

Graduate School Of Public Health
Educational Policies and Curriculum Committee
Agenda for October 21, 2015

1:30-3:30 p.m.
110 Parran Hall

A. New Business:

1. English Language Institute Course for Pitt Public Health Students – Alan Juffs
2. Math Camp for Incoming Students – Julia Driessen
3. Gauging Departmental Interest: *Introduction to Translational Research in the Health Sciences* – Cindy Bryce
4. New Course: EPI 2143, *Social Epidemiology* – Review of Resubmitted Syllabus
5. New Course Submission Announcement – Robin Leaf
6. Approval of September Meeting Minutes
7. EPCC Standard Operating Procedures – Patricia Documet

Next meeting: November 18, 2015 | 1:30-3:30pm, Parran 110

Writing at Work

A Practical Approach for Effective Workplace Communication

The ability to write clearly, persuasively and with understanding of purpose is a critical business skill, yet is a frequently overlooked aspect of most professionals' educations. At any organization, strengthening employees' writing capabilities enhances their ability to interact and communicate effectively with coworkers, customers, constituents and other stakeholders. A professional development program tailored to the specific writing challenges and skill level requirements of participants – and using customized materials that approximate actual writing assignments – adds even greater value by presenting a clear connection between the program content and job responsibilities.

Program Goals

Writing at Work offers your employees experience in a variety of writing styles encountered in the workplace and the thought processes behind these activities. The program teaches participants how to recognize communications issues and challenges, address them in writing, and improve writing skills. Participants will learn how to create a writing process to use throughout their careers, from composition and revision through editing and proofreading.

Writing at Work participants learn to:

- Consider different audiences and the consequences of writing for each, address specialized and non-specialized writing needs, identify bias, minimize jargon, and avoid information overload.
- Communicate effectively through common workplace documents such as reports, proposals, memos, email, instructions and procedures, presentations or speeches. We will query participants and training managers beforehand to identify specific content needs. Where practical and appropriate, we will use actual workplace writing assignments and documents to provide greater relevance, context and value.
- Revise what they write to improve content and readability. Participants will receive instructor and peer feedback on drafts. Editing and proofreading exercises will teach a process for effective revision and for creating error-free documents.
- Write with awareness of grammar, style consistency, clarity, brevity, organization, and structure.

Class Meetings & Program Content

Class will meet once a week over 6-8 weeks, at the discretion of your training manager. In addition to customized content, core topics may include:

- Articulating communications objectives and identifying target audiences
- Developing audience-specific messaging
- Utilizing storytelling to communicate more effectively
- Repurposing content for varying audiences and formats
- Recurring writing tasks
- Email communication, style and content
- Controlling and minimizing jargon
- Document organization and formulating a personal writing process that works
- Style consistency, proper grammar and sentence structure
- Proofreading and editing

The key to this program's value is customization. You can group participants based on job description, skill level and career objectives, and create a program to address specific skills deficits or needs. For example, the program for entry level employees can address writing basics and common genres such as email, letters, memos and reports, while program content for more experienced participants will address rhetorical issues encountered in proposals, presentations and employee reviews.

Writing is not a skill that can be taught effectively – or mastered – via a single, brief seminar. Writing is mastered by perfecting techniques through practice over time. Multiple meetings enable participants to focus on individual topics and apply the lessons learned week by week, building their skills more gradually – and completely.

A Plan for Career Writing Excellence

Participants learn and practice skills that enable lifelong improvement. They will develop a personal style and techniques for workplace writing that help ensure consistency, clarity and ongoing use of the lessons learned.

Program Materials

All attendees will receive a copy of materials including the PowerPoint decks, sample documents and other handouts.

Class Size

A recommended maximum class size of 10-12 participants enables better engagement in the material, discussions and projects, and ensures individualized attention. One-on-one coaching also is available.

Class Location

Writing at Work will be taught at your offices or another location of your choosing to make attendance convenient and to minimize disruption to the workday. Evening classes may be arranged if they are more convenient for participants. Your organization will provide meeting space, projection equipment and a projection screen or monitor.

Your Instructor

Steve Fine has served as an instructor in the University of Pittsburgh's writing and composition programs since 1991. He designed and taught *Public Relations Writing* and *Creative Corporate Writing* courses, and currently teaches *Written Professional Communication* within the Public and Professional Writing certificate program. His former students include senior communications managers of *Fortune* 500 companies, engineers, scientists, business professionals, health care professionals, educators and others working in a wide variety of industries. As his students and other clients will attest, Steve mixes relevance and an engaging teaching style with a passion for precise, clear writing that improves skills.

In addition to his teaching responsibilities, Steve is a marketing communications writer and consultant. He has worked as a senior consultant for Burson-Marsteller's technology and public affairs practice groups, and as an account manager with Ketchum Public Relations' corporate practice group.

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**You received this document because you enrolled in Steve Fine's WPC class.
Please review all pages.**

**EngCmp 0400 – Written Professional Communication
Fall 2015: Mon. & Wed. 4:30 – 5:45 PM 232 Lawrence Hall or
Wed. 6:00-8:30 PM 3415 Posvar Hall
Instructor: Steve Fine
smf11@pitt.edu 412-767-0411/412-805-3838
Office hours by appointment**

Course Description & Syllabus

Course Goals

Written Professional Communication offers experience in a variety of writing styles encountered by professionals and exposes you to the situations, analysis and other thought processes behind these activities. Our goals are to teach you to recognize communications issues and challenges, understand how they may be addressed in writing, and improve your skills as you learn to think and write like a professional. You must complete the prerequisite courses to take this course. You will create documents that showcase your ability to successfully enter the workplace. The class encourages you to create a writing process to use throughout your career, from composition and revision through editing and proofreading. A core course in Pitt's Public and Professional Writing (PPW) Certificate Program, WPC has five primary student goals:

Understand what it means to be a professional. You will read and analyze characteristics of and barriers to professional discourse. As you work to develop a professional identity, you will study ethical responsibilities and learn how to conduct research. You also will collaborate with classmates learn and the role of teamwork.

Consider a wide range of audiences and the consequences of writing. This class helps you create reader-centered texts for a variety of audiences. You will engage with issues such as multiple readers, specialized and non-specialized writing, bias, diversity, jargon, and information overload. You will work to develop your voice and tone in professional documents.

Communicate effectively through common workplace genres. You will produce at least 25 pages over the course of the term, including a larger project and a series of smaller assignments. Where practical, these assignments will focus on your career path. You will learn to communicate in a variety of forms that may include memos, letters, emails, employment search materials, reports, proposals, instructions and procedures, multimedia texts, and oral presentation materials.

Engage actively in the process of revision. In addition to my feedback, you will receive and provide feedback on drafts from classmates. Since much of the writing in WPC provides opportunities to focus on your own academic and professional goals and interests, many of the documents (often in the form of a professional portfolio) also may benefit you as you seek your first position and progress in your career.

Write with awareness of textual conventions. Like other courses in the PPW Certificate program, WPC helps you improve your ability to write according to accepted conventions of standard written English. You will practice writing with attention to grammar, style, clarity, conciseness, objectivity, organization, and effective sentence and paragraph structure.

Writing Assignments: This is a writing course and we will write every week. Although we discuss all aspects of the assignments in class to provide context, I grade primarily on the written product you create. Length is not as important as quality. In fact, I emphasize techniques that help reduce the length of documents while improving their clarity and ability to communicate. Accuracy and precision are required writing skills. Perfection is a worthy goal. Typos, misspellings, poor grammar and other mistakes affect your grade. Please see the grading guidelines.

Revising Assignments: If I believe it will help you to progress as a writer, I will assign rewrites of specific assignments, and we will work one-on-one to address writing issues. In addition, you will be asked to incorporate feedback from me and from classmates to revise assignments. Collaboration and revision are routine in the professional workplace and your ability to incorporate feedback to improve the quality of your work is an opportunity to improve your grade, as well as enhance your understanding and mastery of this type of writing.

Deadlines: Deadlines are a fact of life in every professional setting and in this course. I expect you to deliver quality work on schedule. All assignments are due by the stated deadline. If you are absent, you must submit the assignment *on time* via email (smf11@pitt.edu) on the day it is due. An assignment turned in late is penalized one letter grade. An assignment that is more than one week late receives a failing grade.

Formatting Assignments: Unless specified otherwise, all writing assignments must be typewritten, double-spaced, on plain white paper, and printed on one side of the page only. A submission that is not double-spaced or is printed on both sides of the page will be returned to you and will be considered late, and will be docked one letter grade. Margins must be at least 1 inch to allow room for comments. If the assignment is two or more pages in length, the pages must be stapled. Head the paper with your name, the assignment number, the date and the title of the assignment. If it is a rewrite, please indicate so at the top of the paper.

Style: There are two required texts for this course. We use *The Associated Press (AP) Stylebook* (this is different than APA) as a style guide. Following a standard style enables you to write with consistency and uniformity that makes your writing easier to read and understand. Another useful guide that we will use is *Elements of Style* by Strunk & White. Your ability to consistently follow AP Style guidelines for numbers, titles, quotations and other items will be factored into assignment grades. We will review specifics in class.

Attendance: Attendance is mandatory and you must be seated and ready by the designated start time. Since we make extensive use of written examples, business cases and class discussions to provide context and understand what constitutes good professional writing, your attendance will affect your ability to complete assignments successfully. **Three absences will result in a failing grade.** If you cannot make it to class, you are responsible for obtaining assignments and class notes from a classmate. My office number during the day is 412-767-0411.

Grading Weight: I assign the following weights to the factors that I use to determine your class grade. Assignments—65%; Final—25%; Class participation—10%.

Feedback: I am available before or after class to discuss your progress, class performance and ways to improve. You also are welcome to call anytime to discuss class matters. I read assignments carefully and edit thoroughly to help you improve your style, technique and understanding of the writing process. Please take my comments as they are intended—as constructive criticism. I also welcome feedback. If you feel that I am unclear in class, or if you are confused, please do not hesitate to ask questions in class, since others may have the same questions.

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Grading Guidelines

The written assignments for this course constitute 65 percent of your final grade. Assignments are graded using the following criteria:

- 1. Content:** The grade for a paper reflects how you fulfill the objectives of the assignment. Writing style and quality matter. You also must show that you recognize the context of the assignment, properly organize and present information, and show that you clearly understand assignment objectives, your target audience, messaging, etc.
- 2. Grammar:** Proper grammar, usage, etc. are critical elements of good writing and affect your grade. You must proofread and self-edit. This is a course in professional writing, and I require you to be meticulous in your application of the rules of grammar and punctuation. I deduct for:
 - Unclear sentence structure
 - Improper word usage
 - Lack of subject/verb agreement
 - Lack of tense agreement
 - Run-on sentences

Your ability to write with clarity and in an active voice and address other common writing challenges is essential.

- 3. Punctuation, proofreading and other matters:** Proper punctuation, correct spelling and other details also must become your obsession. Every multiple of three of the following will result in a deduction:
 - Improper or missing punctuation
 - Incorrect use of antecedents
 - Spelling errors
 - Typographical errors

Deadlines: Assignments are due on the indicated class date – usually the first class of the following week – unless I specify otherwise. An absence does not excuse you from turning in the assignment on time. Email it to smf11@pitt.edu as a double-spaced Word attachment. A late assignment may be turned in no more than a week from the original deadline and will be penalized one letter grade. Assignments that are more than one week late receive a failing grade.

Class Participation: Participation comprises 10 percent of your grade. I define participation as regular, ongoing, useful comments, questions, observations and other contributions that move discussions and learning along.

This is a college-level writing course. I expect mastery and consistent application of the rules of the English language. Also, I require you to make the effort – including self-editing, proofreading and rewriting – necessary to improve your work as the semester progresses.

If you have any questions or concerns about grading or difficulties fulfilling an assignment, we can review your work before or after class. Or call me at 412-767-0411 during the day.

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Assignments

Assignments are detailed in the separate Assignment Master document you receive in a zip file containing all course materials, and also may be found in the WPC file stored on my Box account. If you do not receive an email invitation to access the Box file, please notify me.

Here is a summary of each assignment, which we will fulfill in the following order.

Report on writing in the workplace – you will interview a working professional about the ways that writing factors into their job duties and helps them fulfill their professional responsibilities, how they identify and address various written communication issues, the risks and consequences of poor written communication, and how the ability to write well translates to career advancement and success.

Resume and cover letter – you will identify a job opportunity and produce an organized and properly formatted resume, along with a cover letter that you can use to apply for the position.

Mock job interview – using your resume and cover letter, you will participate in a brief mock job interview that will be reviewed and critiqued by the class.

Follow-up letter – based on the results of your interview, you will draft a follow-up letter to the interviewer, which you can use to provide additional information, address any questions or issues that arose during the interview, or reemphasize key points about your background and skills.

Instructions & presentation – you will select a task and produce a set of clear, comprehensive instructions in a proper format. You will then use the instructions along with visual support to demonstrate the task for your classmates in a presentation.

Message track – based on a specific scenario, you will identify target audiences and develop appropriate messaging that can be incorporated in other written documents to meet communications objectives.

Internal communications – using the message track developed in the previous assignment, you will act as a manager in a fictitious company and create a written memo that provides information and utilizes the messages to meet a specific communications objective.

Business research and presentation – you will create a fictitious product that competes with other, genuine products. You will research the marketplace and competing products, identify key differentiators, and offer strategic recommendations for a successful product introduction. You will deliver the report, with visual support, to the class.

We also will review and rewrite assignments to practice self-editing, and to enable you to learn how to incorporate feedback to improve a document.

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Additional Policies & Resources

Academic Integrity & Plagiarism: Cheating of any type including plagiarism will not be tolerated. 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). Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, or failure of the course. A minimum sanction of a failing grade for the assignment will be imposed, but the actual sanction will likely be a more severe. To view the College of Arts and Sciences academic integrity policy for students and faculty, visit <http://www.as.pitt.edu/faculty/policy/integrity.html>.

For Students with Disabilities: If you have a disability for which you are requesting an accommodation, contact both your instructor and Disability Resources and Services, 216 William Pitt Union, (412) 648-7890 or (412) 383-7355(TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations.

Email Communication – Your Responsibilities: Each student is issued a University e-mail address (username@pitt.edu) upon admittance. *For Written Professional Communication, I will only communicate with students through their authorized Pitt email addresses.* This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., gmail, AOL, Yahoo). Students who choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html.)

The Writing Center: Having difficulty with the writing requirements and assignments for this and other courses? The Writing Center provides a place for all University of Pittsburgh students, faculty, and staff to come to work on their writing. The Center is staffed by experienced consultants who have been trained to help others with their writing. The services are free to all University of Pittsburgh affiliates. You can learn more about the Writing Center, including contact information, at <http://www.writingcenter.pitt.edu>.

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Introduction to Translational Research in the Health Sciences

CLRES 3140 (CRN: 18854)
DENT 3111 (CRN: 18752)
HRS 3140 (CRN: 18457)
NUR 3056 (CRN: 18397)
PUBHLT 3000 (CRN: 18657)

Course Directors:

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Course Summary

The goal of the Clinical and Translational Science Institute (CTSI) common core curriculum is to provide doctor-level graduate students with the knowledge and critical thinking skills they need to engage in clinical or translational research. Introduction to Translational Research in the Health Sciences was developed by the CTSI Education Core and designed to introduce students to the objectives, concepts, models and processes of clinical and translational research. The Introduction to Translational Research in the Health Sciences course will provide students with a comprehensive survey of the processes involved in translating research discoveries into practices that promote health and prevent disease. The specific topics to be covered are listed in the lecture schedule and include the implementation of new therapies as standards of care and the application of innovative preventative services. Various research methodologies, including those encompassed in the drug, therapeutic and device development process will be discussed. The course will offer lectures via electronic media and will use a collaborative learning approach to classroom activities.

Course Mechanics

This is a hybrid course, consisting of nine two-hour live sessions and six online sessions, over one semester.

Learning Methods

Students will be engaged in multiple methods of active learning, including:

- Acquisition of lecture content via an adaptive, hypermedia and web-based format. Each week students will be required to review the lecture material before coming to class.
- Participation in classroom sessions that use a collaborative learning format, with instructors serving as class facilitators. Throughout the term, students will be divided into various multidisciplinary working groups.

Course Requirements and Grading

The course will be offered as a 2-credit course with letter grading or as a Pass/Fail option based on the following:

- Assignments: 10% of final grade
- Mid-Term Multidisciplinary Group Project (Presentation/Written): 20% of final grade
- Mid-Term Peer/Self Evaluation: 5% of final grade
- Final Multidisciplinary Group Project (Presentation/Written): 50% of final grade
 - Each group is expected to choose a research project that involves type 1 or type 2 translational research and has the potential to make a major impact on health within the next 10 years. The project is to be presented (at various stages of development) and finally produced as a written report with a maximum length of 10 double-spaced pages in Arial 11 point font with no less than 0.5-inch margins. Required elements of the project will be given in the form of a rubric and include:

SOCIAL EPIDEMIOLOGY (EPI 2443)

Instructor:

Anthony Fabio, MPH, PhD
Graduate School of Public Health
Epidemiology Data Coordinating Center
130 DeSoto Street
127 Parran Hall
Voice: 412-624-4612
E-mail: afabio@pitt.edu

Course Location: TBD

Office Hours: By appointment.

Course Description and Objectives

This course provides a broad exposure to the field of social epidemiology and allows students an opportunity for a targeted study of a particular problem from a social epidemiological framework. Social epidemiology reveals how social processes are intrinsically linked to the health of populations and individuals. Social epidemiology takes into account the social, psychological, biological, and medical determinants of disease and health and uses a multidisciplinary approach to analyzing and solving complex contemporary social issues. In this course, students will read major papers in the field and discuss their relevance to today's health research. Students will also learn about approaches for incorporating social epidemiology into their research. In particular, students will discuss the differences and similarities of social determinants and individual determinants of health. The final project will be a draft manuscript, which teams of students will work on together. This will include an introduction, methods and Results section. Teaching methods include lectures, readings, class discussions, and written assignments. The written assignments will be pieces of a final project that will culminate into a draft manuscript using social epidemiology.

Class will meet once a week for about 2 hours, DAY from TIME. Typically, the instructors or a guest will lecture on material relevant to the weekly topic during the first 45-60 minutes. The last part of the class will be used for discussion of readings and lectures. You may be asked in advance to present individual articles and to collaborate as groups to address specific questions about the assigned readings. Course readings are on the course website and those not available on the website will be in Dr. Fabio's office.

The goals for students are to be able to:

- 1) Discuss and demonstrate an understanding of the foundations of social epidemiology.
- 2) Describe at least two methods used in social epidemiology and the limitations of each
- 3) Analyze the strengths and limitations of measurement strategies for the study of social processes.
- 4) Describe two examples of social interaction and social institutions on the effect of health outcomes and exposure allocation.

- 5) Develop a research approach to their topic of interest that incorporates the purpose and place of social epidemiology within the broader discipline of epidemiology.
- 6) Distinguish between social determinants of health and individual determinants of health.

STUDENT EVALUATION

Your final grade for EPI 2143 will be based on the following:

1. Collaborative research project (80 points). A detailed description of this assignment is appended at the end of the syllabus. Your topic is due by March 1, introduction is due by March 18 and the final product is due Monday, April 14. If you miss any of these deadlines, you will be penalized 5 points. An oral presentation of your project will be made on April 15 or 22. Please submit the annotated bibliography electronically to Assignments on courseweb.
2. Class Participation (20 points). A key component of this class is the interaction among you and other students and with the instructors. Attendance and participation in class discussions will be monitored and graded by the instructors for a total of 10 points.

Letter grades will be assigned as follows:

A+ 98-100	B+ 87-89	C+ 77-79	F 0-69
A 94-97	B 83-86	C 73-76	
A- 90-93	B- 80-82	C- 70-72	

Academic Integrity

All students are expected to adhere to the school's standards of academic honesty. Any work submitted by a student for evaluation must represent his/her own intellectual contribution and efforts. The GSPH policy on academic integrity, approved by EPCC on 10/14/08, which is based on the University policy, is available online at <http://www.publichealth.pitt.edu/interior.php> and linking to the PITT Public Health Academic Handbook. 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 GSPH.

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

TOPICS AND ASSIGNMENTS

Session 1: Course Overview

Lecturer: Anthony Fabio

Sessions 2-6: Theory of Social Epidemiology and its Role in Understanding Public Health

Session 2: Overview, History and Future of Social Epidemiology

Lecturer: Anthony Fabio

Readings:

Rose, Geoffrey. (1985). Sick Individuals and Sick Populations. *International Journal of Epidemiology*, 14(1), 32-38. doi: 10.1093/ije/14.1.32

Galea, S., & Link, B. G. (2013). Six paths for the future of social epidemiology. *Am J Epidemiol*, 178(6), 843-849. doi: 10.1093/aje/kwt148

Krieger N. Epidemiology and the web of causation: has anyone seen the spider? *Soc Sci Med*. 1994 Oct;39(7):887-903

Krieger, N. (1999). Sticky webs, hungry spiders, buzzing flies, and fractal metaphors: on the misleading juxtaposition of "risk factor" versus "social" epidemiology. *J Epidemiol Community Health*, 53(11), 678-680.

Session 3: The Role of Social Epidemiology in Public Health

Lecturer: Anthony Fabio

Readings:

Rothman KJ, Adami HO, Trichopoulos D. Should the mission of epidemiology include the eradication of poverty? *Lancet*. 1998 Sep 5;352(9130):810-3.

McMichael AJ. The role of epidemiologists in eradicability of poverty. *Lancet*. 1998 Nov 14;352(9140):1627.

Kaplan GA. The role of epidemiologists in eradicability of poverty. *Lancet*. 1998 Nov 14;352(9140):1627-8.

Session 4: Race, Ethnicity and Social Epidemiology

Lecturer: Dara Mendez

Readings:

Williams DR. Race and Health: Basic Questions, Emerging Directions. *Ann Epidemiol*. 1997 Jul;7(5):322-33

Jones CP. "Race", Racism, and the Practice of Epidemiology. *Am J Epidemiol*. 2001;154(4):299-304.

Jones CP. Levels of racism: A theoretic framework and a gardener's tale. *American Journal of Public Health*. 2000;90(8):1212-1215.

Karlsen S, Nazroo JY. Measuring and Analyzing "Race," Racism, and Racial Discrimination. In: Oakes JM and Kaufman JS, eds. *Methods in Social Epidemiology*. San Francisco, CA: Josey-Bass; 2006:86-111.

Session 5: Nutrition and Social Epidemiology

Lecturer: Tiffany Gary-Webb

Readings:

Tiffany L. Gary-Webb, Shakira F. Suglia, Parisa Tehranifar. (2013) Social Epidemiology of Diabetes and Associated Conditions. *Current Diabetes Reports* 13:6, 850

Sarah Stark Casagrande, Joel Gittelsohn, Alan B. Zonderman, Michele K. Evans, and Tiffany L. Gary-Webb. Association of Walkability With Obesity in Baltimore City, Maryland. *American Journal of Public Health: December 2011, Vol. 101, No. S1, pp. S318-S324.*

Session 6: Segregation and Social Epidemiology

Lecturer: Anthony Fabio

Readings:

Oakes JM, Kaufman JS (Eds) *Methods in Social Epidemiology*. Wiley: New York, 2006. Chapter 6: Measuring Health Inequalities

Bell JF, Zimmerman FJ, Almgren GR, Mayer JD, Huebner CE. Birth outcomes among urban African-American women: A multilevel analysis of the role of racial residential segregation. *Social Science and Medicine* 2006; 63: 3030-3045

Fabio a. Racial segregation and county level intentional injury in Pennsylvania: analysis of hospital discharge data for 1997-1999. *J Epidemiol Community Heal*. 2004;58(4):346-351. doi:10.1136/jech.2002.006619.

Fabio A, Sauber-Schatz EK, Barbour KE, Li W. The association between county-level injury rates and racial segregation revisited: a multilevel analysis. *Am J Public Health*. 2009;99(4):748-753. doi:10.2105/AJPH.2008.139576.

Session 7: Alcohol Availability and Social Epidemiology

Lecturer: Anthony Fabio

Readings: TBA

Sessions 8-9: Existing Ecologic and Multi-level Data

Session 8: Census and Health

Lecturer: Anthony Fabio

Housing:

- American Housing Survey: (<http://www.census.gov/programs-surveys/ahs/about.html>)
- Residential segregation: Iceland J., D. H. Weinberg, and E. Steinmetz. Racial and Ethnic Residential Segregation in the United States: 1980-2000. Census 2000 Special Report
- (landview.census.gov/hhes/www/housing/resse/pdftoc.html). See Economic Dimension, Income, page 6.

Session 9: Health and Behavior

Lecturer: Anthony Fabio

Health:

- Consumer Expenditure: Consumer expenditures on health care Bureau of Labor Statistics (BLS) (www.bls.gov).
- Health Care Delivery: http://www.cdc.gov/nchs/nhcs/about_nhcs.htm
- WISQARS™ Web-based Injury Statistics Query and Reporting System: <http://www.cdc.gov/injury/wisqars/>

Behavior:

- Tobacco use: Behavioral Risk Factor Surveillance System. (www.cdc.gov/brfss).
- Diet: Behavioral Risk Factor Surveillance System. (www.cdc.gov/brfss).
- Violence: FBI Uniform Crime Reports (www.fbi.gov/ucr/ucr.htm).

Session 10-12 Study design and Analytic Approaches

Session 9: Ecological Approaches

Lecturer: Anthony Fabio

Readings:

Oakes MJ, Forsyth A, & Schmitz KH. The effects of neighborhood density and street connectivity on walking behavior: The Twin Cities walking study. *Epi Perspectives and Innovations* 2007;4:16.

Rajaratnam JK, ZB Zurke JG & O'Campo P. Maternal and child Health and neighborhood

context: the selection and construction of area-level variables. *Health & Place* 2006;12:547-556.

Macintyre S. Deprivation amplification revisited: or, it is always true that poorer places have poorer access to resources for health diets and physical activity? *Int J Behavioral Nutrition & Physical Activity* 2007;4:32.

Session 10: (3/18/2014) **Definitions and Measurements of Social Determinants of Health**
Lecturer: Anthony Fabio

Readings: TBA

Session 11: (4/1/2014) **Study Designs - Randomized Controlled Trials**
Lecturer: Christina Mair

Readings:

“RCTs” in social epidemiology. Kaufman, J. S., Kaufman, S., & Poole, C. (2003). Causal inference from randomized trials in social epidemiology. *Social science & medicine*, 57(12), 2397-2409.

Session 12: (4/1/2014) **Study Designs - Multi-level Analysis**
Lecturer: Anthony Fabio

Readings: TBA

Introduction to multilevel modeling. Diez-Roux, A. V. (2000). Multilevel analysis in public health research. *Annual review of public health*, 21(1), 171-192.

Systems approaches to social epidemiology. Galea, S., Riddle, M., & Kaplan, G. A. (2010). Causal thinking and complex system approaches in epidemiology. *International Journal of Epidemiology*, 39(1), 97-106.

MANUSCRIPT ASSIGNMENT

As a team, you will write a paper on a social epidemiology research topic. The assignment will be broken into three specific parts due throughout the semester and will follow the class lectures.

Class participation (25 points):

Introduction (25 points): The introduction will cover an overview of Social Epidemiology and a specific public health issue that will be approved by the instructor and agreed upon by the students in each writing team.

Methods (25 Points): Methods will deal with a specific method that is covered in class. Other methods will be used with approval from the instructor. Students will identify their data source from those covered in class or from others with approval from the instructor. Students will also identify the important measures for the research question including the independent variable of interest, the dependent variable, and covariates. Finally, this will deal with identifying data sources.

Results (25 Points): The results will include appropriate tables, figures and text to describe the results of the analysis described in the methods.

**Graduate School of Public Health
Educational Policies and Curriculum Committee
Meeting Minutes | September 10, 2015**

Present: Quinten Brown, Jane Clougherty, Kathleen Creppage, Jeremy Martinson, Eleanor Feingold, Candace Kammerer, Robin Leaf, Patricia Documet, Julia Driessen, John Shaffer, Mary Derkach, Taru Gupta and Nancy Glynn

Absent: Yue Chen

Guests: Anthony Fabio, Jessica Burke, Marian Jarlenski

Meeting called to order at 1:30 p.m. by Candace Kammerer, Chair.

New EPCC Member Introductions

The committee held brief introductions to orient the new departmental representatives, as well as the new student liaisons.

Election of a new EPCC Chairperson

Patricia Documet was elected as the new EPCC Chairperson

New Course: BCHS XXXX, Global Perspectives on Women's Empowerment, Gender Equality, and Health – Dr. Jessica Burke

Dr. Jessica Burke presented her new course, BCHS XXXX, *Global Perspectives on Women's Empowerment, Gender Equality, and Health*. This course's creation is due to new funding opportunities, which support the development of the course and syllabus. A majority of Dr. Burke's academic career has been closely related to the topic of this course, so she is very excited about its development. This course will be largely a structured, 2-credit, 10 week discussion-based course, related to the topic of women's health.

EPCC thought that the course would need some minor changes to move forward. For instance, one of our student representatives felt that students might need clarification regarding the course's textbook policy. Also, the committee felt that the action verbs used in the learning objectives needed to be changed.

Action – EPCC approves Dr. Burke's course, with minor recommendations for changed to the syllabus. An approval letter will be sent to Dr. Burke.

New Course: EPI 2143, Social Epidemiology – Dr. Anthony Fabio

Dr. Anthony Fabio was the next faculty member to present a course to EPCC. Dr. Fabio proposed a new course, EPI 2143, *Social Epidemiology* to the committee. The basis for this course is the idea of looking at social constructs of Epidemiology, while examining and applying several theories and methods. The upper echelon of public health schools across the country have a Social Epidemiology course, and based on our student's feedback, a course like this

was wanted/needed. While this course is still being fine-tuned, there are aspects that have been solidified, such as the required group manuscript work for the class.

EPCC felt that minor changes would be needed for this course. The committee felt that the action verbs used in the learning objectives needed to be changed. Also, the committee felt that the project(s) required for the course could be better aligned with the core course learning objectives.

Action – EPCC approves Dr. Fabio's course, with minor recommendations for changed to the syllabus. An approval letter will be sent to Dr. Fabio. The committee would also like for Dr. Fabio to resubmit his syllabus for the October meeting.

Course Modification: HPM 2063, The Politics of Health Policy – Dr. Marian Jarlenski

Dr. Marian Jarlenski was the last faculty member to present to EPCC. She has modified HPM 2063, *The Politics of Health Policy*. This course is going through a major modification, due to the fact that it has not been taught in years. Dr. Jarlenski is updating the course and developing her own materials. This will be an entry-level course, with a focus on US policies.

Students will argue assigned positions in class, and Dr. Jarlenski will be there to guide them through the process. Some in EPCC feared that based on the course content, some of the debates might become contentious. Dr. Jarlenski has picked topics that will spur debates, but has kept away from controversial issues. Dr. Jarlenski's learning objectives are linked to the course throughout her syllabus. This is something that is required in HPM.

Action – EPCC has approved this course, and an approval letter will be sent to Dr. Jarlenski.

Course Modification: EOH 3305, Genome Stability and Human Disease

EPCC revisited a course modification for EOH 3305, *Genome Stability and Human Disease*. This course had submitted a syllabus to the committee for its review. The committee felt that the syllabus sent needed some edits in order to look "student-ready". The committee was also having difficulty tracking the changes that were being made to the syllabus/course. EPCC requested that an EPCC Course Modification form be submitted, in order for the committee to better track the modifications to the course/syllabus. The last critique from the committee revolved around the learning objectives outlined in the syllabus. It was not clear to the committee how the sessions and assignments met the learning objectives in the course.

Approval of August meeting minutes

Approved.

Spring 2016 EPCC Schedule Confirmation – Quinten Brown

For the Spring 2016 semester, EPCC meetings will be moving back to the 3rd Thursday of each month. The time (1:30-3:30 p.m.) and location (110 Parran) will remain the same. The dates are:

- January 21, 2016
- February 18, 2016
- March 17, 2016
- April 21, 2016

The meeting was adjourned at 3:00 p.m.

The next meeting is October 21, 1:30-3:30p.m., 110 Parran Hall.

Future items for discussion/ action at upcoming meetings: N/A