

Epidemiology Affinity Group – Summary of Meetings. April 18th 2014

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Twenty-four epidemiologists participated at least once (in-person or phone, or by email) during six sessions of the Epidemiology (Epi) Affinity Group (List of those invited, who volunteered, or attended is attached as **Appendix A** [page 6]). Meetings were held at both OHSU and PSU on February 4th and 5th, March 4th and 5th, and April 1st and 2nd. Below are summary points from each session “set” combining across the sessions held at PSU and OHSU. This summary will be shared with the OMPH program and OHSU-PSU School of Public Health (SPH) Steering Committee. Comments are welcome at all times. With the formal planning transferring to the Interim Dean, there will be new opportunities for input from epidemiologists; however some Affinity Group members expressed an interest in ongoing meetings. Another Affinity Group (led by Sherril Gellman) completed their deliberations and launched a “research in practice” series: we might ask to contribute to that faculty meeting series or develop another meeting schedule.

Please share this report of the Epidemiology Affinity Groups meetings with your colleagues and encourage others to add their names to the “Epi Affinity Group” list. One suggestion was to construct a more comprehensive list of local epidemiologists and keep in contact with them about teaching, training, research, and practice of epidemiology for the current OMPH, and for the future OHSU-PSU School of Public Health.

The final section of this report (**Section IV.**) lists topics that arose during these meetings that were not completely addressed and these topics (and others) should continue to be explored and addressed by epidemiology faculty and the future SPH administrative and faculty groups.

I. First Sessions (February): Epidemiology OMPH Competencies and Course inventory/recommendations

A. **Competencies.** During email exchanges and two sessions, we developed eight recommended competencies for the Epidemiology OMPH Track. These represent changes from the existing OMPH track in epidemiology and biostatistics. Some of the changes are because of the planned division between epi and biostatistics into independent OMPH tracks. The faculty also engaged in a broad ranging discussion about definitions of epidemiology and our diverse experiences and expectations. The influence of the overarching competencies of OMPH students came into the discussion, and as one example, we concluded that ethics for epidemiology should be addressed in addition to ethical aspects that are part of the broader OMPH competencies. Another example is that we added theory in epidemiology to the competencies, supplementing introduction to behavioral theories that is part of the OMPH core course in health behavior. The following list is the final set of eight competency recommendations for consideration of the OMPH Academic Program Committee.

1. Apply social and biological concepts and theories to the epidemiology assessment of global and local public health problems. (*Alternative: Apply epidemiological theories to the assessment of global and local health problems.*)
2. Apply analytic methods and interpret results commonly used in epidemiologic research
3. Formulate and test a researchable question using epidemiologic methods and theories informed by community needs
4. Demonstrate cultural competence and ethics in the practice of epidemiology
5. Assess and interpret literature in the area of epidemiology and public health

6. Ability to work with interdisciplinary teams in diverse setting while integrating epidemiologic perspective and methods
 7. Communicate concepts of epidemiology through various strategies across diverse audiences and communities
 8. Translate epidemiology into policy and practice implications and recommendations
- B. Course inventory/recommendations.** Via emails and meetings, Affinity Group members provided input and details of their teaching experience, interests, and ideas about future curriculum development in epidemiology across both OMPH and PhD programs.

At least 20 new topics were added to consideration for future courses, seminars, and lectures within courses. Twelve Epi Affinity Group members reported they were interested in working with students for mentored research and/or dissertation committees. **Appendix B** (pages 7-8) provides a detailed table of these self-reported data. Future steps should seek to engage more epidemiologists in their interests in epidemiology student research opportunities and/or internship activities.

II. Second Sessions (March): Criteria for Core Faculty

Recommended criteria to be a full-time core (primary) faculty member in epidemiology (OMPH and PhD programs). *V3.0 March 12th 2014*

1. Relevant academic qualifications to obtain faculty rank at PSU or OHSU
2. Expertise and availability to teach two required or regularly scheduled elective epidemiology courses in the OMPH or PhD programs
3. Experience in teaching graduate or professional students
4. Ability and availability to engage in academic advising of epidemiology OMPH students, including field experiences
5. Expertise and availability to mentor and/or chair dissertation committees for the epidemiology PhD
6. Actively engaged in research and scholarship that can contribute to dissertation and training for the PhD in epidemiology
7. Willingness and availability to engage in unit and program governance, administration, and leadership through regular committee involvement and faculty meetings
8. Demonstrated engagement with, and professional service to, relevant communities, organizations, and public health practice.

In addition to these draft criteria, the epidemiology affinity group noted the following two administrative issues that they felt needed addressing in the future SPH.

- a. Faculty contracts should be written incorporating these activities, and evaluation of faculty participation and quality in such activities made clear in annual evaluations.
- b. Because of the time commitment, faculty noted the need for compensation to accompany new and enlarged activities, including faculty advising for the field experience (previously OHSU faculty members were supported for thesis supervision).

III. Third Sessions (April): Criteria for Affiliated Faculty and Faculty Research Inventory

- A. **Affiliated Faculty.** Overall, the faculty members who attended the Epi Affinity Group meetings described three overall concepts important to affiliated faculty (regardless of subdivisions and categories within this broad group, e.g. courtesy, adjunct, graduate faculty, etc. – the titles and descriptions differ by institution and units). In addition to these descriptions, Lynn Messer offered the following description from her experiences at Duke: *Adjunct faculty are expected to contribute to the mission by playing a significant role in at least two of the following three areas: global health related teaching, student or trainee mentoring, and research collaboration.*

For the OHSU-PSU SPH: First, we should articulate what are the benefits to people who we recruit or who volunteer for these appointments. Ideas included the importance of keeping them engaged, and the added support and capacity to submit grants and contracts through their faculty role at the new SPH. In addition, they, and we will benefit from a formal set of criteria and a scheduled review and reappointment process to see how the relationship is going. We might provide an easy method for reporting (e.g., a website questionnaire; upload CV, etc.).

Secondly the overarching idea as we move into the SPH is to set criteria representing inclusiveness. There may be future discussion that would subdivide faculty appointments with varying levels of expectations. Inclusion was meant to include epidemiology from the broader community including state agencies, community partners, health care settings (public and private, e.g., the VA), public and private research foundations, etc.

Third, one of the primary reasons for having affiliated faculty is to extend the work of the SPH for training, service, and collaborative projects. This generated the following two categories of criteria for appointment.

1. **Credentials.** Meet a broad definition of epidemiologist by training, practice, research, and/or scholarship.
2. **Service.** Provide an ongoing (as yet unspecified schedule) engagement with the SPH in one or more of the following categories:
 - a. Engagement in research that could include students
 - b. Actively engage in training, e.g., as a placement site mentor, provide seminars, lectures, full or partial course, professional and community education activities of the program, serve on dissertation committees, serve on OMPH field/internship/project reviews, etc.
 - c. Provide service, for example, serve on admissions or operations committees for SPH programs, other standing or ad-hoc committees (faculty or administrator recruitment, curriculum committee, peer-review of courses/evaluations, mentor student organizations, etc.)
 - d. Seek collaborative funding with members of the SPH

B. Faculty Research Inventory. Twelve Affinity Group members completed a survey about their research interests, potential funding for PhD students, and interest in mentoring PhD students. This list should be considered a preliminary inventory, since some faculty researchers did not have the opportunity to contribute their research interest data.

Faculty also raised concerns about how Epi PhD students would be funded, given how funding is restricted (or unavailable) on their research projects. In addition, some partner groups would need to engage students with additional requirements, e.g., in the VA, at Kaiser (adding them to an internship program that currently operates only in the summer).

Appendix C (page 9) provides a more detailed summary and the table below provides an overview of the faculty responses.

Appendix C: Faculty Research Interests (Inventory of self-responses)

Broad Topic (faculty may be listed more than once if their research topics cross the categories)	Faculty Names
Obesity	Janne Boone-Heinonen
Health Disparities	Willi Horner-Johnson
Epi Methods	Jonathan Snowden
	Allison Naleway
Chronic Diseases/Disability	Christine Lee
	Lynn Marshall
	Elena Andresen
Maternal & Child Health	Janne Boone-Heinonen
	Willi Horner-Johnson
	Lynn Messer
	Jonathan Snowden
Aging	Ken Rosenberg
	Christine Lee
Healthcare transformation/ health services research	Elena Andresen
	Willi Horner-Johnson
	Lynn Marshall
	Jessina McGregor
	Allison Naleway
Neighborhoods/ environment	Ken Rosenberg
	Janne Boone-Heinonen
Infectious Diseases	Elena Andresen
	Jessina McGregor
	Lynne Messer
	Jonathan Snowden
	Allison Naleway
Injury	Allison Naleway
	Kathleen Carlson
	Kathleen Carlson
Global Health	Lynn Marshall
	Lynne Messer
Parmaoepidemiology	Christine Lee
	Jessina McGregor

IV. Other Discussion Topics.

Faculty also generated a series of additional topics that partly were addressed by our Epi Affinity Group meetings. These topics are included below and may continue to serve as discussion points for epidemiology training and practice in the transition period (and beyond) to a School of Public Health.

1. Continue discussion of a thesis versus longer internship for the OMPH
2. Internships – continue discussion of how to produce these experiences as interdisciplinary, provide modeling for professionalism and “good citizenship” learning/training. Interdisciplinary modeling might include opportunities for clinical/translational interactions and research collaboration. For example OHSU has an IPE initiative, Medical School Curriculum transformation and PhD opportunities; consider how to facilitate graduate students and faculty as tutors to clinical faculty.
3. Address professionalism as an overarching competency for OMPH and PhD programs
4. Formalize the Epi PhD program supervision and admissions (need for an Operations Committee ASAP)
5. Develop Epi PhD program tracks (suggestions include pharmaco-epi; clinical epi; genetics; bioinformatics; Maternal and Child Health; cancer)
6. Global perspectives/global competency should be added (epi-specific and/or crosscutting OMPH competency)
7. Create better central list of epidemiologists (importance of the greater environment and our roles and affiliations)
8. Contribute to and consider the vision, mission, goals statements (OHSU-PSU School context or more about epi?) http://www.ohsu.edu/xd/education/student-services/about-us/provost/school-of-public-health.cfm?WT_rank=15
9. Add epi (public health) practice and ideas about institutional contexts to courses
10. Better define (core) epidemiology methods

Web sites for ongoing information about the SPH and Epi programs

Department of Public Health and Preventive Medicine.

http://www.ohsu.edu/xd/education/schools/school-of-medicine/departments/clinical-departments/public-health/index.cfm?WT_rank=1

PhD in Epidemiology. <http://www.ohsu.edu/xd/education/schools/school-of-medicine/departments/clinical-departments/public-health/education-programs/phd-in-epidemiology/index.cfm>

Future OHSU-PSU School of Public Health. http://www.ohsu.edu/xd/education/student-services/about-us/provost/school-of-public-health.cfm?WT_rank=15

Appendix A. Email list (v. April 18th 2014) of the Epi Affinity Group

1. Elena Andresen andresee@ohsu.edu
2. John Stull stullj@ohsu.edu
3. Cara Eckhardt c.eckhardt@pdx.edu
4. Lynn Messer lymesser@pdx.edu
5. Bill Lambert lambertw@ohsu.edu
6. Alexis Dinno alexis.dinno@pdx.edu
7. Corey Nagel nagelc@ohsu.edu
8. Dawn Richardson dawn.richardson@pdx.edu
9. Carrie Nielson nielsoca@ohsu.edu
10. Tom Becker beckert@ohsu.edu
11. Janne Boone-Heinonen boonej@ohsu.edu
12. Cynthia Morris morrisc@ohsu.edu
13. Kathleen Carlson Kathleen.carlson@va.gov
14. Mark Sytsma (Karin Wriggle wrigglek@pdx.edu)
15. Carlos Crespo ccrespo@pdx.edu
16. Jim Gaudino Jag8nw@comcast.net
17. Liana Winett lwinett@pdx.edu
18. Jackie Shannon shannoja@ohsu.edu
19. Willi Horner-Johnson hornerjo@ohsu.edu
20. David Buckley buckleyd@ohsu.edu
21. Sheila Weinmann Sheila.Weinmann@kpchr.org
22. Jay Kravitz kravitz@ohsu.edu
23. Lynn Marshall marshaley@ohsu.edu
24. Jason Newsom newsomj@pdx.edu
25. Jonathan Snowden snowden@ohsu.edu
26. Ken Rosenberg ken.d.rosenberg@state.or.us
27. Jessina McGregor mcmgregoj@ohsu.edu
28. Bill Wright Bill.Wright@providence.org
29. Allison Naleway Allison.Naleway@kpchr.org
30. Christine Lee leechr@ohsu.edu
31. Kathleen (Katie) Holton holtonk@ohsu.edu
32. Heidi Nelson nelson@ohsu.edu
33. Kevin Winthrop Winthrop@ohsu.edu

Appendix B: Epidemiology Affinity Group. Courses for current & future academic programs (OMPH & PhD Epidemiology) **V: 4-14-14**

Course	Required/Credits/ OMPH/PhD ¹	Ter m ²	Current/past instructors	Taught similar course?	Could teach this course?
PHPM 512 Epi I (PH535, CPH 533, which are Epi Survey for OMPH)	R/4/MPH	F	Stull, Dinno, Messecar, Andresen	Messer (TA); Andresen; Becker; Lambert	Marshall; Messer; Buckley; Naleway; Morris
PHC 541 Epi I (SON?)	R/4/MPH				Marshall; Messer; Morris
PHPM 513 Epi II	R/4/MPH/PhD	W	Neilson, Lambert	Messer (TA); Andresen	Marshall; Messer; Buckley; Naleway
PHPM 514 Epi III	R/4/MPH/PhD	S	Stull, Lambert, Buckley	Messer (TA); Andresen	Marshall; Messer; Buckley
PHPM 536 Data (Epi IV)	R/4/MPH	ss	Neilson, Boone-Heinonen	Messer (Co-I)	Marshall; Messer; Naleway
PHPM 636 Data (Epi IV)	R/4/PhD			Andresen	Marshall; Naleway
PHPM 520 Ethics	R/3/MPH/PhD		Stull		
PHE 520 Qualitative research design	Elective?			Rieckman	Rieckman
PHPM 566 Current issues CPH 507A Current issues	R/2/MPH; E/PhD ?/3/MPH;	W	Buckley, Stull		Buckley
PHPM 507 Special topics Qualitative & Mixed Methods Epi of addictive behaviors MD-MPH seminar Genomics/genetics/ environ. interaction Injury/violence/trauma epi	E/1-3/MPH/PhD	any	Varied Rieckman Stull Fowler Freeman	Carlson	Lee?; Gaudino Gaudino
PHPM 515 Environ/occup epi	E/3/MPH/PhD		Lambert		
PHPM 540 Intro research design	E/3/MPH:R/ PhD	F	Lambert, Buckley, Becker, Boone-Heinonen, Zaman	Marshall	Marshall; Buckley
PHPM 556 HIV/AIDS epi	E/3/MPH/PhD		Loveless		
PHPM 563 Pharmacoepi	E/3/MPH/PhD			Weinmann; Gregory	Naleway; Weinmann - lecture
PHPM 567 Global health epi	E/3/MPH/PhD		Kravitz		Naleway (lectures)
PHPM 568 Infectious disease epi	E/2/MPH:R/PhD		Winthrop, Becker		Weinmann - lectures
PHPM 571 Am Indian/Alaska Native health	E/2/MPH/PhD		Lambert, Becker		
CPH 526 Epi of aging/chronic	E/3/MPH/PhD				Marshall c-teach; Andresen
CPH 527 Epi of disease	E/3/MPH				
PHPM 570 Surveillance (outbreak investigation)	E/?/MPH		Austin		Andresen
PHPM 573 Disability public health	E/3/MPH/PhD		Andresen		Horner-Johnson
PHPM 574 Forensic epi	E/2/MPH/PhD		Freeman		
PHPM 575 Maternal child health/special problems, e.g., abortion morbidity & mortality	E/3/MPH/PhD		Adams, Stull	Messer	Gaudino
PHPM 576 Chronic disease epi	E/2/MPH; R/PhD		Becker, Austin recently; Thullier	Endocrinology content – Lee	Boone-Heinonen
Public health communications			Dresbek		
Questionnaire design/field methods				Andresen	
Nutritional/obesity Epi					Shannon; Adams; Boone-Heinonen; Lee; Morris
Randomized Controlled Trials		S	Morris		Morris
Systematic evidence review & meta-analysis				Buckley, Fu	

Philosophical Basis of Epi					Buckley; Stull
Pediatric/perinatal epi					Messer?; Snowden?
PHPM xxxx Cancer epi			Glass, Weinmann		Weinmann - lecture
Women's Health Epi			Riley		Horner-Johnson
Adolescent health epi			Riley		
Social Epidemiology (content & methods versions)/Epi of health disparities & social justice (some content is part of core OMPH)					Messer, Gaudino, Dinno
Advanced Epi Methods (Epi V)					
Behavioral Epi (focusing on behavioral outcomes)					Boone-Heinonen
Public health practice epi/program evaluation					Gaudino
Life course epi/developmental origins health					Gaudino
Disaster, rapid response, cluster invest. epi					Gaudino
Epi of refugee, immigrant, displaced people					Gaudino
Professional development topics					Gaudino
Demography for epi					Gaudino
PHE 624 Advanced methods epi	?/3/?				Andresen; Boone-Heinonen
PHE 625 Advanced methods epi II	?/3/?				Andresen; Boone-Heinonen
PHPM 610 Epi PhD seminar	R/PhD/4	F	Andresen		Boone-Heinonen
PHPM 630 Journal club	R/PhD/2;E/MPH/1	F,W,S	Andresen	Lee	Weinmann – periodic session; Boone-Heinonen, Horner-Johnson
PHPM 650 Mentored research	E/MPH/PhD/2-4	All	Individualized	Horner-Johnson; Andresen; Lee	Horner-Johnson; Naleway; Boone-Heinonen' Lee; Rosenberg; Carlson; McGregor; Marshall; Messer; Snowden; Becker; Neilson; Morris
PHPM 660 Mentored teaching	R/PhD/1	All	Individualized		
PHPM 603 Epi dissertation	R/PhD/30+	All	Individualized	Andresen	Marshall, Horner-Johnson; Lee; Rosenberg; McGregor; Messer; Naleway; Boone-Heinonen; Snowden; Becker; Andresen; Neilson; Morris
R=required; E= elective ^ Term fall=F; winter;=W; Spring=S; Summer=ss; is this course offered less than annually? Courses in color are proposed from members of the Affinity Group					

Appendix C: Faculty Research Interests (Inventory of self-responses)

Broad Topic	Specific research areas <i>(may be listed more than once among broad topics)</i>	Name(s)	Mentor/ funding +
Obesity	Life course, population level. Perinatal, especially obesity-related maternal/offspring outcomes. Neighborhoods & related behaviors	Janne Boone-Heinonen	Mentor
Health Disparities	Disability-related health & healthcare disparities	Willi Horner-Johnson	Mentor
Epi Methods	Causal inference	Jonathan Snowden	Mentor
	Vaccine safety & effectiveness; interventions to improve vaccine coverage	Allison Naleway	Mentor/\$
Chronic Diseases/Disability	Diabetes (several projects including database resources) MrOS	Christine Lee	Mentor
	Spinal degenerative conditions, screening for osteoporosis, falls, etc. MrOS	Lynn Marshall	Mentor
	Public health of disability	Elena Andresen	Mentor/\$
Maternal & Child Health	Perinatal, especially obesity-related maternal/offspring outcomes	Janne Boone-Heinonen	Mentor
	Family planning & pregnancy in women with disabilities	Willi Horner-Johnson	Mentor/\$
	Reproductive/perinatal epidemiology	Lynn Messer	Mentor
	Perinatal epi/obstetric quality	Jonathan Snowden	Mentor
Aging	Maternal depression; depression; screening of toddlers	Ken Rosenberg	Mentor
	Longitudinal body composition, sarcopenia; osteoporotic fractures in men;	Christine Lee	Mentor
Healthcare transformation/ health services research	Development of disability	Elena Andresen	Mentor
	Impact on people with disabilities	Willi Horner-Johnson	Mentor
	Screening in clinical populations (osteoporosis, falls, frailty in back pain)	Lynn Marshall	Mentor
	Healthcare associated UTI	Jessina McGregor	Mentor/\$
	Vaccine safety & effectiveness; interventions to improve vaccine coverage	Allison Naleway	Mentor/\$
Neighborhoods/ environment	Developmental screening of toddlers	Ken Rosenberg	Mentor
	Obesity & related behaviors	Janne Boone-Heinonen	Mentor
Infectious Diseases	Neighborhoods & health outcomes	Elena Andresen	Mentor
	Healthcare associate community onset urinary tract infection; risk factors for UTI; antibiotic Rx	Jessina McGregor	Mentor/\$
	HIV in women with color	Lynne Messer	Mentor/\$
	HIV/behavioral	Jonathan Snowden	Mentor
	Vaccine safety & effectiveness; interventions to improve vaccine coverage	Allison Naleway	Mentor/\$
Injury	Infectious disease surveillance (flu, HPV)	Allison Naleway	Mentor/\$
	Veterans with TBI; veterans' post-deployment vehicle crashes	Kathleen Carlson	Mentor
	Interventions to prevent children's injuries	Kathleen Carlson	Mentor
Global Health	Back pain, spinal degenerative conditions; screening in clinical populations	Lynn Marshall	Mentor
	Social network of orphans & abandoned children	Lynne Messer	Mentor/\$
Parmaoepidemiology	Diabetes	Christine Lee	Mentor
	Prediction rule to guide antibiotic Rx for UTI in primary care	Jessina McGregor	Mentor

+ Almost all contributors to the data in this table were hopeful about future GRA funds, although they might not be able to fully fund stipends & none identified ways to fund tuition. Other issues include institutional requirements of partners, e.g., Kaiser, VA