any Amateur Look Like a Pro. Workman Publishing Co.: New York.
- SD Card 32-64 GB Recommended
- iMovie software Available for Download from Apple for \$14.99
- External Hard drive – Recommend 1 terabyte (Recommended brands: LaCie, Western Digital)
- Videos available from lynda.pitt.edu as noted in syllabus.
- Cameras, tripods, microphones and lights will be provided on loan by the instructor but must be arranged ahead of need. Students will be responsible for gaining access to Macintosh computers. The University has several computer labs with Macintosh computers with iMovie.

*All other readings will be provided through Courseweb.*

**Calendar of Classes and Assignments:** All assignments are due the evening before class at midnight, unless otherwise noted.

Week	Date	Topic	Assignments due
One	January	Overview Personal Statement	Personal Statement (in class)
Two	January	Why video? Types of videos	
Three	January	Overview of Production Process	
Four	January	Story/Character/Narrative	
Five	February	Storyboard/Casting/Scheduling	Production Binder Check
Six	February	Script/Storyboard Workshop	Rough Draft Script and Storyboards DUE
Seven	February	Camera/Directing	Final Script DUE
Eight	February	Lights/Sound	Final Storyboard DUE
Nine	March	Spring Break	
Ten	March	Shooting Day No class	
Eleven	March	Foundations of Editing	Production Binder Check
Twelve	March	Editing/Music/Sound	
Thirteen	April	Editing/Titles/Color	
Fourteen	April	Rough Cut Review	Rough Cut DUE
Fifteen	April	Distribution on Social Media	
Sixteen	April	Final Presentations	Films DUE Production Binder DUE

## **Weekly Class Schedule**

### ***Week 1 – Course Overview***

By the end of this class, each student will be able to:

- Describe the course contents, expectations, and objectives

Class Activities:

- Introductions
- Review of the syllabus, course expectations and organization including introduction to course web, ground rules, and news items
- Introduction of Production Binder
- Write Personal Statements

### ***Week 2 – Overview of Video in Health Promotion***

\*\*\*\*\*ADD/DROP ENDS\*\*\*\*\*

By the end of this class, each student will be able to:

- Describe the benefits of video in health promotion
- Classify the four types of film and how they can be applied in a public health setting

Class Activities:

- Lecture and Discussion

Required readings:

- Videos that Don't Suck, Part 1, Chapters 1-10

### ***Week 3 – Overview of the Production Process***

By the end of this class, each student will be able to:

- Describe the production process
- List critical roles/jobs in the production process
- Identify strategies to manage the production process in a limited resource situation

Class Activities:

- Show and Tell
- Lecture/Discussion
- Think-Pair-Share exercise to plan production process for class video
- Guest speaker: Joylette Portlock?

Required readings:

- Videos that Don't Suck, Part 2, Chapters 11-17
- Dill B. *Learning Cinematography: 1 Narrative Fundamentals*. Chapters 1-3. Lynda.com; 2016. <https://www.lynda.com/Filmmaking-tutorials/Cinematography-01-Narrative-Fundamentals/423992->

[2.html?srchtrk=index%3a1%0alinktypeid%3a2%0aq%3aLearning+Cinematography%3a+1+Narrative+Fundamentals%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2](https://www.lynda.com/Filmmaking-tutorials/Cinematography-02-Working-Set/424113-2.html?srchtrk=index%3a1%0alinktypeid%3a2%0aq%3aLearning+Cinematography%3a+1+Narrative+Fundamentals%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2). Accessed September 25, 2017.

- Dill B. *Learning Cinematography: 2 Working on Set*. Chapters 1-2. Lynda.com; 2016. <https://www.lynda.com/Filmmaking-tutorials/Cinematography-02-Working-Set/424113-2.html?srchtrk=index%3a3%0alinktypeid%3a2%0aq%3aLearning+Cinematography%3a+1+Narrative+Fundamentals%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2>. Accessed September 25, 2017.

#### ***Week 4 – Writing a Script: Story/Character/Narrative***

By the end of this class, each student will be able to:

- Describe the narrative arc and how it applies to non-fiction videos
- Develop a short script
- Describe the fundamentals of character development

Class Activities:

- Show and Tell
- Lecture/Discussion
- Introduction to Scriptwriting Software
- In-class exercise: Write a 30 second PSA script

Required readings:

- Delouise, Amy. *Script-writing for Non-fiction Video*. Lynda.com; 2015. <https://www.lynda.com/Filmmaking-tutorials/Script-Writing-Nonfiction-Video/397361-2.html>. Accessed September 25, 2017.

#### ***Week 5 – Production Process: Storyboarding/Casting/Scheduling***

By the end of this class, each student will be able to:

- Develop a storyboard for a short film
- Develop a production schedule
- Develop a casting call sheet

Class Activities:

- Show and Tell
- Lecture/Discussion
- Storyboard Activity for PSA
- Casting Call Activity for PSA

Required readings:

- Videos that Don't Suck, Part 3, Chapters 18-23
- Hollyn, Norman. *Foundations of Video: The Art of Editing*. Chapter 1. Lynda.com; 2013. <https://www.lynda.com/Video-Editing-tutorials/Foundations-Video-Art-Editing/120261-2.html>. Accessed September 25, 2017.

### ***Week 6 – Script/Storyboard Workshop***

By the end of this class, each student will be able to:

- Provide critical feedback to classmates on scripts and storyboards
- Finalize plans for shooting scripts

Class Activities:

- Show and Tell
- Lecture/Discussion
- Workshop

Required readings:

- Videos that Don't Suck, Part 5, Chapters 49-60

### ***Week 7 – Production Process: Lights/Sound***

By the end of this class, each student will be able to:

- Explain the basics of lighting and exposure
- Create a 3-point lighting scheme using a variety of equipment and techniques
- Design a strategy for capturing sound in a video shoot

Class Activities:

- Show and Tell
- Lecture and Discussion
- Lighting exercise

Required readings:

- Videos that Don't Suck, Part 4, Chapters 34-48
- Dill B. *Learning Cinematography: 2 Working on Set*. Chapters 3-4. Lynda.com; 2016. <https://www.lynda.com/Filmmaking-tutorials/Cinematography-02-Working-Set/424113-2.html?srchtrk=index%3a3%0alinktypeid%3a2%0aq%3aLearning+Cinematography%3a+1+Narrative+Fundamentals%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2>. Accessed September 25, 2017.
- Hirsch, Scott. *Audio for Video: Production and Post Sound Techniques*. Chapters 2-4. Lynda.com; 2016. <https://www.lynda.com/Audition-tutorials/Audio-Video-Production-Post-Sound-Techniques/176757-2.html>. Accessed September 24, 2017.

## ***Week 8 –Production Process: Camera/Directing***

By the end of this class, each student will be able to:

- Describe basics of camera work
- Describe techniques to ensure continuity
- Describe basics of direction

Class Activities:

- Show and Tell
- Lecture/Discussion
- Filming exercise

Required readings:

- Videos that Don't Suck, Part 4, Chapters 24-33
- Dill, Bill. *Learning Cinematography: 1 Narrative Fundamentals*. Chapters 4-8. Lynda.com; 2016. <https://www.lynda.com/Filmmaking-tutorials/Cinematography-01-Narrative-Fundamentals/423992-2.html?srchtrk=index%3a1%0alinktypeid%3a2%0aq%3aLearning+Cinematography%3a+1+Narrative+Fundamentals%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2>. Accessed September 24, 2017.
- Dill B. *Learning Cinematography: 2 Working on Set*. Chapters 5-6. Lynda.com; 2016. <https://www.lynda.com/Filmmaking-tutorials/Cinematography-02-Working-Set/424113-2.html?srchtrk=index%3a3%0alinktypeid%3a2%0aq%3aLearning+Cinematography%3a+1+Narrative+Fundamentals%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2>. Accessed September 25, 2017.

## ***Week 9 – No Class, Spring Break***

## ***Week 10 – No Class, Shooting Week***

## ***Week 11 – Editing: Basics***

By the end of this class, each student will be able to:

- Describe the editing process
- Cut shots together to form a scene

Class Activities:

- Show and Tell
- Lecture/Discussion
- Video cutting Exercise

Required Readings:

- Videos that Don't Suck, Part 6, Chapters 61-71

- Hollyn, Norman. *Foundations of Video: The Art of Editing*. Chapters 2-3. Lynda.com; 2013. <https://www.lynda.com/Video-Editing-tutorials/Foundations-Video-Art-Editing/120261-2.html>. Accessed September 25, 2017.
- Chow, Garrick. iMovie Essential Training: Chapters 1-4 <https://www.lynda.com/iMovie-tutorials/iMovie-10-1-1-Essential-Training/487935-2.html>. Accessed September 25, 2017.

### ***Week 12 – Editing: Sound/Music***

By the end of this class, each student will be able to:

- Describe the principles of sound design
- Brainstorm sources of soundtrack material at a variety of budget levels
- Import, sync, and edit sound in editing software

Class Activities:

- Show and Tell
- Lecture and discussion
- Import, sync, and edit sound exercise

Required Readings:

- Chow, Garrick. iMovie Essential Training: Chapter 6. <https://www.lynda.com/iMovie-tutorials/iMovie-10-1-1-Essential-Training/487935-2.html>. Accessed September 25, 2017.

### ***Week 13 – Editing: Color/Titles***

By the end of this class, each student will be able to:

- Describe the principles of color correction
- Correct color and add titles in editing software

Class Activities:

- Show and Tell
- Lecture and discussion
- Color correction and title exercise

Required Readings:

- Chow, Garrick. iMovie Essential Training: Chapter 5. <https://www.lynda.com/iMovie-tutorials/iMovie-10-1-1-Essential-Training/487935-2.html>. Accessed September 25, 2017.

### ***Week 14 – Final Editing and Video Exporting***

By the end of this class, each student will be able to:

- Provide critical feedback on a second edit of a video
- Finalize and export videos

Class Activities:

- Show and Tell
- Lecture/Discussion
- Screening of second edit of video projects
- Discussion and feedback to students on projects
- Review of final project requirements and logistics of film screenings

Required Readings:

- Chow, Garrick. iMovie Essential Training: Chapter 7. <https://www.lynda.com/iMovie-tutorials/iMovie-10-1-1-Essential-Training/487935-2.html>. Accessed September 25, 2017.

***Week 15 – Distribution on Social Media***

By the end of this class, each student will be able to:

- Design a strategy for social media engagement
- Describe the basics of Search Engine Optimization
- Identify appropriate channels of distribution for their videos

Class Activities:

- Show and Tell
- Lecture and Discussion

Required Readings:

- Videos that Don't Suck, Part 7, Chapters 71-77
- Harrington, Richard. Social Media for Photo and Video Pros. Lynda.com; 2017. <https://www.lynda.com/Photography-tutorials/Social-Media-Photo-Video-Pros/504401-2.html>. Accessed September 25, 2017.
- Lurie, Ian. Use Social Media To Announce Your Video. Lynda.com; 2017. <https://www.lynda.com/YouTube-tutorials/Use-social-media-announce-your-video/594448/638737-4.html>. Accessed September 25, 2017.

***Week 16: Video Screenings***

By the end of class students will be able to:

- Present their final videos to an audience

Class Activities:

- Video screenings

Required readings:

None

**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](mailto:pdocumet@pitt.edu)) and Robin Leaf, EPCC Staff Liaison ([ral9@pitt.edu](mailto: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 checked="" type="checkbox"/> Pitt Public Health Core Course |
| (Specify academic unit & course number): _____                          | <input type="checkbox"/> Practicum, internship, field placement    |

**3. Course designation:**

Course Number: PUBHLT xxxx Title: Public Health Communications 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.

**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: Eleanor Feingold, PhD, Professor (HUGEN) 100%

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

b. Co-instructors (if any):

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

This course provides hands-on training in the principles and practice of effective communication. The emphasis is on the types of communication used by public health professionals. Students will briefly cover fundamental principles of communication theory, learn to critically analyze examples of communication, and then have the opportunity to practice applying those principles to a wide variety of different types of communication, including health communication, routine business communication, and scientific communication. Multiple media types will be discussed, including print, web and video.

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

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

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

N/A

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

None

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

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

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

Lectures X Seminars \_\_\_\_\_ Recitations \_\_\_\_\_ Field work \_\_\_\_\_ Laboratory \_\_\_\_\_ Other (specify):

- c. Term(s) course will be offered: Fall X Spring X 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 Grade (A, B, C)

10. **On-line course delivery:**

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

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

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

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

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

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

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

The course is required for all MPH degrees. It addresses the following CEPH competencies.

- (# 18) Select communication strategies for different audiences and sectors
- (#19) Communicate audience-appropriate public health content, both in writing and through oral presentation.
- (#20) Describe the importance of cultural competence in communicating public health content

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

Cultural competence in communication is the central theme of the course and will be addressed in all class sessions and assignments.

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

14. (For cross-listing only)

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

Name/Title: \_\_\_\_\_

Date: \_\_\_\_\_

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

**SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES**

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

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

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

Syllabus Area	Recommended Detail * Required	Included in Your Syllabus?					
<i>Heading</i>	Course Number*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" 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 type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Classroom Location*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" 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 type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Phone Number*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Email Address*	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Teaching Philosophy	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Teaching Assistant Contact	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<i>Student Expectations in Classroom</i>	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
	Recording of Lectures	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" 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 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"/>



# Public Health Communication Syllabus

September 28th, 2017 DRAFT

## Notes about this document

- This is currently a working document. It includes material intended for discussion as the course is developed that will not appear on the final syllabus given to the class. For the most part, such comments are indicated with square brackets.
- When finalized, this will be written as a generic syllabus that will be used by several different instructors, since we expect to teach multiple sections of this course per year. The syllabus will differentiate between essential elements that all instructors should include and suggested or optional elements that individual instructors may choose or swap out to fit their vision and priorities.

## SYLLABUS

### Public Health Communication

PUBHLT XXXX

Graduate School of Public Health

University of Pittsburgh

Fall 2018

2 credits

[Course hours and location]

[Instructor information]

[Blackboard information]

### Course Description (for PeopleSoft)

This course provides hands-on training in the principles and practice of effective communication. The emphasis is on the types of communication used by public health professionals. Students will briefly cover fundamental principles of communication theory, learn to critically analyze examples of communication, and then have the opportunity to practice applying those principles to a wide variety of different types of communication, including health promotion, routine business communication, and scientific communication. Multiple media types will be discussed, including print, web, and video.

## Course Overview

The first few classes will be devoted to fundamental principles of communication theory and practice. The remainder of the semester will be devoted to specific forms/types/examples of communication, with the material organized around realistic cases. When discussing each form of communication, technical details of the form will be covered superficially (e.g. video production, poster design), but the emphasis will be on how the fundamental principles are applied to that form. Students will approach each example in the course by asking two questions: 1) Who is the audience, and 2) What am I trying to get them to do? Detailed audience analysis, including cultural competence issues, will be at the crux of every class session.

Most two-hour class sessions will consist of a lecture/discussion on the day's topic, followed by a workshop in which students work in groups to critique each other's assignments or examples provided by the instructor.

### [Additional Notes on the Course – for discussion purposes, not for final syllabus]

- *Short* assignments, carefully designed to practice principles learned in class. I think this should be do-able without a TA with carefully chosen short assignments.
- Class size of 20 - 25.
- My philosophy on teaching about “new” media in which I have no expertise is that maybe we can get some guest lectures (like even from some of our staff), but that even if I know very little about the medium I can teach it because the fundamental principles are still the ones taught in the first few classes and critiquing is the most important thing anyway. Show a video. Ask them to critique, keeping the fundamental principles in mind. This isn't as good as having a video expert, but it is useful for them even without expert help because they need to be prepared to deal as non-experts with whatever the "next" medium is (instafacetube broadcast billboards or whatever).
- Primary assessment of competencies will be done in exams, except for the oral communication assignment.
- Readings will be kept to a minimum in order to focus on critiques and practice. Maybe have them buy a standard style guide on principle?

## Learning Objectives/Competencies

This course addresses the three CEPH MPH competencies for communication (<https://ceph.org/assets/2016.Criteria.pdf>):

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

In addition, students who complete this course will be able to:

- Describe fundamental principles of communication theory
- Critically analyze a communication with regard to those principles

### **Assignments and Exams**

There will be five assignments (four written and one oral/written) and two exams. The assignments will be centered on the case(s). Detailed assignment information will be provided on courseweb. For each assignment, students will have a choice of which case to use, and need not stick with the same case throughout the semester. [Need to think about this – should we assign students to cases?]

**Assignment 1:** Write the initial contact e-mail for the case under several different sets of assumptions about your relationship with the recipient. (See case description and assignment description).

**Assignment 2:** Prepare a 60-second semi-formal oral presentation for the first group meeting in the case. (See case description and assignment description). A few of these will be critiqued in class, but everyone must turn in their final presentation on video. Include a paragraph describing your assumptions about your audience and how you might do things differently under different assumptions. Competency 19 will be partially assessed via this assignment.

**Assignment 3:** Write an excerpt of the grant for the project. [Need to develop this assignment a bit more and think about exactly what to assign.]

**Exam 1:** Assessment of CEPH competencies 18 and 20 and the first additional competency. Short-answer questions on audience analysis, cultural competence, and choosing a communication strategy based on the audience.

**Assignment 4:** Write one of the communications that will be part of the program implantation. (See case description and assignment description). Students will be assigned to groups for each case. Different group members will write different components. [

**Assignment 5:** Write a final report on the project assessment (or alternative data report). The report should be two pages plus tables and/or graphics. (See case description and assignment description.)

**Exam 2:** Assessment of CEPH competency 19 and the second additional competency. Short-answer questions writing or critiquing communication examples for various audiences and purposes.

### **Grading and Competency Assessment**

Letter grades will be calculated according to the following percentages.

5% Assignment 1 first draft  
5% Assignment 1 final  
5% Assignment 2 first draft  
5% Assignment 2 final  
5% Assignment 3 first draft  
5% Assignment 3 final  
15% Exam 1  
5% Assignment 4 first draft  
5% Assignment 4 final  
5% Assignment 5 first draft  
5% Assignment 5 final  
15% Exam 2  
20% Class participation

There will be no group grades. All grades will be assigned individually.

### **Attendance and Quality of Contribution to Discussion (20% of final grade)**

Attendance, active participation in class discussions and critiques, and evidence of being prepared for class (including having read the assigned readings and completion of assignments) are expected. While cell phones and laptops/tablets may be used to access slides, take notes, complete exercises, etc., please do not use them during class time for non-class purposes. If you will miss a class, please let the instructor know in advance.

### **Diversity and Academic Civility Statement**

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

### **Classroom Recording**

To ensure the free and open discussion of ideas, students may not record classroom activities without the advance permission of the instructors, and any such recording properly approved in advance can be used solely for the student's own private use or for all students enrolled in this class only but may not be further copied, distributed, published, or otherwise used for any other purpose without the express written consent of the course instructors. Any student who records a class session must provide a copy of the recording to the instructors if requested to do so.

## **Academic Integrity**

Students are encouraged to work together and discuss all assignments (indeed that is a required part of the course), but all final submitted work must be your own.

*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 policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online at <http://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. 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 Graduate School of Public Health.*

*All student violations of academic integrity will be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the Graduate School of Public Health 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 Graduate School of Public Health Academic Integrity Hearing Board, a record will remain in the student's permanent file.*

## **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 (DRS), 140 William Pitt Union (Voice or TTD 412-648-7890), <http://www.studentaffairs.pitt.edu/drs/>, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), as early as possible in the term.*

[NOTE: These cases are currently written in a form intended for EPCC and instructor discussion. They would need to be presented slightly differently for a final syllabus.]

### **Case 1: Weekend food backpack distribution**

You are a program director at a food bank or food distribution organization. You see an RFA from the state Department of Education for a program to distribute supplemental weekend food for schoolkids to take home (e.g. a bag of ideally healthy food that kids would get on Friday as they leave school so that they are at least somewhat fed over the weekend and don't come back to school hungry on Monday). You want to reach out to someone in your local primary school and see if they are interested in writing a proposal with you to get some of these funds and implement such a program.

**Assignment 1: Initial outreach.** You need to contact someone in the school and ask if they are interested in collaborating on this project. You will write an initial outreach e-mail under several different (assigned) scenarios. For example - Is the principal your old buddy from grad school? Someone you vaguely know from previous professional contacts? Someone who has never heard of you? Maybe never even heard of your organization? [Variations and discussion items: Discuss whether e-mail is the preferred outreach method. Initial e-mail to your boss at the food bank to recommend doing this.]

### **Assignment 2: Initial meeting with school staff and your staff to plan the grant.**

You get 60 seconds to kick off the meeting with an initial statement/presentation to everyone of what your vision is and how/why you want their feedback to refine it. [Variation: Or be the school representative for this meeting, who needs to explain to the outside food bank people what the school is like "on the ground" and what features you think the program needs to have.]

### **Assignment 3: Write the grant.**

(Short assignment for fragment of grant). Note that grant comes from dept of education. Consider alternatives to write it as if it is coming from agriculture, health and human services, or something else.

### **Assignment 4: Communications to implement the program.**

- Engage class in making a list and doing an audience analysis for each, but then for the assignment everyone should choose one from a specific set. Incorporate cultural competence and possibility of very different cultures among different stakeholders.
- School staff
- Parents (various communications, including to encourage them to enroll, notes sent home with food, info on other resources, etc.)
- Kids (health promotion messages about food and other things)
- Company you're trying to get to donate the bags or the food
- Press and community outreach, including social media (outreach to market the program but also to boast about the program)
- Poster on the program created by student intern at health department for "research day" at state legislature.

-

**Assignment 5: Report to state and school and for web posting on program uptake and results.**  
(Allow some imagination on assessment of results). (Get some kind of example report for them to imitate).

## **Case 2: Local health department - add improved meningitis vaccine to all vaccination programs**

You are in charge of the vaccination programs at a local health department. The programs include outreach campaigns through doctors and schools, and direct-to-consumer promotion of vaccination. They also include data collection and analysis on vaccination rates in schools. A new meningitis vaccine is developed that protects against several new strains, and you want to add it to all programs, including outreach, data collection, etc.

**Assignment 1: Initial outreach.** You need to make sure your boss, the head of the health department, is on board with this change. Write an e-mail introducing the topic and seeking her blessing for you to move forward. Be sure to consider your relationship with your boss. Have you worked together for 10 years and you know she trusts you? Worked together for 10 years but you kinda messed up on something else recently? Are you new on the job and still have a lot to prove? [Students will be assigned to write from several different specific perspectives.]

### **Assignment 2: Initial meeting with health promotion staff, epi staff, and your staff**

Once you have approval, you need to involve the staff from other parts of the agency who will actually implement various aspects of it. You get 60 seconds to kick off the meeting with an initial statement/presentation to everyone of what your vision is and how/why you want their feedback to refine it.

### **Assignment 3: Write a grant.**

The state has issued an RFA to support promotion of this new vaccine. Write a piece of a draft grant to get some of these funds.

### **Assignment 4: Communications to implement the program.**

- Engage class in making a list and doing an audience analysis for each, but then for the assignment everyone should choose one from a specific set. Incorporate cultural competence and possibility of very different cultures among different stakeholders.
- School nurses
- Parents
- Press and community outreach, including social media (outreach to market the program but also to boast about the program)
- Poster on the program created by student intern at health department for “research day” at state legislature.
- 

**Assignment 5: Report to state and for web posting on program uptake and results.** (Allow some imagination on assessment of results). (Get some kind of example report for them to imitate).

### Case 3: Tobacco POS marketing data collection

You are a tobacco epidemiologist at the local health department. There is a state RFA for programs to study and quantify point of sale tobacco marketing to teenagers. You have a crazy idea to engage teenagers themselves in collecting the data (visiting stores and filling out surveys). This aspect of the program would involve coordinating with the adolescent health promotion team, which is not part of the epidemiology division.

**Assignment 1: Initial outreach.** You need to contact the head of the adolescent health promotion team and get him excited about this idea and about working with you on the grant. Write an initial e-mail under several different assumptions about your relationship with this individual. Does he even know who you are? You've met at a few meetings but never worked together? Work together regularly? Never worked together but he's an old buddy from grad school?

#### **Assignment 2: Initial meeting with your staff to explain what you want to do**

You have met with the adolescent health promotion people and agreed on a general plan. Now you need to meet with your own staff who will need to help put the grant together. You get 60 seconds to kick off the meeting with an initial explanation of what is going on and what help you need from each of them. [Alternative- do the first meeting with the adolescent health promotion people.]

#### **Assignment 3: Write the grant**

(Short assignment for fragment of grant).

#### **Assignment 4: Communications to implement the program**

- Engage class in making a list and doing an audience analysis for each, but then for the assignment everyone should choose one from a specific set. Incorporate cultural competence and possibility of very different cultures among different stakeholders.
- Press and community outreach, including social media (outreach to market the program but also to boast about the program)
- Poster on the program created by student intern at health department for "research day" at state legislature.
- Outreach materials for teens, parents
- Explanatory material for store owners
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#### **Assignment 5: Data report with study results**

(Allow some imagination on assessment of results). (Get some kind of example report for them to imitate).

## Class session roadmap

Week	Full class (first hour)	Small groups (second hour)	Assignments
1	<ul style="list-style-type: none"> <li>• Communication theory</li> <li>• Generate list of questions about audience and example goals</li> <li>• Practice analyzing audience and goals</li> <li>• Introduce case(s)</li> </ul>	<ul style="list-style-type: none"> <li>• More audience and goal analysis. Examples provided by instructor. Variety of media. Turn in something, or report back to large group? (This should be done for each session in which small groups are doing critiques).</li> </ul>	<u>Reading</u> xxx  <u>Write</u> Draft assignment 1
2	<ul style="list-style-type: none"> <li>• Design principles</li> <li>• Language choice principles (including considerations of culture, education, formality, cognition)</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion/critique of e-mails.</li> <li>• More design and language analysis. Examples provided by instructor.</li> </ul>	<u>Reading</u> xxx  <u>Write</u> Final assignment 1
3	<ul style="list-style-type: none"> <li>• Editing</li> <li>• How to use a style/grammar guide</li> <li>• Introduce oral presentation assignment, including a few examples to critique.</li> </ul>	<ul style="list-style-type: none"> <li>• Editing practice (individual, followed by small-group discussion). Examples provided by instructor.</li> </ul>	<u>Reading</u> xxx  <u>Write</u> Draft assignment 2 (turn in notes for talk)
4	<ul style="list-style-type: none"> <li>• Grantwriting</li> <li>• Introduce grantwriting assignment from case(s)</li> <li>• Oral presentations and critiques (volunteers)</li> </ul>		<u>Reading</u> <ul style="list-style-type: none"> <li>• example grants</li> </ul> <u>Write</u> Final assignment 2 (turn in notes for talk)
5	<ul style="list-style-type: none"> <li>• Open class session for catch-up, special lecture, instructor-chosen topics, etc.</li> </ul>		<u>Reading</u> <ul style="list-style-type: none"> <li>• Readings on health promotion</li> </ul>
6	<ul style="list-style-type: none"> <li>• Communicating health promotion messages to a lay audience</li> </ul>	<ul style="list-style-type: none"> <li>• Critique health promotion examples (emphasis on audience and cultural competence)</li> </ul>	<u>Reading</u> xxx  <u>Write</u> Draft assignment 3
7	<ul style="list-style-type: none"> <li>• Social media and blogs</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop grant first drafts</li> </ul>	<u>Reading</u> xxx  <u>Write</u>

			Final assignment 3
8	<ul style="list-style-type: none"> <li>• Exam 1 – audience analysis and audience-based strategies (assess competencies 18 and 20)</li> </ul>		<u>Reading</u> None.  <u>Write</u> Week off
9	<ul style="list-style-type: none"> <li>• So you got the grant. Now what? Develop list of communications that will be part of implementation</li> <li>• Discuss audience, channel, and goal issues for each of those communications</li> <li>• Introduce assignment 4</li> </ul>	<ul style="list-style-type: none"> <li>• Groups assign members to write different pieces of the communication, and discuss issues/analysis.</li> </ul>	<u>Reading</u> xxx  <u>Write</u> Draft assignment 4
10	<ul style="list-style-type: none"> <li>• Scientific papers</li> </ul>	<ul style="list-style-type: none"> <li>• Switch groups and workshop first drafts with people doing similar components</li> </ul>	<u>Reading</u> xxx
11	<ul style="list-style-type: none"> <li>• Video and podcasts</li> </ul>	<ul style="list-style-type: none"> <li>• Back to your original group and workshop your component(s)</li> </ul>	<u>Reading</u> xxx  <u>Write</u> Final assignment 4
12	<ul style="list-style-type: none"> <li>• Data analysis reports (qualitative and/or quantitative)</li> </ul>	<ul style="list-style-type: none"> <li>• Critique analysis report examples</li> </ul>	<u>Reading</u> xxx  <u>Write</u> Draft assignment 5
13	<ul style="list-style-type: none"> <li>• Data graphics</li> <li>• Posters (or maybe Web instead if we think that's more important?)</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop first drafts of analysis reports</li> </ul>	<u>Reading</u> xxx  <u>Write</u> Final assignment 5
14	<ul style="list-style-type: none"> <li>• Media training (how to be interviewed). Or something on marketing and social marketing if media training not available.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique posters. Examples provided by instructor.</li> </ul>	<u>Reading</u> None
15	<ul style="list-style-type: none"> <li>• Exam 2 – short example communications and critiques (assess competency 19)</li> </ul>		

## Notes on individual lectures/discussions

### Week 1

#### Audience

- education level, knowledge of the subject, culture (age, sex, race etc)
- Do they know you or know of you? Do you need to impress them, or do they trust you?
- General audience or very specific? Individual person?
- How hard do you need to work to catch their attention (e.g. billboard vs. grant)
- What else (ask class!)
- Show examples and have them name the audience
- What does cultural competence mean?

#### Goals

- Give them some specific examples and then get them to come up with some more.
- "Give me a good score on this grant" (later in course do audience analysis for this)
- "Believe that my results are true so that ... "
- "Sign up to participate in this study"
- "Begin to change attitudes about XYX (but no specific action yet)"
- "Specific lifestyle change"
- "Buy a new technology for the office"
- "Share the office common space nicely"

### Week 3

- Lecture on principles of design and language choice

White space, headings

Other design issues that cross media

Use of abbreviations and jargon

Choosing language for your audience

Level of formality

Passive vs. active voice

Learning to mimic the standard language of whatever form you are using.

How to edit

What else?

**Graduate School of Public Health**  
**Educational Policies and Curriculum Committee**  
**Meeting Minutes | September 7, 2017**

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

The meeting was called to order at 1:32pm by Dr. Nancy Glynn, filling in for Dr. Patricia Documet, chair.

**Welcome & Introduction to New Members**

The committee members introduced themselves to the new student representatives, and the new student representatives introduced themselves to the committee.

**ACTION:** No action necessary.

**Revised Course | BCHS 2509, *Social and Behavioral Sciences and Public Health*, Martha Terry**

Dr. Martha Terry presented an application for a revised course that is responsible for 11 competencies in the new MPH core curriculum. She explained that changes that had been made to the syllabus to focus on qualitative data collection, analysis and interpretation. She added that this course also assumed official responsibility for a few topics that this course had touched on in the past, including: behavioral and psychological factors, structural biases and social determinants. Dr. Terry piloted the new syllabus this past summer and reported that although there were no issues during the shorter semester, an extra week of methods in the fall and/or spring semesters would be beneficial for students.

**ACTION:** The committee approved the course without changes.

**New Course | HPM 2075, *Navigating the Physician-Administrator Relationship*, Wes Rohrer and William Goldfarb**

Dr. Wes Rohrer presented an application for a new two-credit course primarily for addition to the MHA curriculum and expected to roll out in spring 2018. Dr. Rohrer explained that the purpose of the course is to present the physician position to non-physician/administrator and vice versa. Most of the students expected to take this course would be in MHA, MHA/MBA programs and therefore, non-physicians, however, this course could also appeal to MMPH students interested in leadership roles. The course also aims to expose students to organizational conflicts that can happen between physicians and administrators and have students explore how collaboration can occur instead. The course was developed by and will be instructed by Dr. William Goldfarb, a retired senior VP from the Allegheny Health Network with previous teaching experience. The expected enrollment for this course is 12-18 students, with intentionally smaller class sizes to allow for student participation opportunities, as the course will focus on developing team building and leadership skills. Concern was raised over the lack of required readings in the syllabus, and Wes said that he would seek clarification but suspected the reading might be short and assigned for the beginning of the semester. Regarding the timeline of the course, spring break and the last class meeting excluded from the syllabus, and there were some questions about when the White Paper assignment would be assigned and what would happen during the class session where it's assigned on the syllabus. Likewise, committee members were unsure if the amount of time between when a project is assigned and its deadlines was sufficient, especially as students were expected to meet

with group members to work on assigned projects. Concern was also raised about the fact that 90% of the students grade was dependent upon the grades given to group projects.

**ACTION:** The committee voted to conditionally approve the course, contingent upon making a number of changes and additions and presenting them again at a future EPCC meeting, preferably with the presence of Dr. Goldfarb. The committee recommended that the syllabus map out the required readings for the semester; that Learning Objectives #4 and #5 be edited and/or completed on the course syllabus; that clarification on the White Paper assignment be provided, especially regarding when it is to be assigned and whether examples will be provided to students; that the timetable be updated to account for spring break and a missing class at the end of the semester; if there is a way to analyze individual performance in groups be ascertained, as 90% of a student's grade is dependent upon group assignments; and that the timing of assignments and whether students will be provided with enough time to meet and complete group assignments be reevaluated.

**Revised Course | HPM 2001, *Health Policy and Management in Public Health*, Jessica Burke for Everette James**

Dr. Jessica Burke presented an application for a revised course on behalf of instructor Everette James. She explained that major changes were made to the syllabus, assessments or credit hours for the course. The only addition to the syllabus was that it now explicitly states the three CEPH competencies that the course covers, including the competency that the course has primary responsibility for which concerns evaluating policies for their impact on public health and health equity.

**ACTION:** The committee approved the course without changes.

**New Course | PUBHLT XXXX, *Foundations in Public Health* (tentative course title), Jessica Burke**

Dr. Jessica Burke presented a syllabus for a new/resurrected course for the MPH core curriculum. The course is proposed to be a 1 credit requirement for all incoming MPH students and serve as an introduction to core public health concepts. Jessie explained that the course will be divided into seven online modules with a mandatory in-person meeting in the eighth week. Students will take the course pass/fail and can work through the modules at their own pace. There was discussion about the pacing of the course, whether the modules should be released all at once or once per week and whether there should be two sessions: one after week 3 or 4 and one at the end of the semester. Concern was raised over whether the course had a credit worth of content and if required readings and/or a service component should be added to the course to add some additional "meat."

**ACTION:** No action necessary; this syllabus was presented as an FYI.

**Approval of August Meeting Minutes, All**

The August meeting minutes were approved.

The meeting was adjourned at 3:14 pm.