HHD: 3117 Health Promotion Program Translation and Sustainability

January 11, February 1, March 1, and April 5, 1:00 pm – 5:00 pm
Posvar Hall (Room 5200)

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Mission/Vision of the School of Education

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

Doctor of Education (EdD)

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this **commitment to excellence**. The program prepares working professionals to become **leader scholar practitioners** to develop *specialized knowledge in their area of concentration* and *apply their intellectual and practical skills to address and mitigate enduring problems affecting children, families, and communities*.

COURSE

I. Description

This course focuses on translating knowledge to practice and ensuring that policies and programs are sustainable in terms of community engagement and health and social transformation. The goal of the course is to provide students with knowledge and resources to help better address how to translate health promotion research into practice as well as sustain the changes to close the gap between research and practice.

HPA scholar practitioners and leaders working in all stages of health behavior and program research and practice, from initial hypothesis generation and methods development continuing through efficacy, effectiveness, dissemination, and implementation studies can help to significantly improve outcomes. Students in the course learn tools, activities, strategies and program initiatives to translate research into practice. Furthermore, in the course students identify organizational and contextual strategies and tools to successfully use and sustain translational research in health promotion programs over time. Issues raised in the course will support students as HPA scholar practitioners and leaders to stimulate

debate and thinking about ways to achieve the goal of making research based health and physical activity health promotion programs widely applied (translated) and sustained outside of research settings that are accessible and relevant for all stakeholders including clinicians, health policy makers, administrators, managers, researchers, clinicians, trainees, community members, family members, patients, clients, service recipients and program participants. The course seeks to build and balance students' health and physical activity health expertise with the process skills and knowledge to translate and sustain evidence-based health promotion programs. One substantive final product of this class will be a draft of your Problem of Practice
Statement.

II. Overall Goal

Over the course of the semester, we will explore a) key factors in health promotion program development; b) health promotion program translation and challenges; and c) the relevance of multi-sectorial partnerships. Analysis of the roles of oppressive systems such as structural racism in health promotion program translation and sustainability will inform our conversations. The goal is to hone skills that will enable you to identify the impact of systemic oppression on health, and to center justice and equity in the development and translation of programs that are aimed at improving health status and eliminating inequities in health outcomes.

III. Specific Learning Outcomes

By the end of this course, you will be able to:

1. Distinguish between research translation, program implementation and program sustainability.
2. Analyze the role of structural oppression in health promotion, health status, health outcomes, and health policies and programs.
3. Determine and critic evidence that informs translation and sustainability.
4. Identify the role of partnerships in health promotion program translation and sustainability.
5. Identify and address issues of social justice and equity in health   promotion programs.
6. Understand strategies for building stakeholder support.
7. Determine strategies for financing innovation including obtaining   external resources through grant funds.
8. Determine strategies for evaluating translation and sustainability.

IV. Doctoral Requirements

By the end of this course, 1st year students will complete EdD Milestone #1: Problem of Practice Statement. This document will be drafted over the course of the semester. The Problem of Practice statement will need to be approved by the advisor as part of the requirements for this ARCO course.

Second year students will revise and update their initial Problem of Practice Statement and continue to meet with their advisor to refine their problem of practice and dissertation in practice plan.

V. Format and Procedures

This is a hybrid course with four in-person meetings (each month) and asynchronous weekly readings, activities, and assignments between classes (see Course Schedule for details). We will meet once a month on Saturdays. Asynchronous online activities will be via Canvas. (https://canvas.pitt.edu). I expect that you will come to class prepared and ready to engage the

materials and your colleagues. During asynchronous times, I expect that you will complete and upload assignments in accordance with the dates outlined in the Course Schedule section of this syllabus. In addition to the class time outlined in the schedule, you are expected to spend an additional 12 hours outside of the daily class time in active exploration of resources, reading, and completing assignments. Additionally, you can expect to spend time preparing for class by reading, studying, and completing assignments.

Attendance: It is expected that all students are present at <u>every</u> meeting. See the complete attendance policy later in this document. You are expected to come to class and participate in online modules having completed all readings and assignments by the deadlines set forth on Canvas. This is an advanced-level course and you are expected to evidence willingness to demonstrate that level of commitment. Minimal engagement will not be sufficient at this level of study. Over the semester, you will also be asked to participate by means of providing written or verbal feedback to peers on assignments and in-class presentation of regulatory reviews.

VI. Course Requirements:

1. Readings (PDFs of all required readings are on Canvas)

a. Alang, S., & Blackstock, O. (2022). Health Justice: A Framework for Mitigating the Impacts of HIV and COVID-19 on Disproportionately Affected Communities. *American Journal of Public Health*, (0), e1-e8. https://doi.org/10.2105/AJPH.2022.307139

b. Braithwaite, J., Ludlow, K., Testa, L., Herkes, J., Augustsson, H., Lamprell, G., ... & Zurynski, Y. (2020). Built to last? The sustainability of healthcare system improvements, programmes and interventions: a systematic integrative review. *BMJ,* 10(6), e036453.

c. Castrucci, B., & Auerbach, J. (2019). Meeting individual social needs falls short of addressing social determinants of health.*Health Affairs Blog*, 10.

d. Chandanabhumma, P. P., & Narasimhan, S. (2020). Towards health equity and social justice: an applied framework of decolonization in health promotion. *Health Promotion International*, *35*(4), 831-840.

e. Glasgow, R. E., & Estabrooks, P. E. (2018). Peer reviewed: Pragmatic applications of RE-AIM for health care initiatives in community and clinical settings. *Preventing Chronic Disease,* 15. https://www.cdc.gov/pcd/issues/2018/17_0271.htm

f. Grimshaw, J. M., Eccles, M. P., Lavis, J. N., Hill, S. J., & Squires, J. E. (2012). Knowledge translation of research findings. *Implementation Science*, 7(1), 1-17.

g. Ndumbe-Eyoh, S. (2020). What would it take for health promotion to take structural racism seriously?. *Global Health Promotion,* 27(4), 3-5

h. Rabin, B. A., Brownson, R. C., Haire-Joshu, D., Kreuter, M. W., & Weaver, N. L. (2008). A glossary for dissemination and implementation research in health. *Journal of Public Health Management and Practice,* 14(2), 117-123.

i. Perry, Zambo, D., & Crow, R. (2020). The Improvement Science Dissertation in Practice: A Guide for Faculty, Committee Members, and Their Students. Myers Education Press. Excerpt: Chapter 3

j. Shelton, R. C., Chambers, D. A., & Glasgow, R. E. (2020). An extension of RE-AIM to enhance sustainability: addressing dynamic context and promoting health equity over time. *Frontiers in Public Health, 8,* 134.

k. Swerissen, H., & Crisp, B. R. (2004). The sustainability of health promotion interventions for different levels of social organization. *Health Promotion International, 19*(1), 123-130.

l. Schwingel, A., Gálvez, P., Linares, D., & Sebastião, E. (2017). Using a mixed-methods RE-AIM framework to evaluate community health programs for older Latinas. *Journal of Aging and Health, 29*(4), 551-593.

m. Tabak, R. G., Khoong, E. C., Chambers, D. A., & Brownson, R. C. (2012). Bridging research and practice: models for dissemination and implementation research. *American Journal of Preventive Medicine, 43*(3), 337-350.

n. Wensing, M., & Grol, R. (2019). Knowledge translation in health: how implementation science could contribute more. *BMC Medicine, 17*(1), 1-6.

2. Organizations with Resources on Research Translation and Sustainability

a)RE-AIM Reach, Effectiveness, Adoption, Implementation, and Maintenance. b)The Center for Translation Research and Implementation Science.
c)The National Center for Advancing Translational Sciences (NCATS)
d)Patient Centered Outcomes Research Institute.
e)National Cancer Institute , Implementation Science

3. Resources for Grant writing and Funding

a. NIH Central Resource for Grants and Funding

b. The University of Colorado Adult & Child Consortium for Outcomes Research and   Delivery Science (ACCORDS) website

c. University of North Carolina Implementation Science Exchange .

d. Candid, a resource for finding non-profit grants

e. Grants.gov

4. Assessments of Learning

A. Discussion Forums (15points)

You are required to respond to instructor-led prompts related to the readings and respond to the comments of your peers on Canvas. There will be three discussion board forums over the semester, each worth 5 points. Specific due dates will be posted on Canvas and are also listed on the course schedule. Your posts and responses should be thorough and thoughtful. Simply stating "Yes, I agree" is not a substantive response to your peers and will not be adequate. Be concise — keep each post and response to 2-3 short paragraphs. Keep in mind that like you, your fellow learners will be reading and responding to other threads. Make certain to address the discussion prompt(s) provided by the instructor. This does not mean you should not extend the topic, but do not stray.

When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).

B. Translation Action Plan (30 points)

Translation implies that there is research knowledge that needs to move from point A to B. Your Translation Action Plan (TAP) outlines what that knowledge is, the manner though which it would be transferred, who the audience is, and what the outcomes of that translation will be. The first step in this process is to describe the knowledge. For this class, that knowledge is a health promotion intervention or program. Part one of your TAP is to describe the health issues/topic that you are addressing—that your program or intervention is promoting. Who is this issue a problem for? What is the context of the problem? How does it relate to bigger problems and why should we care about it? Next, describe your proposed intervention or program. What is it and what do we already know about it? Who are the stakeholders and what are their perspectives?

This first part is worth 10 points, and it is due by 11:59 pm on Sunday January 26th. It cannot be longer than one page (double space, 12pt Times New Roman, normal margins). For the second part of this assignment, you will utilize the RE-AIM framework planning tool to describe the expected Reach, Effectiveness, Adoption, and
Implementation of the intervention. We will discuss this more in class, and I will allocate class time to work on your plan and for you to obtain feedback from your peers. This section of the assignment should be 3 pages long (double space, 12pt Times New
Roman). It is due by 11:59pm on Sunday February 9th and is worth 20 points.

C. Sustainability Action Plan (15 points)

Assessing whether the program will last long enough to achieve the expected
effectives and promote health is important. Your Sustainability Action Plan (SAP) will prompt you to think about what sustainability looks like in health promotion programs, its challenges and barriers, and how to address them. To complete this assignment, you will once again utilize the RE-AIM framework planning tool to examine
maintenance and sustainability of your intervention. This section of the assignment should be between 1-2 pages (double space, 12pt Times New Roman, normal margins). It is due by 11:59pm on Sunday March 16th.

D. Problem of Practice Statement (25 pts)
In this course, you will engage in the iterative and dynamic process of drafting, reviewing, and revising your Problem of Practice Statement (EdD Milestone #1). For the 1st year students, this four-section document will be the springboard for the Review of Supporting Scholarship course you will take in the summer. In general, EdD students have begun considering possible problems of practice during their summer on-ramp experience and continued this process during the Fall term of Year 1. In this course, you will prepare a **draft** of the Problem of Practice Statement to be approved by the instructor of the course and later by your advisor. For the 2nd year students, this revised and refined Problem of Practice statement will incorporate your current conceptualization of the problem and will lay the groundwork for the Problem Statement section of your Dissertation Overview document that you will produce in the summer.

The **Problem of Practice Statement** is a 3-5-page document in APA style that:

1. Identifies the topic of interest
2. Describes why the topic is important
3. Explains the scope of inquiry, or the specific context in which the problem exists
4. Articulates questions to guide a review of supporting scholarship related to the problem of practice

When identifying a problem of practice, advisors should guide students to identify a problem that is:

☐ within the student's locus of control
☐ reasonable in terms of scope and timeframe
☐ relevant and important to the student, the student's context, and the larger community of practice

The first two parts of your PoP (topic of interest and significance) are due on January 19th by 11:59pm. Parts three and four (scope of inquiry and questions to guide review of the scholarship) are due by 11:59pm on March 23rd. Prepare a 3-minute version of your PoP statement to be presented in class on April 5. The final version (for this class), incorporating feedback from your peers is due by 11:59 pm on Sunday April 6.

E. Grant Proposal, Specific Aims (15Pts)

Getting money to implement and evaluate your program is important. Getting money to continue the program is also important. Grants, from private and federal organizations make this work easier. But the grants are not easy to obtain. This assignment will familiarize you with the process of applying for dissemination and implementation grants from the National Institutes of Health. You will write and submit your one-page specific aims. We will have a grantsmanship workshop on April 5. You will also be given examples of NIH funded translation, dissemination and implementation grants that will help you craft yours. The first draft of your specific aims is due by 11:59pm on Sunday April 13th. A revised version is due on April 25th.

VII. Feedback and Grades

Feedback is essential for high quality learning and teaching. In this class, unless stated otherwise, I will provide feedback for each assignment within 1 week after submission.

Grading Scale: A+ = 97% - 100%, A =94% - 96%, A- = 90% - 93%, B+ = 87% - 89%, B= 84% - 86%, B- = 80% - 83%, C+ = 77% - 79%, C=74% - 76%, C- = 70% - 73%, D=60% - 69%, F= 59% or below

VIII. Tentative Course Calendar (*Subject to change*)

WEEK/DATES	TOPIC	READINGS AND ASSIGNMENTS
Week 1 1/8 – 1/12 **Meeting on January 11**	**1.**Introductions, Course Overview and Expectations **2.**Health Issues and Translation/Implementation Research	1) Syllabus 2)Castrucci & Auerbach (2019) 3) Rabin et al. (2008)
Week 2 1/13– 1/19	Problem of Practice (PoP) and Moving from Research to Practice	1) Perry, Zambo & Crow (2020) 2)Grimshaw et al. 2012 3) Wensing & Grol (2019) Assignment: PoP #1 : Topic Statement and Significance, draft due by 11:59pm on 1/19 (10 pts)
Week 3 1/20 – 1/26	Theories and Models in Research Translation	1) Tabak et al. (2012) 2) Glasgow & Estabrooks (2018) Assignment: Translation Action Plan #1. Statement of Problem and Intervention. Due by 11:59pm on 1/26 (10pts)
Week 4 1/27 – 2/2 **Meeting on February 1**	RE-AIM Translation Action Plan #2 Workshop	Come to class prepared to work on your research translation plan. Use Interactive RE-AIM Planning Tool to generate a PDF version of your basic level initial thoughts about your intervention implementation plan. Only complete the Reach, Effectiveness, Adoption and Implementation Sessions. Do not complete the Maintenance / Sustainability section just yet.
Week 5 2/3 – 2/9	Translation Action Plan	A combined draft of TAP # 1 & TAP #2 (including the statement of the problem, a description of the intervention, perceived reach, effectiveness, adoption and implementation) is due by 11:59pm on Sunday 2/9 (20pts)

Week 6 2/10 – 2/16	Positionality and Health Promotion Programs	1) Manohar et al. (2017) 2) Ndumbe-Eyoh (2020) Assignment: Discussion Forum#1 (5pts) Your post is due by 11:59pm on Thursday. Your responses to the posts of two peers are due by 11:59pm on Sunday.
Week 7 2/17 – 2/23	Sustainability of Health Promotion Programs	1) Swerissen & Crisp (2004) 2) Braithwaite et al. (2020) Assignment: Discussion Forum #2 (5pts) . Your post is due by 11:59pm on Thursday. Your responses to the posts of two peers are due by 11:59pm on Sunday.
Week 8 2/24 – 3/2 **Meeting on March 1**	**1.**PoP #2 Workshop **2.** Sustainability Action Plan (SAP) Workshop	1. Review Perry, Zambo & Crow (2020) to prepare for PoP workshop on Scope of Inquiry that is on Saturday March 1 2. Come prepared to discuss the reading and to work on your SAP. Use the Interactive RE-AIM Planning Tool to generate a PDF version of your basic level initial thoughts about sustainability. So please complete the Maintenance / Sustainability section.
Week 9 (3/3 – 3/9) Spring Recess 🌸🌼🌷		
Week 10 3/10 – 3/16	Evaluating Sustainability of Health Promotion Interventions	Shelton et al. (2020) Assignment: SAP draft (15pts) due 11:59pm on Sunday March 16.
Week 11 3/17 – 3/23	PoP Statement	Assignment: PoP #2: Scope of Inquiry draft as well as questions to guide the review of scholarship (10pts) are due by 11:59pm on Sunday March 23rd
Week 12 3/24–3/30	Centering Equity and Justice in Health Promotion and Health Policy	1) Chandanabhumma & Narasimhan (2020) 2) Alang & Blackstock (2022) Assignment: Discussion Forum #3 (5pts). Your post is due by 11:59pm on Thursday. Your responses to the posts of two peers are due by 11:59pm on Sunday.

Week 13 3/31 – 4/6 **Meeting on April 5**	1. PoP Statement Presentation 2. Types and Components of Federal Grants 3. Grant Writing Workshop	1. Review Funding resources on the syllabus 2. NIH grants processes overview 3. https://youtu.be/-U72FWz2YCg Assignments: 1. Come to class prepared to present your full PoP statement. Final version incorporating feedback from the class is due by 11:59pm on April 6 2. Come prepared to discuss readings and video, and prepare a 1-paragraph description of your grant idea. Specify if grant is for evaluation, implementation, or both.
Week 14 4/7- 4/13	Grant writing	Read the two samples of NIH- funded grants, focusing on their one-page Specific Aims. Assignment: Draft your Specific Aims. The draft (10pts) is due on by 11:59pm on Sunday 4/13.
Week 15 4/14 -4/20	Wrap -Up	Assignments: Submit your revised Specific Aims (5pts) due by 11:59pm on 4/25.

UNIVERSITY COURSE POLICIES AND TIPS

Use of Technology*:* This course uses a Canvas web site provided through the University. To access this, go to http://canvas.pitt.edu and log on using your Pitt user name and password. Or, you can go to www.my.pitt.edu and access the Canvas site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems*.*

Course Format: According to the University's definition of a credit hour, a one-credit course should have 14 contact hours, where a contact hour is 50 minutes of instruction. Thus a 3-credit course should have 2100 minutes of instruction (50 minutes/hour x 14 hours x 3 credits = 42 hours), and a two-credit course has 1400 minutes or 28 hours of instruction. In addition, students are expected to spend a minimum of 1.5 hours outside of class for each in-class hour. Therefore, you need to spend 1.5 x 28 course hours = 42 hours across 11 weeks, in addition to the core of 28 hours. This includes reading, completing weekly exercises, and working on graded assignments.
Attendance: Regular and prompt attendance in the class sessions is an essential part of the educational experience in the EdD program. Due to the hybrid nature and limited face-to-face/synchronous time, missing any given session constitutes a significant portion of the time for interaction with instructors and peers.

Although students are expected to attend all class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a required **work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructor to determine if there is any way to make up missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, please follow the following instructions:
1. Email the course instructor(s) with a copy to your advisor with the reason for missing the class.
2. Complete the course or instructor specific make up requirements for missed classes prior to the next class meeting.
3. Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Incomplete Grades: For this course, an "I" (Incomplete) Grade will be granted only if the student has actively attended to the course requirements but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructors will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

Statement on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use. For any recorded synchronous Zoom meetings, the instructor will let the students know ahead of time and they will have the option to leave their video off the screen. These recordings will only be shared with other students in the class.

Email Communication: Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Statement on Scholarly Discourse: In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our
presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

Equity, Diversity, and Inclusion: The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the Civil Rights & Title IX Compliance web page.

We ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed online. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Accessibility: The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

Disability Services: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

University Notifications: The University offers an Emergency Notification Service (ENS) which is used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. For instructions on how to register, please refer to CSSD's website: http://technology.pitt.edu/services/emergency-notification-service.

Any changes to normal University operations will be announced as early as possible through the ENS, the University's official website (www.pitt.edu), Twitter (@PittTweet), and local news media outlets.

Gender Inclusive Language Statement: Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences.
Gender-inclusive/non- sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their pronouns.

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

To learn more about Academic Integrity, visit [the Academic Integrity Guide]() for an overview of the topic. For hands- on practice, complete the [Understanding and Avoiding Plagiarism]() tutorial. Provided here is the [School of Education Academic Integrity Policy](). Please read the policy carefully.

School of Education Grievance Procedures: The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EdD program believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with their EdD advisor; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances is as follows:
    1.The student should talk to the faculty member to attempt to resolve the matter.   2.If the matter cannot be resolved at that level, the student should talk to their doctoral   advisor.
    3.If the matter remains unresolved, the student should talk to the coordinator of the EdD   program.
    4.If the matter remains unresolved, the student should talk to the SOE associate dean of   students.

The School of Education [Policies and Forms]() page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

Your Well-being Matters: Graduate school can be an exciting and challenging time for students.
Taking time to care for yourself and seeking appropriate support can help you achieve your academic and professional goals.   Maintain a healthy lifestyle by eating a balanced diet, exercising regularly, avoiding drugs and alcohol, getting enough sleep, and taking time to relax.

It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources. The University Counseling Center is also here for you. You can call 412-648-7930 at any time to connect with a clinician. You can also visit the Counseling Center website.

If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930.

You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

If the situation is life threatening, call the Police:
- On-campus: Pitt Police: 412-268-
- 2121 Off-campus: 911

Additional University of Pittsburgh Resources

Education Library Guide: See this Hillman Library customized libguide, a gateway to resources for education students and faculty

Religious Observances: See the Provost's annual memo about religious observances.

Emergencies: Do you have Pitt Police saved on your mobile phone? Pitt Police, 412- 624-2121

Office of Diversity and Inclusion (ODI): Resources, consultation, and bias incident reporting:

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: https://www.titleix.pitt.edu/

Catalogs: The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

Student Mental Health: Counseling Center, in the Wellness Center in Nordenberg Hall: Call **412-648-7930**, any time.http://www.studentaffairs.pitt.edu/cc/

Sexual Assault Response: 412-648-7856

Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see: http://www.studentaffairs.pitt.edu/cars