**UNIVERSITY OF PITTSBURGH SCHOOL OF NURSING**

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| **COURSE:** | NUR 1XXX/BUSSPP XXXX Comparative Health Issues: Within Health Care Systems (Global Seminar in Buenos Aires) |
| **CREDIT ALLOTMENT:** | 3 Credits (didactic, 45 hours) |
| **INSTRUCTOR:** | Dr. Grant Martsolf

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| Faculty | Dr. Grant Martsolf | 315B Victoria Building, (412) 383-3245, grm32@pitt.edu |
| Program Assistant | Lynnea Lombardi | 226 Victoria Building, (412) 648-9401, lel164@pitt.edu |

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| **OFFICE HOURS:** | 1. Office Hours: By appointment; please contact Grant Martsolf to schedule.
2. Students can expect to receive a response from Grant Martsolf within 48 hours/2 business days after sending email.
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| **COREQUISITE:** | None |
| **PREREQUISITE:** | None |
| **COURSE DESCRIPTION:** | This three-credit research-focused study abroad opportunity is meant to engage and encourage cross-disciplinary learning between business and nursing undergraduate students at the University of Pittsburgh. The academic focus of this experiential course is an introduction to healthcare management contextualized by globalization. Built upon a comparative, multidisciplinary framework, this course addresses conflicts between economic and clinical priorities, associated health disparities, and the variability in services and outcomes while providing students with a broad perspective on the distinctive healthcare systems in the hemisphere—specifically between those operating in Argentina and the United States. Plus3 Argentina is offered as a follow-up to the CBA course *Managing in Complex Environments* (BUSSPP 0020) or *Introduction to Professional Nursing (NUR 0051).* The course is conducted through pre-departure lectures and discussion sessions and a required trip abroad to tour local and multi-national healthcare organizations, attend lectures, and visit cultural sites.  |
| **LEARNING OUTCOMES:** | Upon completion of the course, the student will be able to:1. To provide students completing their first year with a study abroad experience. (BSN Student Learning Outcome: 1)
2. To provide an opportunity for nursing and business students to work together on common industry-based research paper. (BSN Student Learning Outcome: 2)
3. To equip students with skills for analyzing the economic, political, social, and environmental aspects of globalization effect health issues and to identify both business and clinical decision-making solutions (BSN Student Learning Outcome: 5)
4. To develop research, writing, and presentation skills. (BSN Student Learning Outcomes: 6, 9)
5. To reflect on the travel, study, and research experience. (BSN Student Learning Outcomes: 1, 8)
6. To learn how to network and discuss company and market complexities with executives and their employees who are working to address the complex healthcare needs in a middle-income country. (BSN Student Learning Outcome: 6)
7. To learn how to integrate knowledge from diverse sources and use it to identify critical decision-making factors that can lead to sustainable development. (BSN Student Learning Outcome: 5)

BSN Student Learning Outcomes: [BSN Student Learning Outcomes | School of Nursing | University of Pittsburgh](https://www.nursing.pitt.edu/degree-programs/undergraduate-bsn-program/student-learning-outcomes)  |
| **APPROVAL DATE TOTAL FACULTY:** | *02/27/2023* |
| **START TERM IF NEW COURSE:** | *Summer 2023* |
| **SCHEDULED FOR TRIENNIAL REVIEW:** | *2025-2026* |
| **APPROVAL DATE SBON:** | *Not Applicable* |
| **TOPICAL OUTLINE:** |  **Course Schedule:**

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| **Date** | **Topic** | **Assignment (s)** |
| March-April | Pre-departure classes and field study preparation | -Various reading and reflective assignments-Class participation-First group presentation |
| Friday, May 5 | Pre-departure meeting/dinner at University of Pittsburgh |  |
| Saturday, May 6 | Leave Pittsburgh for Argentina |  |
| May 7-May 19 | Field study abroad | -Daily blog posts -Various reading and reflective assignments-Second group presentation |
| Friday, May 19 | Leave the field study location for the United States |  |
| June 1 | Field study and course reflection | -Final research paper and reflection video |

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| **AACN DOMAINS, COMPETENCIES, AND SUB-COMPETENCIES / SPECIALTY AREA COMPETENCIES OR STANDARDS ADDRESSED:** | **AACN Essentials (2021)**Domain 1: Knowledge for Nursing PracticeDemonstrate an understanding of the discipline of nursing’s distinct perspective and where shared perspectives exist with other disciplines.1.1a Identify concepts, derived from theories from nursing and other disciplines, which distinguish the practice of nursing.* 1. Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.

1.2b Demonstrate intellectual curiosity.1.2c Demonstrate social responsibility as a global citizen who fosters the attainment of health equity for all.1.3 Demonstrate clinical judgement founded on a broad knowledge base.1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgement.Domain 2: Person-Centered Care2.2 Communicate effectively with individuals.2.2b Consider individual beliefs, values, and personalized information in communications.2.2d Demonstrate the ability to conduct sensitive or difficult situations.Domain 3: Population Health3.1 Manage population health.3.1b Assess population health data.3.1d Compare and contrast local, regional, national, and global benchmarks to identify health patterns across populations.3.4 Advance equitable population health policy.3.4b Describe the impact of policies on population outcomes, including social justice and health equity.3.4e Develop an awareness of the interconnectedness of population health across borders.Domain 4: Scholarship for the Nursing Discipline4.1. Advance the scholarship of nursing.4.1e Participate in scholarly inquiry as a team member.Domain 5: Quality and Safety5.1 Apply quality improvement principles in care delivery.5.1a Recognize nursing’s essential role in improving healthcare quality and safety.Domain 6: Interprofessional Partnerships6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.6.1d Articulate impact of diversity, equity, and inclusion on team-based communications.6.2 Perform effectively in different team roles, using principles and values of team dynamics.6.2d Recognize how one’s uniqueness (as a person and a nurse) contributes to effective interprofessional working relationships.Domain 8: Informatics and Healthcare Technologies8.1 Describe the various information and communication technology tools used in care of patients, communities, and populations.8.1a Identify the variety of information and communication technologies used in care settings.8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.8.8.3d Examine how emerging technologies influence healthcare delivery and clinical decision making.Domain 9: Professionalism9.3 Demonstrate accountability to the individual, society, and the profession.9.3g Advocate for social justice and health equity, including addressing the health of vulnerable populations.Domain 10: Personal, Professional, and Leadership Development10.3 Develop capacity for leadership.10.3g Demonstrate self-awareness of one’s own implicit biases and their relationship to one’s culture and environment.10.3i Recognize the importance of nursing’s contributions as leaders in practice and policy issues. |
| **TEACHING METHODS:** | Technology Requirements: The basic requirements are a computer with a web browser and a Pitt e-mail account, which gives you access to the online courses platform (Canvas) and to the University Web Portal (my.pitt.edu.). Google applications, Zoom, and Panopto may be used.The course consists of two components: 1. A pre-departure component that includes an introduction to globalization, the country-specific industry-focus, supply chains, historical, cultural, and economic environments of the country/region of the field of study, as well as an introduction to the companies that will be visited during the program. During this component, students will additionally acquire an introduction to the history, culture, social, and business conditions of destination location for that group. The pre-departure sessions will be held:a) March 18, 2023 from 9am-2pm in the Graduate Skills Lab in the Victoria Building (2nd Floor)Topics: Administrative matters, syllabus review, program overview, get to know each other, overview of globalization and health b) April 1, 2023 from 9am-2pm in the Graduate Skills Lab in the Victoria Building (2nd Floor)Topics: Student presentations on key themes, country overview 2. A study abroad field component that includes company visits, field trips, classes, and lectures. Each student is required to attend and participate in the classes, participate in all company visits and university activities, and write a daily blog to be posted on the program website. While at the field location, the students will work in teams to develop, research, complete, and present their company-based research project. |
| **REQUIRED TEXTBOOKS:** | Rubinstein, A., Zerbino, M. C., Cejas, C., & López, A. (2018). Making universal health care effective in Argentina: a blueprint for reform. Health Systems & Reform, 4(3), 203-213.Novick, G. E. (2017). Health Care Organization and Delivery in Argentina: A Case of Fragmentation, Inefficiency and Inequality. Global Policy, 8, 93-96.Woodward, D., Drager, N., Beaglehole, R., & Lipson, D. (2001). Globalization and health: a framework for analysis and action. Bulletin of the World Health Organization, 79, 875-881.Mills, A. (2014). Health care systems in low-and middle-income countries. New England Journal of Medicine, 370(6), 552-557.Sachs, J. D., & McArthur, J. W. (2005). The millennium project: a plan for meeting the millennium development goals. The Lancet, 365(9456), 347-353. |
| **RECOMMENDED TEXTBOOKS:** | None. |
| **EVALUATION METHODS & LEARNING OUTCOMES:** | **Evaluation Methods and Learning Outcomes Evaluated**Pre-Departure In-Class Participation and Attendance (LO 1)In-Country Individual Participation (LO 1, 2, 3, 4, 6)In-Country Individual Blog (LO 1, 3, 4, 5)Pre-Departure Group Presentation (LO 1, 3, 4)In-Country Final Group Presentation (LO 1, 2, 3, 4, 5, 7)Individual Final Research Paper and Reflection Video (LO 1, 2, 3, 4, 5, 7)**Description of Evaluation Methods and Their Contribution to Course Grade**The course grade earned is based on the following:5% - Pre-Departure In-Class Participation and Attendance20% - In-Country Individual Participation20% - In-Country Individual Blog15% - Pre-Departure Group Presentation15% - In-Country Final Group Presentation25% - Individual Final Research Paper and Reflection Video 100%**Description of Assignments**The methods used to evaluate learning and how they will be evaluated are described in Canvas.**Coursework and Assignments:**1. **Pre-Departure In-Class Participation and Attendance (5%)**

Students are required to attend two pre-departure classes that will provide conceptual foundations for understanding globalization and health. Attendance at each of the sessions is required, including your active participation. Each Plus3 destination will have its own website. The purpose of the individual websites is to provide family members and friends with access to the students while they are on their trip as well as to facilitate meaningful reflection. You will need to set up your blog before the departure. Participation is evaluated on the basis of: (a) familiarity with the readings; (b) quality of contributions; (c) critical and creative approaches to the issue; and (d) attendance at classes.1. **In-Country Individual Participation (20%)**

The field study component of the course will encompass 14 days abroad. Evaluated on the basis of: (a) application of course materials to questions raised; (b) quality of contributions; (c) critical and creative approaches to the issue; (d) completion of in-country interviews; and (e) respect for hosts and cultural norms.**Professional activities**. Each student is expected to attend each and every planned event, including the sightseeing trips, the company visits and the lectures at the local universities; be on or ahead of schedule for all events; participate in all work activities; and be actively engaged in asking questions of lecturers and speakers. The professors will maintain participation records. After each company visit each student should complete an individual reflection on what they saw and write down any observations and/or questions they have from the trip. Then each student should use these observations as starting points for the next company visit. Consider such questions as: What interesting strengths or weaknesses were discussed (or are apparent) in the firm that you visited today? Does this firm face any interesting opportunities or threats from the external environment? Why is this firm of interest to a professional in business or nursing? What healthcare issues are involved in the process? What technology or lack of did you observe? What business practices did you observe? Student groups are encouraged to share their thoughts with other groups and with each other.**Personal activities.** We understand that each student is an adult and as such has the right to spend his or her free time in the country as he or she wishes. However, all students must also understand that while they are on the site visits and while they are on their own time, they are representing the University of Pittsburgh. Thus, their actions directly reflect on the university’s image and the image of the United States. Failure to maintain acceptable behavior will result in a lower grade or failure of the participation component and can be grounds for a lower final grade or failing the course and being sent home. Acceptable and unacceptable actions will be described in the pre-departure sessions.1. **In-Country Individual Blog (20%)**

750-word blog entries are due daily during the in-country component of the course.Entries must be based on the literature covered in class, identification of in-country interviewees, case material to be covered in the final research paper, and personal refection on cultural and business norms abroad. Evaluated on the basis of: (a) the completion and length of each post; (b) the timeliness of the posts; (c) the use of course concepts in each entry; and (d) the ability to raise and evaluate relevant cultural and business issues.1. ***Presentations***

Teams will be assigned a specific sector that that will be visited during the field study component of the course and will present two 30-minute team presentations aided by PowerPoint. They key types of organization we will visit include:HospitalsPharmaceutical and device companiesPrimary care and community healthMinistry of health and other regional and national governmental health-related agencies* 1. ***First presentation – Pre-Departure Group Presentation (15%)***

Teams will present on the assigned sector. In this first presentation, each group will present information on their specific sector.1. The groups should explain everything that classmates would need to know to understand this section. Each group may especially focus on the following questions. How is this sector organized? Who are the major players in this sector? Are the organizations public or private? How is this sector financed? How is this sector effected by globalization and broader economic conditions?
2. Discuss the major challenges that affect the sector and impact whether this sector can function at a high-level.

This presentation will be based primarily on detailed literature reviews. Evaluated on the basis of: (a) depth of research; (b) the use of course concepts as related to the theme; (c) the ability to raise and analyze potential globalization-related issues for the theme and organization that will be further explored during the field study component.* 1. ***Second presentation – In-Country Final Group Presentation (15%)***

Teams will reflect on the in-country visits and update their first presentation accordingly. The teams will compare and contrast the analysis from the initial presentation as it related to the first-hand experience gained during the field study component.Evaluated on the basis of: (a) ability to relate course concepts to information gained during the field study; (b) ability to acquire relevant information from in-country visits and lectures and the ability to effectively present said information; (c) reflection and analysis of information gained from the field study abroad as it relates to globalization and health raised in the first presentation.1. **Final Research Paper and Reflection Video (25%)**

The final output from the class is an individual 7-8 page research paper that identifies options for action regarding the student’s assigned organization type and a reflection video. The final research paper is a cumulative product from the entire course and will include information gained through independent research, pre-departure coursework, and the field study component.* Formatting: double spaced, 1-inch margins, 12-point Times New Roman font.
* Cite all external sources used both in text and with a separate reference page (an alternative would be to use footnotes). Please use APA format.

 It is required to include:1. The groups should explain everything that classmates would need to know to understand this section. Each group may especially focus on the following questions. How is this sector organized? Who are the major players in this sector? Are the organizations public or private? How is this sector financed? How is this sector effected by globalization and broader economic conditions?
2. Discuss the major challenges that affect the sector and impact whether this sector can function at a high-level.
3. Recommendations for solutions to the issues and recommendations for implementation. If solutions have already been reached, critically evaluate the quality of the solutions, and provide recommendations for improvement.
4. All analysis of should use high-quality, publicly available information, course materials, and first-hand information from the field study.

The reflection video should be no more than two minutes in length and include images (videos and/or photos) and narration of what each individual student experienced during the Plus3 program. Please be mindful not to include sensitive images that should not be publicly shared. Questions the student might choose to respond to in their video include:* Describe your favorite memory from the Plus3 program. What did you learn from this experience?
* What did you discover about yourself during the Plus 3 program? What surprised you the most about your experience?
* What values, beliefs, or behaviors did you learn during your Plus3 program that you might be able to continue now that you are home?
* Share about a person you met during the Plus3 program. What is something you learned from them that you will continue to remember?
* How was your awareness of global issues impacted by your Plus3 program experience?

**Course Policies***Faculty Role*Faculty from the University of Pittsburgh will facilitate pre-departure classes and will travel with students abroad to facilitate in-country academic activities. Program Assistants will assist faculty members and provide logistical support. The Plus3 program is a study abroad experience where the classroom is a real-world experience of another culture. Thus, the instructors act more as guides, helping the student have a successful experience. During any study abroad experience the faculty also have the role of chaperones. We are assuming all the students are adults and will act as such during the trip. The instructors are there to help, but we do not watch every step every student takes 24 hours a day. Thus, it is assumed that the students have the level of maturity necessary to conduct themselves properly during this experience.The Plus3 program dates to 2002 and over the 17 years of its existence has taken more than 1,000 students abroad. The Plus3 program was the recipient (in 2005) of the Andrew Heiskell award for innovation in study abroad. Administered by the Institute for International Education, the Heiskell award is the highest honor bestowed on American study abroad programs.*Academic Focus*Globalization is the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture. This course examines the economic, social, and environmental impacts of globalization on healthcare in middle-income countries. We will focus first on understanding major themes in global healthcare including global burden of disease, epidemiological, demographic, and nutritional transitions, social determinants of health, health and economic inequality, and food security. We will critically examine how aspects of international system, including globalization, trade regimes, and international law, impact these key issues in global health. We will also examine the role various stakeholders play in governing and providing healthcare in middle income countries, including international organizations, states, civil society, and business. Stakeholders are engaged through visits to public and private health institutions, observations of public health activities, interactions with health professionals, and discussions of relevant scholarship at the intersection of business and healthcare. In doing this, student will be able to compare and contrast key factors affecting health in middle income and developed countries and be able to discern ways in which economic development, international migration, global trade, and international governance have positive and negative impacts on the health and lives of people across the globe. Students will also gain a deeper understanding of the provision and management of public health services, primary care (e.g., networks and levels of health care, prevention, and risk assessment), and secondary care (i.e., the hospital as an institution, levels of complexity, and acute and chronic pathology treatment) with respect to finance and public policy germane to a given socio-cultural and political-economic context.**Grading Method (Not Applicable for Pass/Fail Grading)**The grading scale is as follows:

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| 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+  | 67 – 69 |
| D | 64 – 66 |
| D- | 60 – 63 |
| F | less than 60 |

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**[Simulation-Skills Lab Guidelines](https://www.nursing.pitt.edu/resources-students/simulation-skills-lab-guidelines)**

Those utilizing the [Simulation and Skill Lab](https://www.nursing.pitt.edu/resources-students/simulation-skills-lab-guidelines) should review and abide by these guidelines in continuing to support a safe environment for all.

**STUDENTS WITH DISABILITIES**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 216 William Pitt Union, (412) 648-7890 / (412) 383-7355 (TTY), as early as possible in the term.

DRS will verify your disability and determine reasonable accommodations for this course.

A comprehensive description of the services of that office can be obtained at <http://www.drs.pitt.edu/>.

**UPG**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Learning Resources Center, Dr. Lou Ann Sears (disability services provider), Room 240, Millstein Library Building (724-836-7098 voice) los3@pitt.edu as early as possible in the term. Learning Resources Center will verify your disability and determine reasonable accommodations for this course. **E-mail is the better way to reach her. Zoom appointments are available upon request.**

**UPJ**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Health & Wellness Services, G10 Student Union, (814) 269-7119 (voice) / (814) 269-7186 as early as possible in the term. The Office of Health & Wellness Services will verify your disability and determine reasonable accommodations for this course.

**PLAGIARISM**

Plagiarism is "presenting as one's own, for academic evaluation, the ideas, representations or works of another person or persons without customary and proper acknowledgement of sources" (Faculty development/TA Handbook, p. 15). Plagiarism is a violation of both the University of Pittsburgh's standards on academic honesty (02-03-02) <https://www.policy.pitt.edu/sites/default/files/Policies/Academic/Policy_AC39.pdf> and those of the School of Nursing (Policy No. 307, Academic and Professional Integrity: Student Obligations) <https://www.nursing.pitt.edu/sites/default/files/policy-pdf/policy_307_march_2021.pdf>. Violations of these policies are taken seriously. 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.

**DIVERSITY AND INCLUSIVITY STATEMENT**

An important aim of this course is to promote an inclusive learning community that encourages the dynamic, open exchange of ideas and affirms the diversity and dignity of participants and perspectives within a safe and mutually respectful environment.

**CONSENT TO RECORD**

To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions, 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 study.

**COPYRIGHT POLICY**

Scholarly Work: Copyrightable works of authorship created by a University Member prepared in the course of research, scholarship, teaching, and/or other academic and educational responsibilities at the University outside of the terms of a contract, grant, or cooperative agreement. Scholarly Work shall include, but not be limited to: scientific or scholarly writings and/or papers; books, theses, and dissertations; poems and other literary works; musical works (including compositions, lyrics, performances, mixing, and recordings); architectural works; databases, datasets, collections or compilations of data; Software; and artistic works and sculptures. See Policy RI 10 Intellectual Property at <https://www.policy.pitt.edu/sites/default/files/Policies/Research-Innovation/Policy_RI_10.pdf>

**CLASSROOM CONDUCT**

In order to facilitate learning and minimize distractions to fellow students and faculty, students are expected to:

On Site:

1) turn cell phones and pagers to non-audible during class and lab; in the clinical setting, the use of cell phones must be consistent with the clinical facility's policies

2) report to class on time

3) refrain from individual conversation during class

4) be alert and attentive in class

Online:

1) communicate online in a professional manner

2) be the sole representative of their individual work

**ONLINE ETIQUETTE**

The following guidelines for Internet etiquette will enhance all course communication and your success in an online environment:

1. Show professionalism and courtesy.

2. Use correct spelling and grammar.

3. Use a positive tone.

4. Be brief and respectful of other’s time.

5. Remember anything that you write in digital communication can be forwarded or copied.

6. Avoid sarcasm.

**ACADEMIC INTEGRITY**

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, and other acts of academic dishonesty would be subject to disciplinary action. 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 <https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines>. This may include, but is not limited to the confiscation of the examination of any individual suspected of violation of the University Policy. Furthermore, no student may bring any unauthorized material to an examination including dictionaries and programmable calculators.

**SEXUAL MISCONDUCT, REQUIRED REPORTING, AND TITLE IX**

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/information-responsible-employees>.

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University’s Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

Title IX Office: 412-648-7860

SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121.

Other reporting information is available here: <https://www.diversity.pitt.edu/civil-rights-title-ix/make-report>.

**UPG**

Sexual Misconduct Statement:

Sexual misconduct (including sexual harassment, domestic and dating violence, sexual assault, and stalking) is prohibited on all University of Pittsburgh campuses, including Pitt-Greensburg. If you have questions about Title IX or any University policies and procedures regarding sexual misconduct or you wish to report a sexual misconduct incident, please contact Angela Coldren, Pitt-Greensburg’s Civil Rights & Title IX Liaison. You can contact her at amp8@pitt.edu or 724-836-9902. Please be aware that as a faculty member at the University of Pittsburgh at Greensburg, I am a “responsible employee” for the University and I am therefore, required to report any suspected incidents of discrimination on the basis of sex. Students can also make a report with the University’s Pitt Concern Connection at <https://www.compliance.pitt.edu/make-report>. The following confidential resources are also available on campus: Gayle Pamerleau, Director of Counseling and her counseling staff, Chambers Hall 217, gaylep@pitt.edu, 724-836-9870, or Pam Freger, Director of Health Center and her medical staff, Chambers Hall 216, pmr20@pitt.edu, 724-836-9947, or an off-campus resource, the Blackburn Center hotline (1-888-832-2272).

* Title IX Office: Angela Coldren, Title IX Liaison108 Lynch Hall, Phone: 724-836-9902, E-mail: amp8@pitt.edu
* UPG Campus Police: 724-836-9865 or 911
* Counseling Center: Gayle Pamerleau, Director of Counseling and her staff, Chambers Hall 217, 724-836-9870
* Student Health Services: Pam Freger, Director of Health Center, Chambers Hall 216, pmr20@pitt.edu, 724-836-9947, Hours 8:30am-5:00pm Monday-Friday
* Blackburn Center 1-888-832-2272 (off campus resource)

# UPJ

Title IX Office: 814-269-7991

UPJ Campus Police: 814-269-7005 (non-emergency) / 814-269-7222 (emergency)

## **Health & Counseling Services Office: G-4 Student Union**

Hours: Monday-Friday

8:30 a.m. - 5 p.m.

# Contact:

# 814-269-7119

# Fax: 814-269-7179

# OHCS@pitt.edu