This course examines population-based approaches to improve the health of the public. The focus will be on learning methods for community health assessment and for developing evidence based public health interventions. Students will learn through lectures, case studies, on-line discussions, and an independent project that examines a contemporary public health issue.

1. **COURSE OVERVIEW**

The goal of this course is to learn about what public health is, and how it works. This course will highlight strategies that can be used to improve the health of the public. In contrast to clinical medicine, public health focuses on populations, and strategies that can be used to promote health and prevent disease. The course will take a “hands-on” approach, using problem-based learning through lectures and problem-based learning.

**Learning Objectives:**

- Define public health (what it is).
- Learn the difference between individual- and population-based strategies for improving health (how it works)
- Understand the advantages and limitations of the various types of population-based approaches to improve public health (education, marketing, engineering, policy, and law).
- Know the core functions of public health (assessment, policy development, and assurance) and how public health is organized at the local, state, and national level.
- Learn about evidence-based public health, and how to locate these approaches in the literature and on the web
- Learn about the importance of interdisciplinary approaches to public health
- Prepare an evidence-based analysis of a contemporary public health issue
II. COURSE DATES / LOCATION

Tuesdays and Thursdays, 5:00-6:15 P.M.
   Tuesdays: 1335 Health Sciences Learning Center (next to the UW Hospital and Clinics).
   Thursdays: Discussion sections will be held in the HSLC 2nd floor meeting rooms (2272, 2276, 2280)

III. COURSE FACULTY

Core Faculty
Patrick L Remington, MD, MPH, Professor and Director
Barbara Duerst, RN, MS, Associate Director

Guest Lectures
Alex Adams, MD, PhD, Department of Family Medicine
Sharon Dunwoody, PhD, School of Journalism and Mass Communications
Norm Fost, MD, School of Medicine and Public Health
Meg Gaines, JD, UW Law School
Murray Katcher, MD, PhD, Division of Public Health
George Mejicano, MD, MS, School of Medicine and Public Health
Helene Nelson, Former Secretary, Wisconsin Department of Health and Family Services
Susan Zahner, RN, DrPH, School of Nursing

Core Discussion Group Leaders
Richard Brown, MD, MPH
Alice Paige, JD, MPH
Geof Swain, MD, MPH
Marilyn Haynes-Brokopp, MS, RN
Mark Wegner, MD, MPH
Richard Heffernan, PhD

Guest Discussion Group Leaders
Marion Ceraso, MHS
David Ahrens, MS
Donna Friedsam, MPH
Gordon Ridley, MHA
Bridget Booske, PhD
Amy Meinen, MPH
Henry Anderson, MD
Paul Moberg, PhD
Barbra Beck, PhD
Susan Zahner, DrPH
IV. TEXTBOOKS/READINGS

Required Textbook

http://publichealth.jbpub.com/turnock/3e/
“The Third Edition of this popular text continues to provide students with a clear view of the complex modern U.S. public health system—what it is, what it does, how it works, and why it is important. Using a straightforward systems approach, this text will give your students a solid grounding in the essential concepts of public health, and the relationship of public health to the health care delivery system as a whole.”

Optional Textbooks

Other readings:
- Wisconsin’s State Health Plan (http://www.dhfs.state.wi.us/Health/StateHealthPlan/)
- Healthy People 2010 (http://www.healthypeople.gov/)
- Institute of Medicine. The Future of the Public’s Health (http://www.iom.edu/report.asp?id=4304)
V. INSTRUCTIONAL TECHNOLOGY

This course will use Learn@UW for class communication, Web-based readings and resources, online lectures, submitting assignments, and posting grades. Therefore, it’s an expectation for students to regularly access Learn@UW.

You will need a current version of Adobe Acrobat Reader and Adobe Flash Player to access course materials. Both plug-ins can be downloaded from Adobe’s website: http://www.adobe.com

Getting Started

| Step 1: Log-in to Learn@UW with your NetID and password. https://learnuw.wisc.edu/. |
| If you are not able to log-in contact the Doit help desk at 264-4357. |
| Step 2: Click on the plus icon in front of 2007 – Fall. |
| Step 3: Click on the course link titled PHS 780: Public Health Principles & Practice, and explore. A good place to start is the content section. The main navigation is located at the top of the screen. |
| Step 4: Click on the logout link on the right hand corner of the screen. |

Technical Support

Jennifer Spencer, an educational technologist working on the course, is available to answer technical questions relating to Learn@UW. She can be reached at jspencer2@wisc.edu or 263-1671.

VI. NON-DISCRIMINATION POLICY

The UW Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed publicly by the professor.
VII. STUDENT EVALUATION

Participants enrolled for credit will be expected to attend class and participate in discussion and group projects. Grades will be based on a presentation, brief reports, quiz, participation, and a final paper:

- **Presentation** (15%): Students will present their group’s report at least once during the 6 group exercises. Presentations will be graded by the small group discussion leaders.
- **Weekly reports** (15%): Following the 6 exercises, students will turn in a brief report summarizing the exercise. Each student will lead at least one report, with input from the group. They are due by 5 PM Monday after the week of the last discussion group.
- **Participation** (10%): Student participation will be assessed during small groups, by the small group leaders.
- **Exam** (30%): This exam will include multiple choice and short-answer questions about the information presented in the lectures, discussion groups, and the Turnock course textbook.
- **Final paper** (30%): The final project is a 2000-3000 word paper that critically examines why an evidence-based public health strategy has not been translated into practice. It begins with a brief description of the problem, an assessment of the evidence based, and a critical analysis of barriers adopting the program or policy in practice. The paper is due the day the final exam is scheduled.
- **Late policy:** Assignments that are turned in late will be reduced by one grade level. This can be waived in advance for certain reasons (e.g., religious holidays, illness, required commitments, etc).

Each assignment will be graded on a 10 point scale:
- 9.5-10 = outstanding (rarely used—reserved for perfection!)
- 9.0-9.4 = excellent
- 8.5-8.9 = very good (most common grade given)
- 8.0-8.4 = good
- 7.5-7.9 = fair (rarely used, only for unsatisfactory work)
- 7.0-7.4 = poor
- <7.0 = very poor
VIII. SCHEDULE OF LECTURES AND SMALL GROUP DISCUSSIONS

Lectures will be grouped, when possible, to correspond to these seven steps in community health improvement. The preliminary schedule for 2007 is:

<table>
<thead>
<tr>
<th>Tues</th>
<th>2007 Lecture Series</th>
<th>Thurs</th>
<th>2007 Small Group Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Sep</td>
<td>1: Defining Public Health (Remington)</td>
<td>6-Sep</td>
<td>1: Community health assessments (Part 1)</td>
</tr>
<tr>
<td>11-Sep</td>
<td>2: Community Health Assessment (Remington)</td>
<td>13-Sep</td>
<td>1: Community health assessments (Part 2)</td>
</tr>
<tr>
<td>18-Sep</td>
<td>3: Prevention Continuum (Remington)</td>
<td>20-Sep</td>
<td>2: Picking priority health problems (Part 1)</td>
</tr>
<tr>
<td>25-Sep</td>
<td>4: Transforming Public Health (Remington)</td>
<td>27-Sep</td>
<td>2: Picking priority health problems (Part 2)</td>
</tr>
<tr>
<td>2-Oct</td>
<td>5: Communicating effectively (Remington)</td>
<td>4-Oct</td>
<td>3: Communication effectively (Part 1)</td>
</tr>
<tr>
<td>9-Oct</td>
<td>6: Risk communication (Dunwoody)</td>
<td>11-Oct</td>
<td>3: Communication effectively (Part 2)</td>
</tr>
<tr>
<td>16-Oct</td>
<td>7: Conducting intervention research (Martinez)</td>
<td>18-Oct</td>
<td>4: Searching the evidence base (Part 1)</td>
</tr>
<tr>
<td>23-Oct</td>
<td>8: Searching the evidence base (Katcher)</td>
<td>25-Oct</td>
<td>4: Searching the evidence base (Part 2)</td>
</tr>
<tr>
<td>30-Oct</td>
<td>9: Logic models and program evaluation (Zahner)</td>
<td>1-Nov</td>
<td>5: Program planning and evaluation (Part 1)</td>
</tr>
<tr>
<td>6-Nov</td>
<td>10: Community-based participatory research (Adams)</td>
<td>8-Nov</td>
<td>5: Program planning and evaluation (Part 2)</td>
</tr>
<tr>
<td>APHA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-Nov</td>
<td>Midterm Exam Available</td>
<td>15-Nov</td>
<td>Midterm Exam Due</td>
</tr>
<tr>
<td>20-Nov</td>
<td>12: Public health advocacy (Corden)</td>
<td>22-Nov</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>27-Nov</td>
<td>13: Public Health Ethics (Fost)</td>
<td>29-Nov</td>
<td>6: Building partnerships (Part 2)</td>
</tr>
<tr>
<td>4-Dec</td>
<td>14: Social justice (Gaines)</td>
<td>6-Dec</td>
<td>7: Social justice (Part 1)</td>
</tr>
<tr>
<td>11-Dec</td>
<td>15: Emergency preparedness (Mejicano)</td>
<td>13-Dec</td>
<td>7: Social justice (Part 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>FINAL PAPER DUE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>