Public Health Principles and Practice 780

A course in the Master of Public Health Program
http://www.pophealth.wisc.edu/MPH/
University of Wisconsin-Madison, School of Medicine and Public Health

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, group work, and an independent project that examines a contemporary public health issue.

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I. COURSE OVERVIEW AND LEARNING OBJECTIVES

The goal of this course is to learn about what public health is, and how it works. 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 and student-directed learning through lectures and small group discussions to highlight the roles of theory and practice in public health, and teach strategies that can be used to improve the health of the public. Participants will develop community health assessment and evidence based public health skills by communicating with Wisconsin local health departments on topics of study throughout the semester, by conducting an independent research study on an evidence based public health intervention, and by engaging in active learning activities focused on skill building. This course will contribute to participant’s professional development and provide them with knowledge of public health systems and practices on the local, national and global levels.
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

The course is organized into 7 modules, based on a community health improvement process, as outlined by the Institute of Medicine in its text, Improving Health in the Community: A Role for Performance Monitoring (1997). Many factors influence health and well-being in a community, and many entities and individuals in the community have a role to play in responding to community health needs. The framework describes a Community Health Improvement Process (CHIP). This process operates through two primary interacting cycles, both of which rely on analysis, action, and measurement:

1\textsuperscript{st} Cycle: Problem identification and prioritization cycle: The first part of the course examines the role of assessment in public health. How do you measure the health of a community? How do you pick priorities? And how can this information be communicated effectively? This information will be presented in a combination of lectures and exercises. Students will work in small groups to prepare a brief health assessment of a community, consider practical approaches that can be used to select priority health problems, and develop a health communication plan to share this information with those who need to know.

2\textsuperscript{nd} Cycle: Analysis and implementation cycle. During the second part of the course, the focus will change from describing the burden of public health problems, to identifying solutions. Students will learn how to identify evidence-based public health approaches, plan and evaluate the programs, build support in communities through partnerships, and consider culture and diversity.

During the semester, we will use the 7 modules to learn how to better define public health problems and their solutions:

- Module 1: Community health assessments
- Module 2: Setting priorities
- Module 3: Risk communication
- Module 4: Searching the evidence base (including systems thinking)
- Module 5: Program planning and evaluation
Module 6: Leadership and professionalism
Module 7: Culture and diversity

Most modules will require four sessions and include the following parts:

Session 1: Lecture/Overview of the Issue and Exercise (1st Tuesday of each module): The class will meet in 1309 HSLC for a 50 minute lecture and 25 minute discussion of the topic and an introduction to the group exercise.

Session 2: In-Class Group Discussion (1st Thursday of each module): Students will meet in small groups (4-5 students per group) in the 3 smaller classrooms (HSLC 2272, 2276, and 2280). Students will review the exercise and answer a series of questions. Each room will have UW or community public health program faculty available to answer questions and provide feedback on student discussions. In between sessions, students will be expected to further explore the issue being considered, such as searching the web or contacting public health practitioners.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Room</th>
<th>Facilitators</th>
</tr>
</thead>
</table>
| 1-3    | 2272 | Kirstin Siemering  
Paul Hunter, MD, MPH  
Guest facilitator |
| 4-6    | 2276 | Marilyn Haynes-Brokopp, MS, RN  
James Vergeront, MD  
Guest facilitator |
| 7-9    | 2280 | Rick Heffernan, MPH  
Kristin Malecki, PhD  
Guest facilitator |

Session 3: Lecture/Overview from a practice perspective of the Issue (2nd Tuesday of each module): The class will meet in 1335 HSLC for a 50 minute lecture and 25 minute discussion focused on the public health practice perspective and/or application of the topic at hand. Time will also be devoted to answering student questions regarding the current week’s group work exercise during this lecture.

Session 4: In-Class Student Presentations and Discussions (2nd Thursday of each module): Students will meet in their small groups in the 3 smaller classrooms (HSLC 2272/76/80).

5:00-5:15 (approximate): This second small group session will begin with a short 5-question multiple choice quiz based off of the content from the 2 previous lectures and all assigned readings. The quizzes will be collected and the group will discuss the answers.

5:15-6:45 (approximate): One student from each group will then present the results of their group’s work for the Module. Each student will have 30 minutes for their presentation, with 15 minutes for the presentation and 15 minutes for discussion. Their small group faculty leaders will facilitate the discussion, and all students are expected to participate in the discussion. Students will post their presentations on Learn@UW, so that they can be easily downloaded during the session and accessed by fellow students. A standard evaluation form will be used by the small
group leaders. In addition, students will provide a brief peer-assessment of each presentation.

6:45-7:00 (approximate): After the presentations, the entire group will discuss lessons learned.

II. SCHEDULE OF LECTURES AND SMALL GROUP DISCUSSIONS

<table>
<thead>
<tr>
<th>Tues</th>
<th>Lectures 1309 HSLC (5-6:15 Tuesdays)</th>
<th>Thurs</th>
<th>Small Group Discussions 2280/84/88 HSLC (5-7 Thursdays)</th>
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</thead>
<tbody>
<tr>
<td>7-Sep</td>
<td>1a: Principles of Community Health Assessment (Remington)</td>
<td>2-Sep</td>
<td>Lecture: The Six Competencies/ The Public Health System (Remington)</td>
</tr>
<tr>
<td>14-Sep</td>
<td>1b: Community Health Assessment Case Study (Duerst)</td>
<td>9-Sep</td>
<td>1: Community Health Assessments (Part 1: Group work)</td>
</tr>
</tbody>
</table>
| 21-Sep| 2a. Principles of Priority Setting (Remington) | 16-Sep | 1: Community Health Assessments  
(Second Half: Quiz/ Presentations/ Discussion) |
| 28-Sep| 2b: Priority Setting Case Study (DeLeire) | 23-Sep | 2: Setting Priorities (Part 1: Group work) |
| 5-Oct | 3a: Principles of Public Health Communication (Remington) | 30-Sep | 2: Picking priority health problems  
(Part 2: Quiz/ Presentations/ Discussion) |
| 12-Oct| 3b: Communications Case Study: Env. health (Malecki) | 20-Oct | 3: Risk Communication  
(Part 1: Group work) |
| 19-Oct| 4: Principles of Evidence Based Public Health (Martinez-Donate) | 21-Oct | 4: Searching the evidence base  
(Part 1: Group work) |
| 26-Oct| 4: EBPH Case Study (Remington) | 28-Oct | 4: Searching the evidence base  
(Part 2: Quiz/ Mock Hearing/ Discussion) |
| 2-Nov | 5: Principles of Program Evaluation (Zahner) | 4-Nov  | 5: Program planning and evaluation  
(Part 1: Group work) |
| 9-Nov | 5: Program Evaluation Case Study (Vergeront) | 11-Nov | 5: Program planning and evaluation  
(Part 2: Quiz/ Presentations/ Discussion) |
| 16-Nov| 6: Principles of Leadership and Professionalism (Gaines) | 18-Nov | 6: Leadership Exercise  
(Part 1: Group work) |
| 23-Nov| 6: Case Studies in Public Health Ethics (Kelleher) | 25-Nov | Thanksgiving |
| 30-Nov| 6: Case Study in Public Health Advocacy (Brown) | 2-Dec  | 6: Leadership Exercise  
(Part 2: Quiz/ Presentations/ Discussion) |
| 7-Dec | 7: Principles of Diversity and Culture (Haq) | 9-Dec  | 7: Panel Discussion: Public Health Competencies (Discussion Leaders) |
| 14-Dec| 7: Case Study Diversity and Culture (Adams) | 16-Dec | FINAL EXAM—1345 HSLC  
(5:00-7:00 PM) |
III. COURSE FACULTY

Course Director
Patrick L Remington, MD, MPH
Professor, Department of Population Health Sciences
Associate Dean for Public Health, UW School of Medicine and Public Health
Office: 4263 Health Science Learning Center (HSLC)
Phone: (608) 263-1745
Fax: (608) 262-2327
Email: plreming@wisc.edu
Office hours: Tuesdays 3:30-5:00(by appointment)

Teaching Assistant:
Jessica Thompson: current 2nd year MPH student
Phone: 608-334-0900
Email: jvthompson@wisc.edu
Office Hours: By appointment (4262 HSLC)

The teaching assistant can help you by:
- Facilitating your understanding of course content/expectations during discussion and group work activities
- Discussing your questions and concerns related to in-class activities, out-of-class activities, and reading assignments
- Helping you find and access course resources
- Serving as a source of further information on course content

GUEST FACULTY:
Alexandra Adams, MD, PhD
Lecturer: Culture and Diversity
Alex is an Associate Professor in the Department of Family Medicine and Director of the Collaborative Center for Health Equity, University of Wisconsin School of Medicine and Public Health. She is also a practicing physician at The UW Pediatric Fitness Clinic in Madison. Her special interests include pediatric nutritional problems, obesity, metabolic syndrome and indigenous diets and health. Dr. Adams has been working in partnership with four Wisconsin Tribes and the Great Lakes Inter-Tribal Council Epi-Center for the past 9 years on a variety of projects to examine and reduce the prevalence of pediatric obesity with the aim of reducing the risk of future cardiovascular disease and diabetes. Dr. Adams is an active member of the Governor's Council for Physical Fitness and Health and of WIPAN-the statewide public health organization working for healthy lifestyles in Wisconsin.
Faculty webpage: www.fammed.wisc.edu/research/external-funded/hcsf

Richard Brown, MD, MPH
Lecturer: Leadership and Professionalism
Rich is an Associate Professor in the Department of Family Medicine at the University of Wisconsin’s School of Medicine and Public Health. Dr. Brown’s research interests involve use of innovative technologies and clinical systems to deliver substance abuse prevention and intervention services. He teaches about substance abuse screening and intervention and related topics in several health professional schools and programs at UW-Madison. In 2006, Dr. Brown gave up patient care to serve as clinical director of the Wisconsin Initiative to Promote Healthy Lifestyles (see www.wiphl.org), a 5-year, $12.6 million project to enhance delivery of alcohol and drug screening, brief
intervention, referral, and treatment (SBIRT) services, and other behavioral prevention services, in primary care clinics throughout Wisconsin.

Faculty webpage: [http://www.fammed.wisc.edu/directory?id=129](http://www.fammed.wisc.edu/directory?id=129)

Thomas DeLeire, PhD
Lecturer: Evidence Based Public Health
Tom is an Associate Professor of public affairs and population health sciences at the LaFollette School of Public Affairs at UW-Madison. His research focuses on labor and health economics with recent work on economic mobility, family structure, choice of occupation, health insurance spending, and the well-being of poor households. In other work, he has examined the impact of overtime regulations on hours of work, the effect of the Americans with Disabilities Act on the employment of disabled citizens, the extent to which disabled workers face wage discrimination by employers, and the role that tax-favored savings accounts play in increasing national savings. Dr. DeLeire has twice taken leave from his university appointments to work in government. From 2005 to 2007, DeLeire was a senior analyst at the Congressional Budget Office and from 2002 to 2003, DeLeire was senior economist for labor, health, and education for the Council of Economic Advisers.

Faculty webpage: [http://www.lafollette.wisc.edu/facultystaff/deleire-thomas.html](http://www.lafollette.wisc.edu/facultystaff/deleire-thomas.html)

Barbara Duerst, RN, MS
Lecturer: Community Health Assessment
Barb is the Associate Director of the University of Wisconsin-Madison’s Master of Public Health Program in the School of Medicine and Public Health. She received a baccalaureate degree in nursing from Edgewood College and a Master’s Degree in community health nursing and administration from the University of Wisconsin-Madison. She began her nursing career in Green County as a public health nurse and then as the county’s Health Officer. She spent 11 years working at the Wisconsin Office of Rural Health, part of the University of Wisconsin-Madison’s School of Medicine and Public Health, on a variety of programs that promoted access to quality, affordable healthcare for Wisconsin’s rural residents. She also served as an Assistant Professor for UW-Extension in Green County for two years where she focused her programming on families in stress and transition and the promotion of healthy lifestyles.

Faculty webpage: [http://www.pophealth.wisc.edu/MPH/index.htm](http://www.pophealth.wisc.edu/MPH/index.htm)

Norman Fost, MD, MPH
Lecturer: Leadership and Professionalism
Norm is a professor of pediatrics and bioethics at the University of Wisconsin School of Medicine and Public Health. He is the director of the Program in Bioethics, which he established in 1973 as one of the first interdisciplinary programs in medical ethics at a medical school. Dr. Fost is also the chair of the UW Health Sciences Institutional Review Board, a position he has held for the past 29 years. His research interests include: Ethical and legal issues in research and genetic screening; use of performance enhancing drugs; access to growth hormone; definition of death. Dr. Fost is the recipient of multiple prestigious awards, including the Lifetime Achievement Award for Excellence in Human Research Protection from the US DHHS for his long, dedicated career in bioethics.

Faculty webpage: [http://medhist.wisc.edu/faculty/fost/fostindex.html](http://medhist.wisc.edu/faculty/fost/fostindex.html)

Martha Gaines, JD, LLM
Module Leader: Leadership and Professionalism
Meg is a clinical professor of law at the University of Wisconsin Law School, where she earned both her J.D. in 1983 and LL.M. in 1993. In September 2000, Meg and several colleagues founded The Center for Patient Partnerships at the University of Wisconsin where students from the schools of Law, Medicine, Nursing, Pharmacy and Social Work are trained to provide advocacy to cancer patients. In collaboration with colleagues from those departments, Professor Gaines teaches a Patient Advocacy course where students are joined in interdisciplinary teams that help cancer patients understand their diagnoses, get the information necessary to make critical treatment decisions, and support patient's efforts to get the treatment they need. The Center also sponsors research in issues relevant to patient care and health care delivery -- from the patient's perspective. The Center hopes to become a national model of excellence in the education of health care and legal professionals.

Faculty webpage: [http://www.law.wisc.edu/profiles/mgaines@wisc.edu](http://www.law.wisc.edu/profiles/mgaines@wisc.edu), Center for Patient Partnerships: [http://www.law.wisc.edu/patientadvocacy/](http://www.law.wisc.edu/patientadvocacy/)
Cindy Haq, MD
Module Leader: Culture and Diversity
Cynthia Haq is a Professor of Family Medicine and Population Health Sciences, Director of the UW Center for Global Health and of the Training in Urban Medicine and Public Health (TRIUMPH) program in Milwaukee. She has focused her career on improving primary health care, especially for disadvantaged populations. She has trained village health workers in Uganda, established family medicine training in Pakistan, served as a consultant to the World Health Organization, and worked to improve medical education in the US, Afghanistan, Brazil, China and Uganda.
Faculty webpage: http://www.pophealth.wisc.edu/ghp/chaq.htm

Marilyn Haynes-Brokopp, MS, RN, APHN-BC
Discussion Leader
Marilyn is a Clinical Associate Professor in the University of Wisconsin School of Nursing. Marilyn Haynes-Brokopp’s research and training interests include community and public health, health policy, and leadership. Professor Haynes-Brokopp is a board-certified Advanced Public Health Nurse. Marilyn has been involved in public health since the mid-80's and has been employed in public health at the local, state and federal levels. She is currently functioning at the project director of the Linking Education and Practice for Excellence in public health nursing (LEAP). Marilyn is also co-developer of the UWHC and UW-Madison, School of Nursing, Clinical Leadership Institute, which is in its second year.
Faculty website: http://www.son.wisc.edu/people/clinical/haynes_brokopp.html

Richard Heffernan, MPH, MIA
Discussion Leader
Rick is Chief of the Communicable Disease Epidemiology Section (CDES) at the Wisconsin Division of Public Health, which is responsible for surveillance, prevention and control of over 60 communicable diseases, including influenza and foodborne/vector borne diseases. His previous work includes ten years with the New York City Health Department and a year of fieldwork in Central Africa to conduct a sero-epidemiologic survey of Ebola virus. He looks forward to working with UW-Madison MPH students in the fall of 2009 to establish the state’s first student-staffed surveillance and outbreak support team, a USDA-funded initiative that will expand outbreak investigation and response capacity in Wisconsin.

Kristin Malecki, PhD, MPH
Lecturer: Health/Risk Communication, Discussion Leader
Kristin is an epidemiologist working within the Bureau of Environmental and Occupational Health at the Wisconsin Department of Health and Family Services. Kristen’s current work at the WI DHFS includes the development of an integrated environmental health surveillance network which includes development of a risk communication plan and messaging, and primary research that focuses on the relationships between childhood cancer, reproductive outcomes and the potential for exposure to multiple environmental contaminants in Wisconsin. Kristen serves as a technical advisor for the state’s Healthiest Wisconsin 2020 committee. She is also Associate Director for the Wisconsin’s Survey of Health of Wisconsin, a population based survey exploring multiple community, social, demographic, physical environment and individual level determinants of adult health in Wisconsin a project of the UW Madison Department of Population Health Sciences.

Patrick Remington, MD, MPH
Course Director/Lecturer
Dr. Remington is Associate Dean for Public Health and Professor of Population Health Sciences at the School of Medicine and Public Health, University of Wisconsin-Madison. Dr. Remington’s current research interests are on methods used to measure the health of communities and communicate this information to the public and policy makers. He is currently co-directing an RWJ-funded project entitled Mobilizing Action Toward Community Health (MATCH). This 3-year, $5 million project will rank the health of the counties in all 50 states and examine strategies to improve population health.
Faculty webpage: http://www.pophealth.wisc.edu/faculty/premingto.html

Jim Vergeront, MD
Lecturer: Program Planning and Evaluation, Discussion Leader
Jim is Director of the Wisconsin Division of Public Health's AIDS/HIV Program in the Bureau of Communicable Diseases at the Wisconsin Department of Health Services. He also serves as an Adjunct Assistant Professor in the Department of Population Health Sciences at the University of Wisconsin School of Medicine and Public Health. Faculty website: [http://dhs.wisconsin.gov/aids-hiv/index.htm](http://dhs.wisconsin.gov/aids-hiv/index.htm)

Susan Zahner, RN, DrPH
Module Leader: Program Planning and Evaluation
Susan is an Associate Professor in the UW-Madison School of Nursing with an Affiliate Associate Professor appointment with the School of Medicine and Public Health. Dr. Zahner was a member of the MPH Program planning committee and serves presently on the MPH Curriculum Committee. She conducts research on local public health systems and has a currently funded project through the Robert Wood Johnson Changes in Healthcare Financing and Organization program. Her research interests also include public health workforce development and practice change. Dr. Zahner is currently the Project Director for a statewide, collaborative public health education and practice linkage project funded through HRSA. Dr. Zahner’s professional background includes 15 years of experience in public health practice at staff, supervisory, and management levels in local health departments, that included program planning, evaluation, and grant writing. Faculty webpage: [http://www.son.wisc.edu/people/faculty/zahner.html](http://www.son.wisc.edu/people/faculty/zahner.html)

IV. COURSE MATERIALS/READINGS  **No Required Textbook**

Students will be assigned 1-3 key articles per module as required reading for this course. Students are expected to keep current with weekly readings to effectively participate in class discussion and adequately prepare for bi-weekly quizzes. Students can access readings on the course website at Learn@UW (see “Instructional Technology & Course Resources” below).

Optional Textbooks:

Other readings:
- Wisconsin’s State Health Plan ([http://dhs.wisconsin.gov/statehealthplan/](http://dhs.wisconsin.gov/statehealthplan/))
- Institute of Medicine. The Future of the Public’s Health ([http://www.iom.edu/report.asp?id=4304](http://www.iom.edu/report.asp?id=4304))
- Additional supplemental and optional readings will be posted to the course Learn@UW site throughout the semester to complement required learning activities and provide further resources for students interested in particular course topics

VI. INSTRUCTIONAL TECHNOLOGY & OTHER COURSE RESOURCES
This course will use Learn@UW for class communication, Web-based readings and resources, online lectures, submitting assignments, and posting grades. Therefore, students are expected to regularly access Learn@UW throughout this course.

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 with Learn@UW**

| 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 2009 – 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.

**Lecture Handouts:**
When a formal lecture is given (on Tuesdays), lecture notes will be provided on the course website at Learn@UW. The lecture notes provide a general synopsis of the lectures, but do not cover the lecture in detail nor provide first-hand learning experiences from public health faculty and practitioners involved with this course. Thus, regular attendance is the key to success in this course.

**Lecture Captures:**
Video lecture captures will not be provided for PHS 780 due to program budgetary constraints this year.

**VII. COURSE POLICIES**

**Attendance Policy:**
Attendance is expected in both the lecture and discussion sessions. Students may be excused from class for reasons such as illness, religious observances, and academic or professional commitments. If you anticipate missing class, please inform the TA at least 1 week in advance so that alternative arrangements can be made to meet the course requirements.

If you anticipate missing class for PHS 780 at any time throughout the semester, please notify the course TA in advance of your absence so that it may be excused. Excused absences will only be provided to students who notify the course TA prior to their absence from class and who have legitimate reasons for missing class (as listed above).

If you miss class due to an excused absence, you are responsible for the following:
LECTURES: Despite your excused absence, you are still responsible for the content presented in lecture and the required readings. This information is important for completing group work, quizzes, the midterm paper, and the final exam.

GROUPWORK: You are responsible for notifying your group, in advance, of any absence you anticipate from scheduled discussion sessions. Be sure that you do not get scheduled to give your presentation on behalf of your group during your anticipated absence(s). Also, it is up to you and your group to work out a way for you to contribute to the collective effort while you are away.

QUIZZES: Excused absences will not be penalized for missing a quiz(es). Instead, your quiz grade will be determined by averaging the scores you receive on the remaining quizzes you take throughout the semester.

***Students with unexcused absences will receive a score of “0” for any quizzes they miss. Missed quizzes cannot be made up at a later date.

Class Meeting Cancellation Notices
Occasionally, severe weather, illness, or other circumstances may require cancellation of a class meeting. If this is so, students will be informed via an email notice sent to the class email list. It will be the responsibility of each class member to ensure that they check the email that they used for their course registration for such a message.

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.

Disability Reasonable Accommodation Policy:
If you qualify for accommodations because of a disability, please submit a letter to the course director that outlines your request in a manner that is timely and consistent with established university policies for making such request so that your needs may be addressed. Policies for accommodating disabilities are available through the McBurney Disability Resource Center, 903 University Ave., 608-263-2741 (phone), 263-6393 (TTY), 265-2998 (Fax), mcburney@uwmadmail.services.wisc.edu. For additional information, please see http://www.mcburney.wisc.edu/

Religious Reasonable Accommodation Policy:
Every effort shall be made to reasonably and fairly accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance, provided advance notification of the conflict is given. Whenever possible, students should give at least one week advance notice to request special accommodation.
Student Honesty and Rules of Conduct:
Academic honesty requires that the course work (drafts, reports, examinations, papers, presentations) a student presents to an instructor honestly and accurately indicates the student's own academic efforts. These policies are available at http://www.studentaffairs.wisc.edu/

UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. UW-Madison implements the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as follows:

"Academic misconduct is an act in which a student:
(a) seeks to claim credit for the work or efforts of another without authorization or citation;
(b) uses unauthorized materials or fabricated data in any academic exercise;
(c) forges or falsifies academic documents or records;
(d) intentionally impedes or damages the academic work of others;
(e) engages in conduct aimed at making false representation of a student's academic performance;
(f) assists other students in any of these acts."

If you are accused of misconduct, you may have questions and concerns about the process. If so, you should feel free to call Student Advocacy & Judicial Affairs (SAJA) in the Offices of the Dean of Students at (608) 263-5700 or send an e-mail to dos@bascom.wisc.edu.

VII. ASSESSMENT OF STUDENT PERFORMANCE

Participants enrolled for credit will be expected to attend class and participate in discussion and group projects. Grades will be based on a presentation/report, weekly quizzes, a paper, a final exam, and individual participation:

20% Community health presentation/reflection
10% Bi-weekly quizzes
30% Mid-term paper
30% Final exam
10% Participation and engagement
100% TOTAL

A. Community health presentation and write up (20%): Students will individually present the results of one exercise at least once during the group exercises. Presentations will be graded by the small group discussion leaders using standard criteria (see form below). If an individual presents more than once during the semester, they will get the grade of their best presentation. Students will also receive feedback from other students (non-graded).

After the presentations, the student who presented will write a short reflection (NO MORE than 500 words and 1 page) of their experience in conducting the exercise. The goal is to
concisely summarize what you learned and accomplished in this module activity. Reflections are due in the student’s drop-box by Monday 5 PM. They will be reviewed by Dr. Remington, who grade them and provide the student with feedback. These reports will be graded based on the following criteria:

- Content (e.g., lessons learned, bridging the principles and practice, insight gained, recommendations for the future)
- Clarity of writing
- Adherence to style and format

B. **Bi-weekly quizzes (10%)**: A brief 5-question multiple-choice quiz will be given at the beginning of the second Thursday small group discussion for each module (six quizzes during the semester). These questions will be taken from the previous 2 lectures (lecture and class discussion) and the required readings.

C. **Mid-term paper (30%)**: The mid-term 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 base, and a critical analysis of barriers adopting the program or policy in practice.

D. **Final exam (30%)**: This exam will include short-answer questions about the information presented in the six modules throughout the course. It will be a 2-hour exam given during the last day of class.

E. **Participation and engagement (10%)**: Participation and engagement will be assessed by the small group leaders and the description of the experience visiting the community (due no later than Dec 1).

Each student will be assigned one Wisconsin County adjacent to Dane County

- Group 1: Columbia
- Group 2: Dodge
- Group 3: Green
- Group 4: Iowa
- Group 5: Jefferson
- Group 6: LaFayette
- Group 7: Richland
- Group 8: Rock
- Group 9: Sauk

Each student will be expected to visit their county during the semester as part of one of the following Modules (see the Module 1 handout for more details on site visits):

- Complete a windshield survey of the county seat (as part of Module 1: Community health assessments)
- Conduct an informational interview of a local health professional on a topic relating to one of the other modules (as part of Module 1: Community health assessments)
- Interview a public health professional in person (as part of Module 6: Leadership and
professionalism)

- Attend a county health department board, coalition, or other meeting related to public health in your community (as part of Module 6: Leadership and professionalism)

**Note: Students who are not able to visit the community, need to contact Dr. Remington to make alternative arrangements.

Each student will write a brief summary (i.e., no more than 500 words) describing what they did and the lessons learned. This is due by Dec 1 (and will be included in the grade for participation).

**Grades:** Each assessment above will be graded based on a 100 point scale:
- **A** (outstanding—best possible, could not be improved): 93-100%
- **AB** (excellent—almost all objectives reached, minimal improvement needed): 88-92%
- **B** (very good—addresses issue, but needs some improvement): 83-87%
- **BC** (good—addresses some of the issues, but needs more improvement): 78-82%
- **C** (fair—does not address the issue, needs considerable improvement): <78%

**Late Policy:**
Assignments that are turned in late will be reduced by one grade level per day late. This can be waived in advance for certain reasons (e.g., religious holidays, illness, required commitments, etc).
# PHS 780: Oral Presentation Evaluation Form

Student Name: ___________________  Faculty Name: ___________________

<table>
<thead>
<tr>
<th><strong>STRENGTHS:</strong></th>
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<th><strong>LIMITATIONS:</strong></th>
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<th><strong>OVERALL SUMMARY:</strong></th>
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<tr>
<th><strong>GRADE: ____/100</strong></th>
<th>Outstanding (95-100)</th>
<th>Excellent (90-94)</th>
<th>Very good (85-89)</th>
<th>Good (80-84)</th>
<th>Fair (75-79)</th>
<th>Poor (&lt;75)</th>
</tr>
</thead>
</table>

**EVALUATION CRITERIA:**

**CONTENT OF THE PRESENTATION:**
- Was the background and importance of the problem described?
- Were the aims of the project clearly stated?
- Were the methods used appropriate for the aims?
- Were the results/findings clearly communicated?
- Was the interpretation of the findings appropriate?
- Did the discussion add to the presentation of the results/relate to what others have found?
- Were the implications of the project clearly stated?

**PRESENTATION STYLE:**
- Did the presentation appear well rehearsed?
- Did the presenter appear confident?
- Was their voice loud enough and easy to hear?
- Was there frequent eye contact?
- Was the pace rushed?
- Did the talk go over time?
- Were the questions answered clearly and concisely?

**TECHNICAL ISSUES (ORGANIZATION AND QUALITY OF SLIDES):**
- Was there a clear roadmap presented at the start of the presentation?
- Was the talk well structured?
- Were the graphics clear?
- Were the slide colors/fonts easy to see?
- Did photos/animation add to talk (or distract)?
VIII. **COURSE ASSESSMENT**

All students have an opportunity to provide feedback to the course director and guest faculty through a number of ways:

A. Email feedback to and/or a meeting with the TA or course director
B. Confidential suggestion “drop box.”
C. Confidential evaluation at the end of the course.