



COURSE SYLLABUS

PopHI Project
EPID 700
(section: 80)
6 Credits
Fall, 2023

Time and location	Remote, Asynchronous
Instructor	Nash Rochman, Asst. Prof. Health Informatics, Dept. of Epi./Biostats. Please contact me over email: nashdeltarochman@gmail.com
Drop-in student hours	I am available to meet with students over zoom Mon, Tues, or Thursday 9:30-4:30 for drop-ins as well as by appointment at other times.
Support resources	<ul style="list-style-type: none">• IT Resources and SPH Helpdesk• Library Services• Writing Assistance• Quantitative Tutoring• Counseling and Wellness Services• Health CUNY works with partners inside and outside of CUNY to promote well-being and a culture of health to foster the academic and life success of our students. Visit their website for more information about resources related to food security, mental health, sexual health, housing, COVID-19 and more.
Course description	This course includes two components: 180 hours of supervised fieldwork followed by a capstone project. The course is intended to address technological solutions to public health problems; students will translate their research findings into practice that will improve population health outcomes across diverse settings. Students will first complete 180 hours of fieldwork under the supervision and guidance of an experienced preceptor. Knowledge and skills from the Population Health Informatics curriculum are to be applied at a

	government agency, healthcare facility, community institution/organization, health technology industry, or other setting relevant to the student's academic background, specialization, and career goals. In the second half of this course, students create and present a capstone project that addresses a 21st century public health challenge.
Course prerequisites	SPH Capstone requirements must be met prior to or concurrent with this course. Please email the course instructor and your faculty advisor if you are unsure if you meet the course prerequisites.
Course format	Remote, Asynchronous, Supervised Research
Course readings and resources	<p>Readings and resources are specific to the research project pursued by each student and there are no global requirements.</p> <p>The course website, updated throughout the semester, is here: https://github.com/evoheal/EPID-700-Fall-2023/</p> <p>Course textbooks are available for order through the School of Public Health Online Bookstore or available on reserve through the library, when the campus is open.</p> <p>Faculty should follow up with the Office of Accessibility Services if students require readings in accessible electronic format. <http://cats.cuny.edu/media-accessibility-project/pdf-accessibility/></p>
Additional reading and resources	Readings and resources are specific to the research project pursued by each student.

Program Competencies	Course Learning Objectives	Assessment Methods
<i>This course will help prepare us to:</i>	<i>What skills and knowledge we will strengthen through the course:</i>	<i>Competencies and course learning objectives that will be assessed as part of the following course assignments:</i>
<p>Concentration Competencies:</p> <ol style="list-style-type: none"> 1. Assess stakeholder data, information, and knowledge needs 2. Design, develop, and implement user- centered population health information systems effectively 3. Apply informatics standards appropriately and contribute to standards development efforts 4. Establish frameworks for evaluating the implementation process of information systems and applications, and make recommendations to improve user satisfaction and outcomes 5. Recommend strategies and solutions that integrate informatics knowledge within organizations and communities and ensure confidentiality, security, and integrity. 	<p>Problem formulation: identify unmet needs in public health and practical steps we may take to improve outcomes within the limitations of available resources.</p> <p>Theoretical justification: reframe a complex problem into a simplified statement for which an exact solution is attainable.</p> <p>Data analysis: collect raw data, process, and conduct statistical analysis to validate or contradict model predictions.</p> <p>Critical review: provide and respond to constructive criticism from peers to maximize accessibility and impact.</p>	<p>Acquire hands on informatics skills towards solving public health challenges.</p> <p>Awareness of population health informatics methods that inform the design, development, implementation and evaluation of population health information systems in diverse settings.</p> <p>Use predictions supported by theory and modelling to inform policy</p> <p>See list of graded assessments below</p>

<p>based programming and software, as appropriate</p> <ol style="list-style-type: none">4. Interpret results of data analysis for public health research, policy or practice5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels7. Assess population needs, assets and capacities that affect communities' health8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs9. Design a population-based policy, program, project or intervention10. Explain basic principles and tools of budget and resource management11. Select methods to evaluate public health programs12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	
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<p>15. Evaluate policies for their impact on public health and health equity</p> <p>16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making</p> <p>17. Apply negotiation and mediation skills to address organizational or community challenges</p> <p>18. Select communication strategies for different audiences and sectors</p> <p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p> <p>20. Describe the importance of cultural competence in communicating public health content</p> <p>21. Perform effectively on interprofessional teams</p> <p>22. Apply systems thinking tools to a public health issue</p> <p>23. Apply concepts from relevant scientific disciplines, such as toxicology and physiology, to anticipate effects of environmental, occupational and nutritional exposures on both human health and overall planetary health.</p>		
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Course Assessments

5% of grade each:

- **30 min. 1-1 introductory meeting:** meet with course instructor to describe project made toward research project prior to the start of the semester and goals.
- **5 min. class presentation:** Present, with slides, to class introducing project goals.
- **Finalized research objectives:** After meeting with the course instructor and learning about all course projects, finalize the research objectives to be achieved by the end of the semester
- **Outline for introduction and methods:** Draft a document describing necessary background to motivate the utility of the study and explain what methods will be used to facilitate the research, understandable by a non-specialist peer.
- **Mock grant review:** Provide a written assessment of the strengths and weaknesses of a fellow classmate's introduction and methods.
- **Course symposium, 15 min. presentations:** After incorporating feedback from the mock grant review, and producing the principal results, give an abridged conference-style presentation on the project to classmates, instructor, and keynote speaker.
- **Outline for final citable work:** Draft outline of final manuscript to be submitted to an indexed repository (bioRxiv if submission for peer review is planned and Zenodo otherwise)
- **Mock publication review:** Provide a written assessment of the strengths and weaknesses of a fellow classmate's manuscript outline.
- **Final draft of citable work:** Send final draft of manuscript to instructor for comments.

55% of grade:

- **Submission of citable work to indexed repository:** Make final manuscript publicly available.

This course may be the first time a student completes a citable research project. Arriving at a final product which the student is comfortable sharing publicly may be challenging. Receiving peer criticism may also be challenging; however, these challenges can be overcome through collaborative learning and the egalitarian culture that will be fostered in class. Students are encouraged to reach out to the instructor if they would like additional support.

Grading

We are here to help you succeed and learn as much as possible. Grades and deadlines are one way to help ensure that you have a successful learning experience and not designed to be punitive. You will want to turn in assignments by the deadline so that you can get timely feedback on your progress. In group work, deadlines are to help the whole group progress and move forward with the work. If you cannot meet a deadline, an extension may be possible but must be requested before the original due date. Please see the course website for updated information.

The grading system for the CUNY SPH is as follows:

Letter Grade	Quality Point Value	Percentage
A+	4	97.5% - 100%
A	4	92.5% - 97.4%
A-	3.7	90.0% - 92.4%
B+	3.3	87.5% - 89.9%
B	3	82.5% - 87.4%
B-	2.7	80.0% - 82.4%
C+	2.3	77.5% - 79.9%
C	2	70.0% - 77.4%
F	0	<70%

Grade appeals

If a final grade needs to be re-assessed, we can explore that together. If you want to challenge an earned final grade for a course, please use the grade appeals process. Details about the academic appeals procedures can be found in the School's [academic policies](#) under the School's current catalog.

Withdrawal

If you feel that you may need to withdraw from this course, I and others in the school can help talk through your options. The [Academic Calendar](#) has all the deadlines to drop or withdraw from a course.

Grade of Incomplete

In the case of an emergency, we can work together to decide whether it makes sense to award a grade of incomplete. Our School's current catalog has official [academic policies](#).

Course Policies

Our goal is to create an environment where we can respectfully discuss differing opinions, while putting them into a broader social and public health context. My commitment is to foster a caring educational and research environment which celebrates diversity. This includes acknowledging the ways in which systematic bias and prejudice has impacted societal norms imposed on the course structure and the possibility of modifying the course structure to vary from those norms to better support the intellectual growth the students. Through this process, our opinions may evolve as we become more informed. We are here to develop skills and ideas for resolving public health issues. I hope that together we can create a space for social transformation.

Attendance/Late Assignments:

- I understand that you may have competing demands (caregiving, health issues, etc.) that will make aspects of this course challenging. Please let me know about any issues that arise and we can figure out a solution together.

Mutual Expectations:

- Be kind, be thoughtful, be committed to the success of yourself and your peers.

What do I expect of you?

- Complete course milestones on time unless an extension is requested. Extensions, for any milestone and not limited to final submission, will only be granted after the course instructor has received email confirmation that the faculty advisor for the student requesting the extension has been made aware of the request without objection.
- Participating in the course activities creates a learning community where we all learn from each other. I encourage active participation where you share your experiences that are relevant to the course topic, whether they are professional or personal.
- Remain updated via the course website and email
- Please turn off notifications for electronic devices during class activities unless an urgent response to those notifications is important. Research has shown that being interrupted by a mobile phone disrupts attention for more than ten minutes.
- Nursing mothers and (quiet 😊) children are welcome to participate in all course activities. If you need an accommodation due to caregiving responsibilities, please contact me so we can discuss.
- I'm not perfect: please contact me with suggestions for how I can improve.

What can you expect of me?

- I will provide regular announcements, reminders, and suggestions on the course website.
- I will monitor, ask follow-up questions, and answer course activities
- I will respond to emails in a timely manner. If you do not receive a response to an email after 48 hours, please re-send it to ensure its delivery.

- I will grade and give feedback on assignments within 2 weeks of their submission.

“Green” policies

To save paper, assignments will be submitted electronically and will be returned electronically. Suggestions for other adjustments to the course to reduce environmental impact are always welcome.}

Accessibility

The Graduate School of Public Health and Health Policy follows the [CUNY Reasonable Accommodations and Academic Adjustments Policy](#) which includes [Requesting a Disability Accommodation or Academic Adjustment](#); [Accommodations based on Pregnancy, Childbirth or a Related Medical Condition](#); [Religious Accommodations](#); and [Accommodations based on Status as a Victim of Domestic Violence, Sex Offense, or Stalking](#). Under [Title IX of the Education Amendments of 1972](#) (which is incorporated into the [CUNY Reasonable Accommodations and Academic Adjustments Policy](#)), students are protected from sex-based discrimination, which includes pregnancy and recovery.

How to use the accessibility policies and laws

To request an accommodation because of a disabling medical condition, disability, or pregnancy and recovery, confidentially register with the [CUNY SPH Office of Accessibility Services](#) (OAS). Before the start of every semester, email OAS with your course number(s) and corresponding instructor name(s) to accessibility@sph.cuny.edu. Once you are registered with OAS and have informed the office that you are taking my course, implementation of some accommodations requires communication and an agreement between you and I, including for example, for group assignments. Information about your disability status will not be shared with me nor are you obligated to disclose it to me, I will only know what the accommodation is.

If you believe that an accommodation because of a disabling medical condition, disability, or pregnancy and recovery has not been appropriately determined or implemented or you are seeking accommodation related to being a victim of domestic violence, sex offense or stalking, or if you feel you have experienced sex-based discrimination, please contact Sahana Gupta, Title IX and ADA-504 Coordinator at sahana.gupta@sph.cuny.edu.

For religious accommodations contact the Associate Dean of Student Affairs & Alumni Relations, Lynn Roberts lynn.roberts@sph.cuny.edu.

CUNY SPH complies with the CUNY [Policy on Equal Opportunity and Nondiscrimination](#) and [Policy on Sexual Misconduct \(Title IX\)](#). For more information, please see <https://sph.cuny.edu/about/equity-diversity-inclusion-policy-compliance/>
Academic integrity

CUNY regards acts of academic dishonesty (e.g. plagiarism, cheating on exams, obtaining unfair advantage, and falsification of records and official documents) as

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serious offenses against the values of intellectual honesty. CUNY is committed to enforcing the [Policy on Academic Integrity](#) and will pursue cases of academic dishonesty. Academic dishonesty can result in failing the assignment or even the course.

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Course Schedule

Please see the [CUNY Graduate School of Public Health and Health Policy's Academic Calendar](#) for important dates including holidays and course drop/course withdrawal deadlines. I will change the "Last Updated" date on the header of the syllabus if a change is made to the readings or schedule.

This course is asynchronous, remote. There are only two required synchronous activities, the 5 min. presentations and the class symposium. These activities will be scheduled at mutually convenient dates for the instructor and students. These activities may be virtual or in person depending on availability. These activities will be of a minimum duration mandated by the duration of the presentations; however, they may be extended based on class interest. Additional group activities will be supported given in the event of class interest.