

Graduate School of Public Health
Educational Policies and Curriculum Committee
March 1, 2018
1:30-3:30pm
1149 Parran Hall

A. New Business:

1. Course Modification: BIOST 2066 *Applied Survival Analysis: Methods and Practice*, Rob Krafty
2. Course Modification: BIOST 2016 *Sampling Design and Analysis*, Rob Krafty for Gary Marsh
3. Course Modification: PUBHLT 1007 *Global Health Abroad*, Meredith Maverro for Joanne Russell
4. Course Modification: BCHS 2520 *Theories of Health Behavior & Health Education*, Jeanette Trauth and Andrea Weinstein
5. New Joint Degree Program: MD/ PhD in HPM Announcement, Jessica Burke
6. School Required Academic Policy Statement Options Discussion, All
7. Approval of February Meeting Minutes, All
8. Plan Summer Meeting Schedule, All

B. Old Business:

1. Core Course Class Size, Jessica Burke
2. Feedback on Mid Term Evaluations and Needs for Teaching Resources on Pitt Public Health Web site, All

Upcoming meetings:

March 29 [April meeting] 1:30-3:30pm, room 1149 Parran Hall | Meeting moved due to Dean's Day events on April 5.

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



University of Pittsburgh

*Graduate School of Public Health
Department of Biostatistics*

7135 Parran hall
130 DeSoto Street
Pittsburgh, PA 15261
Phone: 412-624-3022
Fax: 412-624-2183
www.biostat.pitt.edu

February 26, 2018

Subject: BIOS 2066 Credit Change

Dear EPCC Members:

Attached are the syllabus and EPPC Course Form to propose changing the credits for BIOS 2066: Applied Survival Analysis from 3 credits to 2 credits, effective fall 2018. This is part of a larger restructuring of the biostatistics curriculum discussed at the February EPCC meeting. The broad goal of this collection of changes is to streamline the curriculum and enable students to have a more tailored and modern educational experience.

The proposed changes to BIOS 2066 involve eliminated advanced topics that, although are interesting, are not fundamental to understanding and conducting analyses of modern time to event data. The course will provide students a strong and rigorous foundation so that, at the end of the course, they will be able to implement popular and appropriate methods for conducting survival analyses. Students who are interested in digging deeper into the subject can then take the more advanced course BIOS 2054: Survival Analysis.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Krafty".

Robert T. Krafty
Associate Professor of Biostatistics
rkrafty@pitt.edu

**Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 9/22/2015)**

REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. **General Instructions:**

- a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) **by e-mail** to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.
- b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.
- c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. **Review based on the following (check all which apply):**

- | | |
|--|--|
| <input type="checkbox"/> New course, not previously approved | <input checked="" type="checkbox"/> Course modification (major) (3 to 2 credits) |
| <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 BIOS 2066 Title Applied Survival Analysis 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:

* 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 covers fundamental concepts and methods important for analysis of datasets where the outcome is the time to an event of interest, such as death, disease occurrence or disease progression. Topics include: basic methods for summarizing and presenting time-to-event data in tabular form and graphically as life tables, non-parametric statistical techniques for testing hypotheses comparing life tables for two or more groups; approaches to fitting the semi-parametric Cox proportional hazard model and other commonly used parametric models that incorporate study co-variables, methods for assessing goodness-of-fit of the models, and sample size considerations. In addition to didactic lectures, there are group projects that involve analysis of datasets and presentation of analytic reports in the classroom.

Prerequisite: BIOS 2049

(Note that the current prerequisites for the course are BIOS 2042 and BIOS 2049. With the proposed additional changes to the BIOS curriculum, BIOS 2042 will no longer be taught.)

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

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

Students will be expected to know basic statistical principles at the level of BIOS 2041 and regression analysis at the level of BIOS 2049.

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

- a. Number of course hours per session 1 Sessions per week 2 Weeks per academic term 16
- b. Approximate allocation of class time (hours or %) among instructional activities:
Lectures 90% Seminars Recitations Field work Laboratory
Other (specify): Student presentations 10%
- c. Term(s) course will be offered: Fall X Spring Summer Term Summer Session

9. **Grading of student performance:**

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

The letter grade system will be used.

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

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

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

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

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

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

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

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

This course is a required course for the MS Program in Biostatistics. The MS in Biostatistics emphasizes statistical theory and methods to enable students to be effective statistical collaborators in interdisciplinary studies, and to lead the design and execution of studies. Time to event and survival data are important outcomes in medical research.

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

The course will use data from public health studies to illustrate methodological concepts in the analysis of time to event data, and demonstrate appropriate approaches for formal analysis, interpretation and reporting. Included will be studies that collect information on gender, race and ethnicity. The analyses of data from such studies will give students the ability to assess effects of and to control for variables associated with diversity when analyzing time to event outcomes.

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

Name/Title: B. F. Kurland ^{Brenda F Kurland} Research Associate Professor, ^{Dept of} Biostatistics Date: 2/26/2018

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

Name/Title: [Signature] Date: 2/27/2018

14. (For cross-listing only)

Signature and date of endorsement of department chairperson:

Name/Title: _____ Date: _____

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

SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES

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

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

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

Syllabus Area	Recommended Detail * Required	Included in Your Syllabus?					
<i>Heading</i>	Course Number*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Title*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Course Meeting Time/Day of Week*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Classroom Location*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Faculty Information</i>	Office Location*	Yes	<input 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 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 checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
	Recording of Lectures	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Course Summary</i>	Course Description*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Learning Objectives*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Materials</i>	Required Textbooks/ Articles/Readings	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input checked="" 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 checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Availability of Software for Purchase and/or Use	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>



University of Pittsburgh
Graduate School of Public Health

BIOST 2066, Department of Biostatistics
Applied Survival Analysis: Methods and Practice
Fall 2018: August 29, 2016 – December 15, 2016
Monday/Thursday 9:00-9:50, A425 Crabtree
2 Credit Hours

Instructor: Brenda F. Kurland
bfk10@pitt.edu
(412) 383-1128

Office (for office hours only): 303 Parran (may change in October)
Office Hours: Thursday 10:30 - 11:30 am and by appointment

Teaching Assistant:

Course Description

In a large randomized clinical trial, average survival times (time from randomization to death) for treatment arms cannot be compared using t-tests or linear regression when some patients survive past the last day of follow-up. This is a key motivating example for survival analysis, though not the only application for survival methods. This course presents descriptive methods for censored data, and non-parametric and semi-parametric methods for comparing life tables for two or more groups. Sample size considerations, model diagnostics, and advanced topics such as competing events and recurring events will be addressed. Statistical theory is presented in the context of informing practical data analysis; exercises and examinations emphasize appropriate analysis strategy and model interpretation.

Course Learning Objectives

At the conclusion of this class, students should be able to *explain the objectives of, conduct analyses for, and interpret results from* fundamental (and some advanced) approaches used in survival analysis, including

- 1) Kaplan-Meier curves and the log-rank test
- 2) The Cox proportional hazards model, hazard ratio, and associated statistics
- 3) Model selection, evaluation, and interpretation
- 4) Sample size requirements
- 5) Selected extensions to the Cox model.

There is no required textbook. The following textbooks are on reserve at Falk Library for the semester.

Modelling Survival Data in Medical Research (3rd Edition). David Collett. CRC Press, 2015.
The text can be wordy, but it has good coverage of a broad range of topics.

Survival Analysis: Techniques for Censored and Truncated Data (2nd Edition). John P. Klein and Melvin L. Moeschberger Springer, 2003.

A classic text, with clear explanations of selected fundamental concepts and important advanced topics. Lacks practical guidance (software code).

Applied Survival Analysis: Regression Modeling of Time-to-Event Data (2nd Edition). David W. Hosmer, Stanley Lemeshow, Susanne May. Wiley, 2008.

This text isn't nearly as beloved as Hosmer & Lemeshow's book on logistic regression, but some parts are quite good and there is excellent support (SAS, Stata, SPSS code) at the UCLA website: <http://www.ats.ucla.edu/stat/sas/examples/asa2/>

Modeling Survival Data: Extending the Cox Model. Terry M. Therneau & Patricia M. Grambsch. Springer, 2000.

Pretty rigorous for theory (including counting processes and martingales), but Therneau is responsible for the R "survival" package, so there's an emphasis on software as well (R, plus some SAS).

Survival Analysis Using SAS: A Practical Guide. Paul D. Allison. SAS Institute, 2010. The title says it all!

Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. Judith D. Singer & John B. Willett. Oxford University Press, 2003.

Text covering both longitudinal data analysis and survival analysis. Excellent for sound, well-reasoned, well-researched advice for applied analysis. Companion website <http://www.ats.ucla.edu/stat/examples/alda.htm>

Course Expectations & Requirements:

- **Assignments and Projects:** Contributions to the final course grade are as follows:

Homework	~Biweekly problem sets	40%
Midterm	In-class exam	15%
Presentations	2 presentations	15%
Participation	Classroom discussions	10%
Final project	Data analysis and report	20%

- **Software** for assignments and projects: R and SAS are preferred, Stata is permitted. The goal is to use the software students expect to use in practice (outside of coursework), while exploring useful survival analysis features of other packages
- **CourseWeb:** Assignments and announcements will appear on CourseWeb: <https://courseweb.pitt.edu> .

Course grades will be assigned based on the following minimal scale. Note that this is a minimal scale and, in certain circumstances, grades can be curved up.

[93%, 100%]	A;	[90%, 93%),	A-;
[87%, 90%)	B+;	[83%, 87%)	B; [80, 83) B-;
[77%, 80%)	C+;	[73%, 77%)	C; [70, 73) C-;
[67%, 70%)	D+;	[63%, 67%)	D; [60, 63) D-;
< 60%	F		

Class Schedule (subject to revision)

Week#/Dates	Topic & Learning Objectives	Readings	Notes
#1, #2 Aug 29, Sept 1, 8	Time-to-event data Descriptive methods: Kaplan-Meier curves, median survival		Sept 5 is Labor Day (no class)
#3 Sept 12, 15	Confidence intervals, log-rank test		
#4 Sept 15, 18	Cox proportional hazards regression (1)		
#5 Sept 19, 22	Cox proportional hazards regression (2)		
#6 Sept 26, 29	Model selection		
#7-8 Oct 6, 10, 13	Model evaluation Start of presentations		October 3 to be rescheduled
#9 Oct 18, 20	Model evaluation, review		October 17 is fall break – class meets Tuesday
#10 Oct 24, 27	Oct 24 or 27: Midterm		
#11 Oct 31, Nov 3	Sample size and power		
#12 Nov 7, 10	Extensions of the Cox model (1)		
#13 Nov 14, 17	Extensions of the Cox model (2)		
#14 Nov 21	Parametric regression models		November 24 is Thanksgiving (no class)
#15 Nov 28, Dec 1	Competing risks		
#16 Dec 5, 8	Recurrent events, additional topics		
#17 Dec 12, 15	Review, take-home final due		

University Policies: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). The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

In BIOST 2066, discussion of homework assignments is encouraged, but each student's computer code and written assignment must be completed separately.

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 Services

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 (<http://www.studentaffairs.pitt.edu/drs/>), 140 William Pitt Union (Voice or TTD 412-648-7890) as early as possible in the term.

Copyright Notice

Course material may be protected by copyright. United States copyright law, 14 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](http://www.copyright.gov/) (<http://www.copyright.gov/>) and the [University Copyright Policy](http://www.cfo.pitt.edu/policies/policy/10/10-04-01.html) (<http://www.cfo.pitt.edu/policies/policy/10/10-04-01.html>).

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:**

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- 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) (3 to 2 credits) |
| <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: BIOS 2016 Title: Sample Design and Analysis 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.

Do not wish to cross list at this time.

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: Gary M. Marsh, PhD, Professor of Biostatistics (100%)

* 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): none

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 an applied statistical methods course designed to provide students with a working knowledge of introductory and intermediate-level sample designs and associated methods of statistical analysis along with a basic understanding of the theoretical underpinnings. Emphasis is placed on sampling human populations in large communities. Students will also learn statistical software used in survey data analysis, including sample selection and survey procedures in the STATA software package. Lecture topics include: simple probability samples, stratified sampling, ratio and regression estimation, cluster sampling, sampling with unequal probabilities, variance estimation and weighting in complex surveys, two-phase sampling, estimating population size and estimation of rare populations and small areas. The course will consist of one weekly 2-hour lecture and one class devoted to student presentations related to a term project assigned at midterm.

Prerequisites: BOST 2011 or BOST 2041 and BOST 2043 or permission of instructor. Knowledge of basic calculus and statistical software such as STATA or SAS is helpful but not required.

Teaching Philosophy: To present course material in a lively and stimulating fashion; to review briefly material presented in the previous lecture and to challenge the class with questions about the previous material; to encourage and promote questions and open discussion before, during and following lectures; to evaluate students' performance in a fair and transparent fashion.

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

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

Minimum 5, Maximum 15. This is the ideal range for the number of students as it encourages and facilitates open discussion during the lecture sessions

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

Students on special status or from non-GSPH schools

- 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.

Students must have at least one semester of a graduate level course in applied biostatistical methods (e.g., BOST 2011 or BOST 2041) and biostatistical theory (e.g., BOST 2043). A working knowledge of first-term level calculus (e.g., BOST 2081) and a statistical software package such as STATA or SAS is recommended but not required. The course will be presented at a basic to intermediate statistical level.

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

- a. Number of course hours per session 32 Sessions per week 1 Weeks per academic term 16

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

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

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

9. **Grading of student performance:**

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

Letter grade (A, B, C, D, F) unless a cross-registered or special student requests H, S, U or other option than 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:**

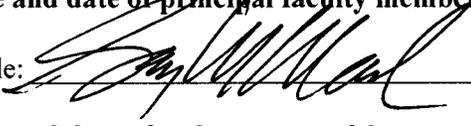
- a. Describe how this course contributes to learning objectives specified for the curriculum of one or more Pitt Public Health degree or certificate programs. Indicate whether course is required for any specified degree or certificate.

This, as was its 3-credit predecessor, will be an elective course in the BIOS department, designed for advanced masters or PhD students. It provides students with a working knowledge of introductory and intermediate-level sample designs and associated methods of statistical analysis along with a basic understanding of the theoretical underpinnings. The change from 3 credits to 2 credits will remove mainly special advanced topics that are not required for a basic understanding of sample design and analysis. It is also hoped that the reduction in credits will improve student interest and enrollment.

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

All major state and national health surveys, and most observational and experimental studies include at least some "diversity" data, as the health outcome measures (as well as other measures) under study are often associated with these factors. A proper evaluation of health or other outcomes in a given target population requires that careful consideration be given to the factor-specific patterns or trends in outcomes before data are summarized over these factors. Also, if appropriate, these diversity factors should be considered as potential confounding or effect-modifying variables in evaluations aimed at testing specific etiologic or other hypotheses.

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

Name/Title:  BIOS

Date: 2/18/18

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

Name/Title: 
Shyamal D. Peddada Professor & Chair, Biostatistics

Date: 2/19/18

14. (For cross-listing only)

Signature and date of endorsement of department chairperson:

Name/Title: _____

Date: _____

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

SYLLABUS CHECKLIST FOR NEW AND REVISED COURSES

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

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

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

Syllabus Area	Recommended Detail * Required	Included in Your Syllabus?					
Heading	Course Number*	Yes	<input 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"/>
Faculty Information	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 type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
Student Expectations in Classroom	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recording of Lectures	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
Course Summary	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"/>
Materials	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"/>

What Biostatistics 2016 - Sampling Design and Analysis
FALL Term 2018 – 2 Credits
Thursdays, Room A522, 1:00-2:50pm

COURSE SYLLABUS

Lecture	Date	Topic	Textbook Readings	Assignment
1	8/30	Introduction/Basic Concepts	Chapter 1	Exercise 1
2	9/6	Basic Concepts - Sampling Distributions	Chapter 1	
3	9/14	Simple Probability Samples I – STATA	Ch. 2 - Notes	Exercise 2
4	9/21	Simple Probability Samples II	Chapter 2	
5	9/28	Stratified Sampling I	Chapter 3	Exercise 3
6	10/4	Stratified Sampling II	Chapter 3	
7	10/11	Ratio and Regression Estimation I	Chapter 4	Exercise 4
--	10/18	Mid Term Exam		
8	10/25	Ratio and Regression Estimation II	Chapter 4	
9	11/1	Cluster Sampling with Equal Probabilities I	Chapter 5	Exercise 5
10	11/8	Cluster Sampling with Equal Probabilities II	Chapter 5	
11	11/15	Cluster Sampling with Unequal Probabilities I	Chapter 6	Exercise 6
--	11/22	Thanksgiving – NO CLASS		
12	11/29	Cluster Sampling with Unequal Probabilities II	Chapter 6	
--	12/6	Student Presentations		
--	12/13	Final Exam		

Faculty Information

Instructor: Gary M. Marsh, Ph.D. (office hours by appointment)
 Professor of Biostatistics
 Professor of Epidemiology & Clinical and Translational Science
 Director, Center for Occupational Biostatistics and Epidemiology
 7122 Parran Hall, GSPH
 Phone: 412-624-1294, E-Mail: gmarsh@pitt.edu

Teaching Philosophy: To present course material in a lively and stimulating fashion; to review briefly material presented in the previous lecture and to challenge the class with questions about the previous material; to encourage and promote questions and open discussion before, during and following lectures; to evaluate students' performance in a fair and transparent fashion.

Prerequisites: BIOST 2041, 2043. Knowledge of basic calculus and statistical software such as STATA or SAS is helpful but not required.

Student Expectations in Classroom

The class will begin promptly at designated time. Thus, to avoid disruptions to the instructor and students, all students should arrive at class a few minutes before start time and get seated and ready for class. 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. Cell phone use during class is not permitted and laptops may be used for notetaking only.

While students are encouraged to discuss course content with each other, students must do their own assignments and term project. Copying assignments from other students will NOT be tolerated. Students must turn off all electronic equipment including cell phones, laptops during class. Recording of the lectures is permitted with instructor's consent.

Course Summary

This is an applied statistical methods course designed to provide students with a working knowledge of introductory and intermediate-level sample designs and associated methods of statistical analysis along with a basic understanding of the theoretical underpinnings. Emphasis is placed on sampling human populations in large communities. Students will also learn statistical software used in survey data analysis, including sample selection and survey procedures in the STATA software package.

Course Learning Objectives

By the end of the course, students will:

1. Acquire a basic understanding of introductory and intermediate-level statistical sampling theory as it applies to the design of sample surveys and associated methods of inference for populations containing a finite number of elements.
2. Learn statistical software used in survey data analysis, including sample selection and survey procedures in the STATA software package.
3. Develop the ability to recognize the proper sampling design and type of inputs needed in planning a sampling survey and to gather sufficient information to write a detailed sampling plan. They will also develop the ability to furnish advice concerning costs, feasibility, statistical problems including sample size, sample weights, potential bias, and non-response, and measurement problems in connection with a proposed sample survey.
4. Critically evaluate published methodology and results from complex sample surveys and other observational studies and experimental studies involving repeated measures and cluster-correlated data.
5. Become familiar with and analyze data from a selection of large-scale national health surveys including: Current Population Survey (CPS), Behavioral Risk Factor Surveillance System (BRFSS), National Health and Nutrition Examination Survey (NHANES), National Hospital Discharge Survey (NHDS) and the National Mortality Follow-back Survey (NMFS).

Textbooks

Required

Lohr, SL. Sampling: Design and Analysis, Second Edition, Duxbury Press, Pacific Grove, CA, 2010.

Supplemental (purchase optional-some lecture material will be taken from these texts)

Scheaffer RL, Mendenhall W, Ott RL. Elementary Survey Sampling- 7th Edition, Duxbury Press, Pacific Grove, CA, 2011.

Levy PS, Lemeshow S. Sampling of Populations. Methods and Applications – Fourth Edition, Wiley Interscience, New York, 2008.

Thompson SK. Sampling Second Edition, Wiley Interscience, New York, 2002.

Korn EL, Graubard EK. Analysis of Health Surveys, Wiley Interscience, New York, 1999.

Lehtonen R, Pahkinen EJ. Practical Methods for Design and Analysis of Complex Surveys-Revised Edition. Wiley, New York, 1994.

Skinner CJ, Holt D, Smith TM. Analysis of Complex Surveys, Wiley, New York, 1989.

Heeringa SG, West BT, Bergland PA. Applied Survey Data Analysis, Chapman & Hall/CRC, Boca Raton, FL, 2010.

Software

STATA software (latest version) is available to students through Software Licensing Services at 204 Bellefield Hall (<http://technology.pitt.edu/software/acquire-purchase.html>). Computing supplements demonstrating the relevant STATA procedures will be posted with the course exercises.

Method of Student Evaluation

Students will receive a letter grade for the course. The final score is based on a weighted score of four required components as follows: Final exam- 35%, Midterm exam- 25%, Term project- 20%, Homework assignments- 20%.

Grading Scale

90-100% A
75-89% B
60-74% C
<60% F

Both final exam and midterm exam will include an objective question section (true/false, multiple choice, matching, etc.) and a problem solving section. Both exams will be taken during regular lecture time (2 hours). The term project will involve the selection, analysis and presentation of complex survey data from a major national health survey.

Homework assignments (exercises) will be given that cover each of the main topic areas. The homework assignments will include both problems to be solved manually and problems to be solved using sampling procedures in STATA. Late assignments will be accepted only if an extension has been approved by the instructor in advance. Assignments handed in late without prior authorization are subject to penalty (loss of points). Because carrying out these assignments is critical to reinforce the course topics, completion of them is mandatory.

Accommodation of Students with Disabilities

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

Academic Integrity Policy

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?pageID=126>. 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.

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 9/22/2015)

REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. **General Instructions:**

- a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) **by e-mail** to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.
- b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.
- c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. **Review based on the following (check all which apply):**

- | | |
|--|--|
| <input type="checkbox"/> New course, not previously approved | <input 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 checked="" type="checkbox"/> Practicum, internship, field placement |

3. **Course designation:**

Course Number [PUBHLT 1007](#) Title [Global Health Abroad](#) 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.

[NA](#)

5. **Course Instructors:**

- a. Principal instructor: [Everette James, Professor, Professor, Health Policy and Management; Associate Vice Chancellor, Health Policy and Planning; Director, Pitt Health Policy Institute. 100%](#)

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

Organized by the Office of Residence Life, in collaboration with Pitt Study Abroad, the Pitt Health Policy Institute and Office Health Sciences Diversity, we will embark on a three-city Canadian immersion focused on the comparative policy, politics and social underpinnings of health care. Although the U.S. and Canada share a border and many population characteristic similarities, each country's approach to the financing and delivery of health care is unique. As we debate health reform in the U.S., we must look closely at the health systems of peer nations to learn how they ensure access to quality care for their citizens. We need to understand the answers to key questions. Is healthcare a right or a privilege? Should taxpayers fund a system of guaranteed universal care for everyone or just vulnerable children, elderly and disabled populations? To get to universal coverage, should we be willing to accept wait times to see providers and some rationing of healthcare resources?

Summary of prereqs: NA

General Course Content:

As an active and engaged participant on this program, you will have the opportunity to:

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

7. Student enrollment criteria/restrictions:

- Indicate any maximum or minimum number of students and provide justification for this limitation.
Maximum number of 15 students will attend this study abroad program. This limitation is due to oversight capacity of a single instructor and teaching assistant as well as room size limitations at field sites.
- If admission is by permission of instructor, state criteria to be applied.
Students have to complete the study abroad application and be selected by Pitt Study Abroad to gain entry to the course.
- 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.

NA

8. Course schedule and allocation of hours:

- Number of course hours per session ____ Sessions per week ____ Weeks per academic term ____
This is a 10 day experiential learning trip
- Approximate allocation of class time (hours or %) among instructional activities:
Lectures ____ Seminars ____ Recitations ____ Field work X Laboratory ____
Other (specify): _____

This will be in Canada.

c. Term(s) course will be offered: Fall ____ Spring ____ Summer Term 2018 Summer Session 4W1

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

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

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

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

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

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

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

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

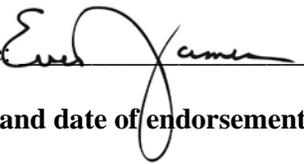
a. Describe how this course contributes to learning objectives specified for the curriculum of one or more Pitt Public Health degree or certificate programs. Indicate whether course is required for any specified degree or certificate.

This course will prepare Pitt pre-health students for masters level public health study in global health, health policy and management and behavioral and community health sciences.

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

This course addresses the provision of healthcare and population health in a neighboring country and looks at access and quality differences among races, gender, disability and ethnicity.

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

Name/Title:  Director, Health Policy Institute

Date: 02/27/2018

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 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 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 checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Office Hours*	Yes	<input type="checkbox"/>	No	<input checked="" 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 type="checkbox"/>	N/A	<input type="checkbox"/>
	Teaching Assistant Contact	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Student Expectations in Classroom</i>	Behavior/ Ground Rules (cell phones off, laptops off, etc.)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Recording of Lectures	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Course Summary</i>	Course Description*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Learning Objectives*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<i>Materials</i>	Required Textbooks/ Articles/Readings	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Software	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>
	Required Equipment (including use of CourseWeb/Blackboard)	Yes	<input 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 type="checkbox"/>	No	<input type="checkbox"/>	N/A	<input type="checkbox"/>

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

Logistics & Instructor Contact Information:

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

Course Description

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

Catalog Description

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

Learning Objectives

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

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

Required Textbooks/Articles/Readings

General Readings

Canadian Healthcare

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

Health Information:

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

Inpatient Care:

- Canadian Institute for Health Information. (2014). Leading Hospitalization Costs in Acute Inpatient Facilities in 2012-2013. Retrieved from: https://www.cihi.ca/en/cad_costingdata_infosheet14_en.pdf
- Statistical Brief #204. Healthcare Cost and Utilization Project (HCUP). April 2016. Agency for Healthcare Research and Quality, Rockville, MD. www.hcup-us.ahrq.gov/reports/statbriefs/sb204-Most-Expensive-Hospital-Conditions.jsp.
- Carroll, A. (2017, March 20). Why Cystic Fibrosis Patients in Canada Outlive Those in the U.S. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/03/20/upshot/why-cystic-fibrosis-patients-in-canada-outlive-those-in-the-us.html>
- Hutchison, B., Levesque, J., Strumpf, E., & Coyle, N. (2011). Primary Health Care in Canada: Systems in Motion. *Milbank Quarterly*, 89, 256-288. doi: [10.1111/j.1468-0009.2011.00628.x](https://doi.org/10.1111/j.1468-0009.2011.00628.x)
- Woods, A. (2017, November 19). Formerly homeless, they're now advising doctors drafting Canada's street health guidelines. *The Toronto Star*. Retrieved from:

<https://www.thestar.com/news/canada/2017/11/17/formerly-homeless-theyre-now-advising-doctors-drafting-canadas-street-health-guidelines.html>

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

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

Student Performance Evaluation & Assignment Descriptions

Grades will be determined by the following assignments:

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

Grading Scale

- A+ 98 – 100
- A 93 – 97
- A- 90 – 92
- B+ 88 – 89
- B 83 – 87

- B- 80 – 82
- C+ 78 – 79
- C 73 – 77
- C- 70 – 72
- D 60 – 69
- F <60

Accommodation for Students with Disabilities

If you have any disability for which you may require accommodation, you are encouraged to notify both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union (Voice or TTD 412-648-7890) as early as possible in the term.

Pitt Public Health Academic Integrity Statement

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

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

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

Copyright

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

Diversity Statement

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

Schedule of Sessions and Assignments

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

Toronto (May 8 – 12)

Session 1

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

Session 2

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

Session 3

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

Session 4

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

Session 5

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

Ottawa (May 12 – 15)

Session 6

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

Session 7

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

Session 8

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

Session 9

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

Session 10

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

Montreal (May 16 – 18)

Session 11

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

Session 12

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

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

Grades will be determined by the following assignments:

- Participation and Discussion (50%):
 - Students are expected to keep up to date with readings, attend classes and field sessions, and engage in class discussions.
- Journaling (20%):

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

Educational Policies and Curriculum Committee
Graduate School of Public Health
University of Pittsburgh
(Revised: 9/22/2015)

REQUEST FOR APPROVAL OF NEW COURSES AND COURSE CHANGES

1. **General Instructions:**

- a. Faculty should submit this form and the associated syllabus following the Pitt Public Health Syllabus Guidelines and the Syllabus Checklist (on pages 4 and 5) **by e-mail** to Patricia Documet, Chair (pdocumet@pitt.edu) and Robin Leaf, EPCC Staff Liaison (ral9@pitt.edu). If you choose not to include all the information detailed on the Syllabus Guidelines in your course syllabus for distribution to students, please attach this information to the proposal.
- b. The initiating Department is asked to submit one hard copy of this completed form with the proper signatures, syllabus and other materials (if any) to Robin Leaf in Student Affairs **at least one week prior** to the EPCC meeting. If this target date is not met, the proposal will be deferred for consideration at the next meeting scheduled.
- c. You will be contacted by the EPCC Chair or the EPCC Staff Liaison to schedule a presentation and discussion of your program/course proposal with the Committee, if possible at the next scheduled EPCC meeting.

2. **Review based on the following (check all which apply):**

- | | |
|--|--|
| <input type="checkbox"/> New course, not previously approved | <input 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 **2520** Title: **Theories of Health Behavior & Health Education** Credits **__1__**

4. **Cross-listing:**

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

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: **Jeanette Trauth PhD (primary)**

* 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): **Andrea Weinstein PhD (primary)**

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.).

If you are interested in working to eliminate health disparities in some area, would you know where to begin? What would you choose to do? Why would you do it? Who is responsible for bringing about the needed changes? These are the kinds of questions that are addressed in this course. The course introduces students to some of the major theories, models and conceptual frameworks frequently used to guide the design of interventions to promote health or prevent diseases. The course focuses on theories/models at the individual and interpersonal levels of the social ecological framework. The course material is presented via lectures, class discussions of assigned readings and in-class exercises. This one credit, 5 week course is part one of three 1 credit courses that are required for all students in the MPH degree program in the Department of Behavioral and Community Health Sciences. There are no prerequisites for this course.

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

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

25 maximum students/term due to the number of seats in the classrooms.

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. **N/A**

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

a. Number of course hours per session 3 Sessions per week 1 Weeks per academic term 5

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

Lectures 50% **Seminars** **Recitations** **Field work** **Laboratory**

Other (specify): **50% discussions & exercises**

c. Term(s) course will be offered: **Fall** x **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.

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

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

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

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

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

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

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

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

This one credit course is part of a 3, one credit course sequence to introduce students to the major theories used to design public health interventions at the individual and interpersonal levels of the social ecological framework. This is a required course for the MPH degree.

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

The readings and class exercises will address public health problems that affect different segments of the population by gender, race, ethnicity, culture, disability, or family status).

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

Name/Title: **Jeanette Trauth, Associate Professor, BCHS MPH Program. Date: February 26, 2018**

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

Name/Title: **Steve Albert, Professor & Chair**

Date: February 26, 2018

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

Theories of Health Behavior & Health Education

BCHS 2520

1 Credit

Fall Term, 2018-2019

Thursdays 2:00 – 4:50 pm

A-215 Crabtree Hall

OFFICE HOURS: To be determined

Co-Instructors:

Jeanette M. Trauth, PhD.
Associate Professor, BCCHS
6138 Parran Hall
Telephone: 412-624-0968
email: trauth@pitt.edu

Andrea Weinstein, PhD
Assistant Professor, BCCHS
6129 Parran Hall
Telephone: 412-624-3162
Email: amw140@pitt.edu

Administrative Assistant:

Summer Haston
email: srhaston@pitt.edu

COURSE GOALS & OBJECTIVES

Course Description

If you are interested in working to eliminate health disparities in some area, would you know where to begin? What would you choose to do? Why would you do it? Who is responsible for bringing about the needed changes? These are the kinds of questions that are addressed in this course. The course introduces students to some of the major theories, models and conceptual frameworks frequently used to guide the design of interventions to promote health or prevent disease. The course focuses on theories/models at the individual and interpersonal levels of the social ecological framework.

The course material is presented via lectures, class discussions of assigned readings and in-class exercises. This one credit, 5 week course is part one of three 1 credit courses that are required for

all students in the MPH degree program in the Department of Behavioral and Community Health Sciences. **There are no prerequisites for this course.**

Course Rationale

This course is one of the core courses for the MPH degree. It provides essential information for the design, implementation and evaluation of health interventions. The course will prepare you to take BCHS 2525 Introduction to Applied Research. In addition, **the course addresses some of the educational content that has been identified as critical for persons pursuing an MPH degree in the 21st century.*** An MPH student needs to have knowledge of the following topics.

- Biological, environmental, socio-economic, behavioral, cultural, and other *factors that impact human health, influence the global and societal burden of disease, and contribute to health disparities.*
- Population health *concepts*, and the *processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.*
- The *cultural context of public health issues* and respectful engagement with people of different cultures and socioeconomic strata

* The ASPPH-led Framing the Future: The Second Hundred Years of Education for Public Health Task Force, created an MPH Expert Panel which met from December 2012-January 2014 to study the rationale, design, and content for the MPH degree in order to update it for 21st century practice. See <http://www.aspph.org/educate/models/mph-degree-report/#>.

Learning Objectives: Upon completion of this course, students will attain a level of knowledge and skills that will allow them to:

1. Explain the purpose of selected major theories at the individual and interpersonal levels of the sociological model and describe how they can be used in the design of various health behavior and health education interventions.
2. Utilize The Community Guide, as a resource to help select interventions to improve health and prevent disease in a given setting based on what has worked for others, the costs to implement the intervention, likely outcomes achieved and evidence gaps.
3. Develop a logic model to describe a theory-informed intervention, emphasizing: 1) the theoretical assumptions about how change will occur, 2) the operationalization of key theoretical constructs and 3) how expected outcomes will be measured.

INSTRUCTIONAL ACTIVITIES & MATERIALS

Course Readings

- **The primary required text** to be used in this course is: Karen Glanz, Barbara K. Rimer and K. Viswanath, Editors. Health Behavior: Theory, Research, and Practice, 5th Edition, 2015. Wiley Publishers.

- **Each week's assigned readings will be available in CourseWeb** under the appropriate week. To access the materials, log onto: www.my.pitt.edu and click on CourseWeb

Course Schedule:

Week 1

Topics: Introduction to the course and review of the syllabus (30 minutes)
Introduction to Social Ecological Model (chapter 3) (90 minutes)
Introduction to Healthy People 2020 (30 minutes)
Introduction to the Community Guide (30 minutes)

Review of the syllabus In this first class we focus on getting acquainted with one another and discussing the focus of our attention in this course—namely, health behavior—the scope, context, audiences -- and how we can influence change in this domain. We will also review the course syllabus—the goals, expectations for student performance and the assignments and the resources available to complete the assignments.

An Introduction to Theory & the Social-Ecological Model. This week's readings and class presentation will provide you with an overview of health behavior theory. We will discuss 1) the purpose of health behavior theories as a means to understand, explain and predict health behavior. We will approach the study of theory from a practical perspective in this course—highlighting practical applications of theory to the design of interventions to address a range of health problems. 2) We will also review the major paradigms for thinking about disease causation in the 20th centuries leading to the current paradigm known as the Social Ecological Model to health promotion and disease causation.

Healthy People 2020 summarizes the health goals of United States for the decade. You will select a health problem which will provide the basis for all of the subsequent course assignments.

The Community Guide to Preventive Services. The Community Guide is a free resource to help you choose programs and policies to improve health and prevent disease in your community. It is a compilation of systematic reviews on various health topics that can be used to help you decide which program and/or policy interventions have been proven effective and what may be the financial costs of implementing them.

Assignment: Students pick a problem from HP 2020 that is addressed by an EBI from The Community Guide.

Week 2

Topic: Introduction to 2 individual level theories/models and an introduction to logic models
Health Belief Model (Chapter 5) (60 minutes)
Transtheoretical Model (Chapter 7) (60 minutes)
Introduction to Logic Models (60 minutes)

Health Belief Model. This week we begin our discussion of theories/models used to change individual behavior. We will first focus on theories that explain behavior change from a cognitive perspective. The first of these is the Health Belief Model (HBM). This Model proposes that health behavior change occurs as a result of an individual's perception of a particular health threat coupled with their beliefs about the benefits of and barriers to taking a prescribed course of action, their self-efficacy and cues or reminders to take action. Today's readings describe the use of the HBM as part of a multi-level intervention to address childhood asthma in inner-city Detroit.

Transtheoretical Model & Motivational Interviewing. This week we also examine another cognitive model of individual health behavior change focusing on the Transtheoretical Model—also known as the Stages of Change. This model says that individuals are at different levels of readiness to undertake a given behavior change. They move forward using different strategies based on their given stage and based on their assessment of the pros and cons of behavior change, where the benefits outweigh the barriers to change. We will also discuss Motivational Interviewing, which is a client-centered technique to help individuals change behavior by resolving their ambivalence regarding change.

An Introduction to Logic Models. We will view a Prezi presentation on logic models prepared by Dr. Mary Hawk, BCHS and practice applying what we have learned.

Here is a link to a Logic Model Video Lecture. Please review it before class. http://prezi.com/-epj0idpi_gd/?utm_campaign=share&utm_medium=copy&rc=ex0share

Assignment 1 Due: Select a problem of interest from Healthy People 2020 that is also addressed as a topic in the Community Guide. Write a 2 page paper describing the health problem, its prevalence, consequences, risk factors and the population(s) affected.

Week 3

Topics: Individual & Interpersonal Level Theories

Theory of Reasoned Action/Planned Behavior/Integrated Behavioral Model (Ch.6) (60 minutes)

Stress and Coping (Chapter 12) (60 minutes)

Class Activity focusing on application of theory to practice. (60 minutes) e.g. critiquing an article

Theory of Reasoned Action/ Planned Behavior/ Integrated Behavioral Model. This week we conclude our examination of cognitive models of individual health behavior change focusing on the Theory of Reasoned Action/Planned Behavior. This theory focuses on the role of an individual's attitudes, subjective norms and perceived behavioral control play in their behavioral intentions. This theory was subsequently modified to incorporate constructs from a number of other well-known theories and is known as the Integrated Behavioral Model.

Stress and Coping. The Transactional Model of Stress and Coping bridges the individual and interpersonal level theories of health behavior. This model conceptualizes stressful experiences

as person-environment interactions. A person's baseline disposition, as well as their psychological, social, and material resources, set the context to her interactions with the environment. Her appraisal of a stressor and reactions to that stressor occur in the setting of her baseline individual and social factors. We will also examine how concepts from different disciplines, such as human physiology, neuroscience, social science, and public health, all contribute to understanding chronic disease.

Class Activity: Pick an analytical framework from the Community Guide to Preventive Services that has a focus on individual or interpersonal levels of behavioral change. Then have students work on identifying and describing what are the possible theoretical constructs informing the interventions.

Assignment 2 Due: Identify an evidenced-based intervention (EBI) from the Community Guide that addresses the HP2020 problem selected. Write a 1 page paper describing the EBI.

Week 4

Topic: Interpersonal Theories
Social Cognitive Theory (Chapter 9)
Class activities

Social Cognitive Theory (SCT). The SCT theory emphasizes that behavior change occurs via the reciprocal interaction that occurs between an individual, her behavior and the larger environment. Key to the behavior change process is self-regulation (i.e. self-monitoring, problem solving, goal setting) which occurs via skill development and self-efficacy. We will examine various strategies for self-regulation of individual behavior that have been used in diabetes prevention and management programs such as the Diabetes Prevention Program (DPP) and the Look AHEAD program to prevent cardiovascular disease in persons with type 2 diabetes.

Class Activity: Pick an analytical framework that has a focus on interpersonal level behavioral change from Community Guide, then students would work on identifying what are the possible theoretical constructs informing the interventions.

Week 5

Topic: Planning Models and how they can be used in the design of an intervention.
Precede-Proceed Model (Chapter 19)

PRECEDE-PROCEED. In particular, we will focus our attention on the first 3 phases of the PRECEDE model in our attempt to develop a theory of the problem that is, the causes of the problem and the determinants of health behavior that we can address in an intervention. Students will have an opportunity in class to use the steps in the PRECEDE-PROCEED Model to analyze and explain how the EBI that you have chosen from the CDC Community Guide to Preventive Services was designed.

Assignment 3 Due: Develop a logic model for an intervention addressing the HP problem selected using the EBI.

Assignment 4 Due: The 4th assignment, write a 3-5 page paper describing and critiquing the theoretical framework used in the design of the EBI intervention laid out in your logic model, Is due one week after the end of the course.

ASSESSMENT OF LEARNING:

Course Assignments: Detailed instructions for each assignment can be found in CourseWeb under the Assignments tab.

Assignments:

1. Select a problem of interest from *Healthy People 2020* that is also addressed as a topic in the *Community Guide*, which will provide the focus for your work in the course. Write a 2 page paper describing the health problem, its prevalence, consequences, risk factors and the population(s) affected.
2. Identify an evidenced-based intervention (EBI) from the Community Guide that addresses the HP2020 problem selected. Write a 1 page paper describing the EBI.
3. Develop a logic model for an intervention addressing the HP problem selected using the EBI.
4. Write a 3-5 page paper describing and critiquing the theoretical framework used in the design of the EBI intervention laid out in your logic model.

Design an intervention to address the identified needs of your selected population based on an appropriate conceptual framework—that is, a health behavior theory/model/concepts that are relevant to your chosen problem.

Student Participation

Students may fulfill this requirement in one of 2 ways. 1) a student may select an article from one of the weekly assigned readings and lead a class discussion of the article. It is expected that the student will carefully read the article, briefly summarize the findings and then ask students questions to elicit their perspective on the meaning of what they read. Each article will relate to the weekly topic. 2) Participate in class discussions.

Assignments and Grading:

Readings will be assigned for each session and students will be expected to be ready to discuss the assigned material for each class. The in-class lectures and class exercises are designed to broaden, expand and clarify the student's understanding of the selected health behavior theories

discussed. **Students are required to complete the assignments described above. Grades will be determined as follows:**

Grades are determined by the total number of points received.

97-100 = A+

93- 96 = A

89- 92 = A-

85- 88 = B+

81- 84 = B

77- 80 = B-

73- 76 = C+

70- 72 = C

< 70 = F

COURSE POLICIES

Policy Regarding Attendance: If a student is not able to be present, please contact the instructor in advance by email. Students are responsible for reading the assigned material for the week they missed.

Policy Regarding Late Assignments: Assignments are due on the dates listed in the syllabus. If an assignment is late points will be deducted for each day it is late.

Disability Services: If you have a disability that requires a special accommodation, please contact me and the Disability Resources and Services, (412) 648-7890, 216 William Pitt Union as early as possible in the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations.

Policy Regarding 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, which is based on the University policy, is available online at:

<http://www.publichealth.pitt.edu/interior.php?pageID=126>

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.

Statement on Classroom Recording: If a student needs to record a lecture, please let the instructor know in advance.

Academic Integrity Statement for Pitt Public Health Syllabi **[copied as standalone policy from Pitt Public Health Syllabus Template]**

A statement detailing the instructor's academic integrity policy or the school policy (below) is required.

Option 1) The customized academic integrity statement should outline the guidelines and standards that faculty will hold their students to in the class. A specific example would be to include a statement whether students are or are not permitted to collaborate on homework or take-home exams.

Option 2) The statement below in italics is the Pitt Public Health academic integrity statement. It can be included as one of the options on a syllabus.

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

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

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

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

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

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

April EPCC meeting change

As the April meeting time conflicts with Dean's Day poster sessions, the meeting was moved up a week to March 29. The committee approved this change of meeting date.

Preproposal from BIOST department regarding changes to BIOST courses | Rob Krafty

Dr. Rob Krafty presented a preproposal for intended changes to the biostatistics curriculum. As these changes will impact other programs, the department wanted to communicate the proposed changes before beginning to enact them. Issues with BIOST 2041 in fall 2017 was one impetus for these curricular changes. These issues were caused by several factors, including a group of students with mixed abilities and a class size over 160 students. BIOST 2041 is expected to change to be more for applied practitioners. The department intends to create a new course intended for biostatistics students, currently referred to as "2041B," which will feature more calculus-based examples. The department intends to phase out BIOST 2042 and replace it with an applied regression course. BIOST 2011 will continue to be offered mostly to teach students how to interpret statistical data. Rob also mentioned that the biostatistics department is trying to hire public health-track faculty to teach both biostatistics.

The large class size of BIOST 2041 in fall 2017 prompted a larger conversation about large class sizes at the school and their implications. Not only can having classes with 120+ students make teaching and learning difficult but the school might also want to consider what having large classes does to its reputation. One suggestion that was made to reduce the number of students in BIOST 2041 (in addition to the creation of the BIOST 2041B class which would reduce that number by approximately 20 students) is to look at if there are any degree programs whose students are struggling in the current BIOST 2041 curriculum and considering requiring its students to take BIOST 2011 instead. Another suggestion was to create new sections for courses with large enrollments, but the committee agreed that compensation and percent effort for departments and instructors should be transparent.

ACTION: Dr. Patricia Documet, committee chair, will compose a memorandum to send to Dr. Jessica Burke, Associate Dean of Education, informing of the committee's concerns regarding classes with large enrollments, including how large class sizes make teaching and learning difficult, that the school consider what having large classes does to its reputation and whether opening new sections of larger courses would be a viable solution.

Update on administering mid-term evaluations | Kimberly Rehak

Kimberly Rehak distributed a teaching tip about administering mid-term evaluations that the committee will consider adding as a resource for faculty on the EPCC website.

ACTION: The committee will look at the teaching tip as well as the teaching and advising resources on the web at: <http://publichealth.pitt.edu/home/academics/resources-for-teaching-learning/teaching-advising-resources> to discuss at the next EPCC committee meeting.

Approval of January Meeting Minutes | All

January minutes were approved.

The meeting was adjourned at 2:30pm.

Upcoming meetings:

March 1, 1:30-3:30pm, room 1149 Parran Hall | NOTE: Deadline for modifications to fall 2018 courses

March 29, 1, 1:30-3:30pm, room 1149 Parran Hall