Public Health Principles and Practice  
Population Health Sciences 780  
Fall 2013

This course examines population-based approaches to improve the health of the public. The focus will be on learning methods for community health improvement—from assessment to finding and implementing evidence-based public health interventions. You will learn through lectures, small group exercises, and an independent project that examines a contemporary public health issue.

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Course Description and Objectives

Description:

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 entire populations. Because the course is offered in a blended format you will need to be disciplined in staying current with readings, viewing lectures, and completing assignments.

You will develop skills in community health assessment and evidence based public health by investigating health issues in real communities. You will work to prioritize the issues identified, choose a single issue as a focus for the remainder of the course, conduct independent research on an evidence based public health intervention, and develop an implementation and evaluation plan for the chosen intervention. Additionally, you will write a paper based on the health issue and develop “testimony” to support the intervention that would be appropriate for a funder, a Board of Health, a school board or some type of legislative body or other public group. This course will contribute to your professional development and provide you with knowledge of public health systems and practices at the local, state, national and global levels.

Learning Objectives

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

During the past century, many of the public health successes were achieved through the work of state and local governmental public health agencies. However, to continue this success when confronting today’s leading public health problems, such as obesity, violence, mental illness, or substance abuse, will require that public health agencies work in partnership across communities.
The course is organized into six modules, based on the community health improvement process, *Roadmaps to Health* developed by the UW Population Health Institute and Robert Wood Johnson Foundation (RWJF). Originally titled *MATCH: Mobilizing Action Toward Community Health*, the *Roadmaps to Health* action model is based on the fact that many factors influence health and wellbeing in a community, and many entities and individuals in the community have a role to play in responding to community health needs. Both models are depicted below so you can see the similarities and because you will occasionally still see the original model referred to in lectures or slides during the course.

<table>
<thead>
<tr>
<th>Original MATCH Model</th>
<th>New Roadmaps to Health Model</th>
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<tbody>
<tr>
<td><img src="image" alt="Original MATCH Model" /></td>
<td><img src="image" alt="New Roadmaps to Health Model" /></td>
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</table>

**Course Modules:**

During the course, we will work through six modules that focus on the elements of the *Roadmaps to Health* action model as shown above.

**Module 01: Introduction to Public Health (Work Together)**

You will gain an understanding of what public health is and how it works. The module provides an overview of the history of public health, the basic tenets of working to improve the health of populations, the importance of multi-disciplinary collaboration in public health practice, the infrastructure of the public health system, the importance of the social determinants of health, the ecological approach to assessing and improving population health, the differences between approaches used in population health and individual medical care and a comparison of the U.S. health profile with that of other countries.

**Module 02: Community Health Assessment (Assessing Needs and Resources)**

The first component of the *Roadmaps to Health* model is assessing the needs and the resources of a specified community or population. Assessing needs and resources is the critical first step to understanding the health of a community and planning appropriate interventions to improve population health. This module introduces the concepts related to completing a Community Health Improvement Process using the *Roadmaps to Health* model. During the course you will use the components of the *Roadmaps* model as the framework to investigate the health of the
population in your chosen counties and communities in addition to considering the ways in which culture, ethnicity and diversity must be considered in community health improvement efforts. Part of this process will include a visit to a community to interact with community members and public health professionals to get a sense of the physical environment and the socio-cultural aspects of the community.

**Module 03: Pick Priorities (Focus on What’s Important)**
A well designed and implemented assessment of community needs and resources will identify many more health issues than can be addressed immediately, therefore community priorities must be chosen. This module focuses on the second component of the *Roadmaps to Health* model and provides information on a number of techniques for prioritizing the health issues identified in the needs assessment as well as understanding how community resources can be brought to bear on these issues.

**Module 04: Search the Evidence-base (Choose Effective Policies & Programs)**
Evidence-based public health practice consists of using interventions or policies that have been proven effective through public health research. This module covers the third component of the *Roadmaps* model and provides an introduction to the principles of evidence-based public health practice and techniques for identifying evidence-based interventions and policies through programs like the Guide to Community Preventive Services, the Guide to Clinical Preventive Services and the Cochrane and Campbell Collaborations.

**Module 05: Program Planning and Evaluation (Act on What’s Important/Evaluate Actions)**
Effective program planning and evaluation approaches are essential to developing, implementing and continually improving population health interventions. This module provides information on the essentials of program planning and evaluation to assure the development of an appropriate program plan and the collection and analysis of data for determining the effectiveness of the chosen intervention.

**Module 06: Public Health Leadership (Work Together)**
This module introduces you to important aspects of leadership and professionalism, effective communication and advocacy and explores the ethical issues involved in public health practice.

**Course Activities**

You will work independently on the exercises related to the each of the modules. These activities are designed for you to work on the same issue throughout the duration of the course, culminating in a fully developed presentation and a paper based on the health issue, evidence-based intervention, logic model, implementation plan and evaluation measures.

You will also occasionally work with other classmates in small groups that will provide the opportunity for discussion and reflection with group members, presentation of your findings, and peer review of each other’s work. I will also be available to help answer questions and provide support as you work through the course.
# Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Lecture Topics <em>(Watch Prior to Class)</em></th>
<th>Activities and Assignments</th>
<th>End/Due Date</th>
<th>Percentage (%)</th>
<th>Reading/Resources for Discussion/Activity <em>(Complete prior to class)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3-Sep</td>
<td>Lecture 1.1: What is Public Health (Edgar)</td>
<td>Watch Unnatural Causes video (First episode)</td>
<td>Prior to class</td>
<td>Ongoing Participation</td>
<td>Unnatural Causes video</td>
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<td></td>
<td></td>
<td></td>
<td>Introduce Yourself</td>
<td>5- Sep at 11:55 PM</td>
<td>Ongoing Participation</td>
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<td></td>
<td></td>
<td></td>
<td>Glossary</td>
<td>7-Nov at 11:55 PM</td>
<td>5% (ongoing)</td>
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<tr>
<td>10-Sep</td>
<td></td>
<td>Lecture 1.2: The U.S. Public Health System (Edgar)</td>
<td>Health at a Glance (OECD) Quiz</td>
<td>Prior to class</td>
<td>5%</td>
<td>Mays</td>
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<tr>
<td>2</td>
<td>17-Sep</td>
<td>Lecture 2.1: Wisconsin's Community Health Improvement Plans and Processes (Willems Van Dijk)</td>
<td>Glossary</td>
<td>7-Nov at 11:55 PM</td>
<td>5%</td>
<td>Polk County Community Health Improvement Plan</td>
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<td></td>
<td>24-Sep</td>
<td>Lecture 2.2: Assessing the Health of a Community (Remington)</td>
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<tr>
<td>1-Oct</td>
<td></td>
<td>Lecture 2.3: Influence of Culture and Diversity on Public Health Outcomes (Oakley)</td>
<td>Community Health Assessment (CHA)</td>
<td>3-Oct at 11:55 PM</td>
<td>15%</td>
<td>Olshansky</td>
</tr>
<tr>
<td>3</td>
<td>8-Oct</td>
<td>Lecture 3.1: Setting Priorities in Public Health (Remington)</td>
<td>Glossary</td>
<td>7-Nov at 11:55 PM</td>
<td>5%</td>
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<td></td>
<td>Health Issue Research Paper - *Text for Pick Priorities submission should</td>
<td>10-Dec at 11:55 PM</td>
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<tr>
<td>Module</td>
<td>Date</td>
<td>Lecture Topics (Watch Prior to Class)</td>
<td>Activities and Assignments</td>
<td>End/Due Date</td>
<td>Percentage (%)</td>
<td>Reading/Resources for Discussion/Activity (Complete prior to class)</td>
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<td>4</td>
<td>22-Oct</td>
<td>Lecture 4.1: Evidence-Based Public Health (Martinez-Donate)</td>
<td>Glossary</td>
<td>7-Nov at 11:55 PM</td>
<td>5% (ongoing)</td>
<td>Kohatsu</td>
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<td></td>
<td>29-Oct</td>
<td>Lecture 4.2: Closing the Gap: Translating Public Health Research into Practice (Timberlake)</td>
<td>Search the Evidence-Based</td>
<td>31-Oct at 11:55 PM</td>
<td>15%</td>
<td>Schechter</td>
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<tr>
<td>5</td>
<td>5-Nov</td>
<td>Lecture 5.1: Program Planning and Evaluation: An Overview (Zahner)</td>
<td>Glossary</td>
<td>7-Nov at 11:55 PM</td>
<td>5%</td>
<td>UW Extension Program Logic Model Development resources</td>
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<td></td>
<td></td>
<td>UW Extension Program Logic Model Examples</td>
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<td></td>
<td>12-Nov</td>
<td>Lecture 5.2: Wisconsin Responds to the AIDS/HIV Epidemic (Vergeront)</td>
<td>Program Planning and Evaluation: Logic Model and Final Presentation (Step 1 and 2)</td>
<td>14-Nov at 11:55 PM</td>
<td>15% (Step 1, 2, and 3)</td>
<td>Holtgrave</td>
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<tr>
<td>6</td>
<td>19-Nov</td>
<td>Lecture 6.1: Leaders and Leadership: A Whirlwind Tour (Timberlake)</td>
<td>Program Planning and Evaluation: Logic Model and Final Presentation (Step 3)</td>
<td>All presentations complete by 27-Nov at 11:55 PM</td>
<td>15% (Step 1, 2, and 3)</td>
<td>Heifetz</td>
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<tr>
<td></td>
<td>26-Nov</td>
<td>Lecture 6.2: Public Health Communication (Remington)</td>
<td>Testimony: Advocate for a Program or Policy</td>
<td>2-Dec at 11:55 PM</td>
<td>5%</td>
<td>Remington</td>
</tr>
<tr>
<td>3-Dec</td>
<td></td>
<td>Lecture 6.3: Public Health Leadership and Building Partnerships (Brown)</td>
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<td>TBA</td>
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There is no final exam for this course.
About the Course Authors

Mark Edgar, PhD, MPH

Dr. Edgar is the Program Coordinator for the Wisconsin Center for Public Health Education and Training. Mark was formerly Assistant Professor of Public Health at the University of Illinois at Springfield. He received his PhD in Public Health from Saint Louis University and his Masters in Public Health from University of Illinois at Springfield. Other past positions include Director of Assessment and Planning at the Illinois Public Health Institute, Senior Research Associate at Saint Louis University School of Public Health, Researcher at Southern Illinois University School of Medicine and Director of Epidemiology at the Adams County (IL) Health Department. He has over 25 years of experience working with public health and human services programs; schools of public health, medicine and nursing; and not for profit organizations in several states. His work has focused on workforce development, assessment, evaluation, policy and program development, and public health systems research in both academic and practice settings. Funding sources for Dr. Edgar’s work have included the Centers for Disease Control and Prevention, the Health Resources and Services Administration, the Robert Wood Johnson Foundation, the National Network of Public Health Institutes, the Office of Rural Health Policy and the National Institute on Disability and Rehabilitation Research.

Patrick Remington, MD, MPH

Lecturer: Assessing the Health of a Community; Setting Priorities in Public Health, Public Health Communication

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. Patrick received his epidemiology training as an Epidemic Intelligence Service (EIS) Officer at the Center for Disease Control and Prevention (CDC), where he later completed a Preventive Medicine Residency and an MPH. While at the CDC, he was one of the first epidemiologists to work with the state-based Behavioral Risk Factor Surveillance System, examining risk factors including smoking, diet, and alcohol use. He served as the state of Wisconsin’s chronic disease epidemiologist for almost a decade before joining the faculty at the University of Wisconsin where he is a Professor and Associate Dean for Public Health. His current research examines methods to measure the health outcomes, determinants, and quality of health care in populations, as well as health disparities by education, race, or region. In addition, we are examining ways to use this information in community health improvement, such as through the publication of the County Health Rankings. He has most recently been funded by the Robert Wood Johnson Foundation to produce the County Health Rankings for all 50 states.
Grades

Participants enrolled for credit will be expected to participate in all aspects of the course. Detailed rubrics are provided for each assignment and specify the distribution of points per assignment.

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<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>OECD: Health at a Glance Quiz</td>
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<tr>
<td>Community Health Improvement Process (CHIP)</td>
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<tr>
<td>Community Health Assessment (CHA)</td>
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<tr>
<td>Pick Priorities</td>
<td>60</td>
</tr>
<tr>
<td>Search the Evidence-Base</td>
<td></td>
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<tr>
<td>Program Planning and Evaluation</td>
<td></td>
</tr>
<tr>
<td>Health Issue Research Paper</td>
<td>20</td>
</tr>
<tr>
<td>Participation and Engagement</td>
<td></td>
</tr>
<tr>
<td>Glossary</td>
<td>15</td>
</tr>
<tr>
<td>Discussion Responses and Course Engagement</td>
<td></td>
</tr>
<tr>
<td>Testimony</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
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There is no final exam for this course.

Grade 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%
Communication

News:
I use the News section of the Course Home page to make announcements during the term to communicate new or changing information regarding due dates, instructor absence, etc.

Questions:
If you have questions that are academic in nature, post your question on the "Ask the Instructor" Discussion board. This allows other students to benefit from your questions and my responses. Additionally, you can setup automatic notifications to be alerted any time there is new information posted on a Discussion Board. Click the "Subscribe to Topic" link and choose how often you wish to be notified.

I will check the discussion boards often and will make every effort to reply within two days, excluding weekends.

Questions of a personal nature should be sent to my email address, medgar@wisc.edu.

Office Hours:
I can also be reached at (608) 265-6769 during my office hours Thursdays, from 9am to 11am.

Teaching Assistant:
Jessica Frosch- email: jjfrosch@wisc.edu

Office hours: By appointment available Tuesdays and Thursdays

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
Course Materials and Instructional Technology

Required Texts:

There is no required textbook for the course. All materials are available online except one of the required readings for Module 06. This is the book, *How to Get Your Point Across in 30 Seconds or Less*. Please plan ahead and purchase the book now! This text is an easy read and available (used) on Amazon for roughly $0.01 plus shipping.

Readings:

You are assigned to read key articles per module. You are expected to keep current with weekly readings to effectively participate in class discussion and engage with the presented material.

Optional Textbooks:


Other Readings:

The following articles are seminal documents in population health and are referred to in numerous lectures throughout this course. Please familiarize yourself with the following foundational articles.

- Wisconsin's State Health Plan
- Healthy People 2020
- Institute of Medicine of the National Academies. The Future of Public Health
- Institute of Medicine of the National Academies. The Future of the Public's Health in the 21st Century

Technology:

In Module 06, you will participate in an online seminar where you will present your cumulative Community Health Improvement Process. You will use BlackBoard Collaborate (accessed via the Web Conferencing link on the navbar) to present your project. Be sure that you have at least a computer with a microphone. To get the most out of your, and your colleagues presentations, you should also have access to a webcam.

Please review the Blackboard Collaborate Web Conferencing navigation tips (available online) and start exploring and practicing with this technology right away. **Do not wait until the last minute to become familiar with this method of presenting.**

Additionally, in Module 06 you will be required to submit an assignment that requires an audio component. While the software (Audacity) is available for a free download, please ensure your computer has an internal microphone or have access to a microphone that can record your voice.
Group Resources:
Just as working in Public Health is a community based practice, so too is this course. Aside from emailing and participating in the discussion forums, you may find it helpful to virtually meet up with your classmates. Below is a short list of online collaboration tools that may assist you as you connect with your peers.
• Web conferencing - Classmate Conversations (Blackboard Collaborate)
• Google Hangouts
• GoogleDocs
• Wiggio

Course Policies

Late Assignments:
This course includes firm deadlines scheduled throughout the course. Assignments that are turned in late will be reduced by one grade level per day late. This can be waived in advance only for certain limited reasons and with the instructor’s written approval (e.g., religious holidays or illness).

Required Readings and Lectures:
You are responsible for the content presented in lecture and the required readings. This information is important for the required activities as well as appropriately and accurately commenting on your peers’ work.

Discussions:
You are responsible for actively participating in the class discussions. When replying and commenting on your peers’ work make sure to be constructive, and follow proper Netiquette.

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 instructor 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 the McBurney Disability Resource Center.

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 wisc.edu/policies.

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:
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.

Guest Lecturers

Richard Brown, MD, MPH
Lecturer: Public Health Leadership and Building Partnerships
Richard 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, 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.

Paul Kelleher, PhD
Lecturer: Ethics and Public Health
Paul is Assistant Professor in the Department of Medical History & Bioethics within the School of Medicine and Public Health at the University of Wisconsin-Madison. Prior to joining the UW faculty, Kelleher was a postdoctoral fellow in the Program in Ethics and Health at Harvard University. His interests are mainly in social and political philosophy and public health ethics. Kelleher received his PhD in Philosophy from Cornell University in 2008.
Linda Oakley, PhD  
**Lecturer: Influence of Culture and Diversity on Public Health Outcomes**  
Linda is a Professor in the School of Nursing at the University of Wisconsin School of Medicine and Public Health. Her research has been focused on the development of the Depression Coping Questionnaire (DCQ) for use as an assessment guide with patient-centered depression coping interventions. Dr. Oakley’s projects have included psychometric measurement development, large cross-sectional surveys, repeated measures interviews, community outreach with low-income populations, and focus groups. Research subjects have included adult hospital patients, ambulatory treatment patients, and community adults. The project aim is controlled testing of patient-centered interventions to promote positive depression coping and reduce or prevent negative depression coping in diverse primary care patient population groups.

Ana Martinez-Donate, PhD  
**Lecturer: Evidence-Based Public Health**  
Ana is an Assistant Professor at the Department of Population Health Sciences, University of Wisconsin – Madison. She holds a PhD in Health Psychology from Universidad Autónoma de Madrid, as well as an Expert Degree on Epidemiology from the National School of Public Health in Spain. Her research interests include HIV prevention, tobacco control, cancer prevention and control, and health disparities. Her work is characterized by the application of a social ecological framework to identify health behavior determinants and develop intervention strategies to promote population health. Currently, she is serving as Principal Investigator for a NIH-funded grant aimed at estimating the risk for HIV infection, identifying risk determinants, and examining health care access among Mexican migrants traveling through the San Diego – Tijuana border region. She is also serving as Principal Investigator for two collaborative intervention studies: The first one is evaluating the effects of a lay health advisor intervention to promote breast and cervical cancer screening among Latinas in Dane County; the second one is aimed at identifying and addressing the health literacy needs of rural cancer patients in Wisconsin. Finally, Dr. Martinez-Donate is also conducting research on the influence of built, social, and food environments on physical activity, diet, obesity, and health outcomes in Wisconsin.

Karen Timberlake, JD  
**Lecturer: Closing the Gap: Translating Public Health Research into Practice; Leaders and Leadership: A Whirlwind Tour**  
Karen Timberlake is the Director of the UW Population Health Institute. She also serves as the director of the Partnership for Healthcare Payment Reform, a project of the Wisconsin Health Information Organization. The group joins together health care providers, insurers, and employers to create innovative pilot projects to improve the quality and affordability of health care in Wisconsin. She served as the Department of Health Services secretary from 2008 to the end of 2010. As secretary, Timberlake was known for her collaborative approach to major initiatives including development of the state’s health plan, Healthiest Wisconsin 2020, and the design of statewide electronic health information exchange. Under her leadership, DHS tackled a number of public health issues, ranging from expanding farm to school programs to reduce childhood obesity, improving birth outcomes for at-risk mothers in urban areas, and expanding screening for alcohol and drug abuse. Timberlake also led the department’s efforts to make Wisconsin a national leader in extending affordable health insurance to low-income citizens. Timberlake, who earned a law degree from Harvard University, served in a number of
administrative roles in state government, including leadership positions in the Office of State Employment Relations and the Department of Justice.

**Julie Willems Van Dijk, RN, PhD**

**Lecturer: Wisconsin’s Community Health Improvement Plans and Processes**

Julie is an Associate Scientist and the Deputy Director for the Robert Wood Johnson funded County Health Rankings and Roadmaps project at the University of Wisconsin Population Health Institute (UWPHI). Julie also serves as the Community Engagement Director for the Mobilizing Action Toward Community Health (MATCH) and Roadmaps to Health team at UWPHI. She has worked with numerous partners across the nation to understand and promote the County Health Rankings as a tool for taking action to improve health. Her research interests focus in the area of quality of community health improvement planning processes.

Prior to joining the Population Health Institute, Julie worked in local public health for 21 years as a public health nurse, director of nursing, and a health officer. Julie has served on numerous community boards, including the Aspirus Wausau Hospital Board of Directors, the Wausau School District Board of Education, the Wausau Child Care Board of Directors, the Marathon County United Way’s Local Initiatives for Excellence (LIFE) committee, and the Wausau/Marathon County Chamber of Commerce Leadership Wausau program.

Julie received a doctorate degree in Nursing with an emphasis in Public Health Leadership from the University of Wisconsin-Milwaukee. She also holds a MSN from UW-Oshkosh and a BSN from UW-Eau Claire. Julie is a graduate of the Robert Wood Johnson Nurse Executive Fellows program and the National Public Health Leadership Institute.

**James Vergeront, MD**

**Lecturer: Wisconsin Responds to the AIDS/HIV Epidemic**

James 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 Professor in the Department of Population Health Sciences at the University of Wisconsin School of Medicine and Public Health.

**Susan Zahner, DrPH, MPH, RN**

**Lecturer: Program Planning and Evaluation: An Overview**

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, multi-sector partnerships, 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 local public health practice at staff, supervisory, and management levels that included program planning, evaluation, and grant writing.