University of Wisconsin
**SCHOOL OF MEDICINE
AND PUBLIC HEALTH**

Public Health Principles and Practice
POP HLTH 780
Spring 2017

Instructor: **Barbara Duerst, RN, MS**
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Department of Population Health Sciences
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Office Hours: Thursdays, 5:00 – 6:00 PM, CST, via Blackboard Collaborate
                          or by appointment

Course Description:
This course examines population-based approaches to improve the health of the public. Public health focuses on populations and strategies that can be used to promote health and prevent disease. You will learn about what public health is, and how it works. We will be learning methods for community health improvement—from assessment to community engagement to finding and implementing evidence-based public health interventions. You will learn through on-line lectures, small group exercises, and a group project that allows students to engage with communities in their health improvement process.

The course will take a "hands-on" approach, using problem-based and student-directed learning through lectures and on-line small group discussions and knowledge checks 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 distance-based format you will need to be disciplined in staying current with readings, viewing lectures, and completing assignments.

Student Success:
This is an on-line course. To be successful:
- Check the course daily
- Read announcements

- Read and respond to course email messages as needed
- Complete assignments by the due dates specified
- Communicate regularly with your instructor and peers
- Create a study and/or assignment schedule to stay on track

Required Textbooks:
There are two required textbooks for this course:

R. C. Brownson, E. A.Baker, T.L. Leet, K. N. Gillespie, & W.R.True. *Evidence-based Public Health.* **2nd edition. Oxford University Press, 2011**

Bernard Turnock. *Public Health: What it is and How it Works*. 6th Edition. Jones and Bartlett, 2016.

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

Course Modules:
During the course, we will work through four modules. You will be assigned readings from the required texts and supplemental information for each module. You are expected to keep current with weekly readings to effectively participate in class discussion and engage with the presented material.

Module 1: Introduction to Public Health and the Need for Evidence-based Public Health
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 interprofessional 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 2: The Evidence-based Public Health Framework
This module focuses on the community health improvement process using an evidence-based public health framework. For this module, we will rely heavily on the Brownson text to learn about community assessment, developing an initial statement of the problem, quantifying the issue, determining what is known through the scientific literature, developing and prioritizing program and policy options, developing an action plan and implementing interventions, and evaluating the program or policy. The content covered in this module will provide the foundation for the student group projects.

Module 3: Public Health Tools
This module introduces you to important aspects of leadership and professionalism, effective communication and advocacy, interprofessional teams., and community engagement.

Module 4: The Future of Public Health
Public health and primary care are natural, foundational partners for addressing the challenges in today's healthcare system. As the roles of each evolve in the context of health reform, primary care and public health have a strong opportunity and need to work together and with other partners. This module explores opportunities for partnerships and future implications for public health practice including some emerging public health issues.

Course Activities:
Throughout this course you will interact with classmates through on-line knowledge checks, discussions, and activities that will afford the opportunity for you to provide evidence of your understanding of the concepts you will master through this course. The activities will provide an opportunity for you to answer some questions about the readings and discuss the ideas presented with your classmates. The course instructor will also be available to help answer questions and provide support as you work through the course.

Small student groups will work with public health coalitions to identify evidence-based programs and policies that will address priorities identified by the communities. The work of the group will culminate in a presentation (webinar) and written product for the community. A full description of the group project can be found in "Getting Started" on Learn@UW.

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.

Assignment	% of Final Grade
Knowledge Checks	10
Participation and Engagement in on-line discussions	10
Mid-term Exam	25
Final Exam	25

Group Project (Presentation and Written Product)	**20**
Group Reflection	**10**

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): 70-77%
- D (unsatisfactory): 60-69%
- F (failure): 0 – 59%

Course Overview:
For current and more specific course schedule see "Course Schedule" on Learn@UW course site.

Date	Module	Activity	Assignment
Week 1 January 17, 2017	**Introduction to Public Health** 1. Introduction to the Course (Duerst) 2. What is PH Lecture (Edgar)	Review Seminal articles Turnock Chapter 1 & 2 **Introduction to Group Project**	**On-line Croup Discussion**
Week 2 January 23, 2017	**The US Public Health System and the Need for EBPH** 1. US Public Health System Lecture (Edgar) 2. Intro to EBPH Lecture (Duerst)	Turnock: Chapter 3 & 4: Public Health and the Health System in, sixth edition pp. 62 – 130 Brownson: Chapter 1-3	**On-line Knowledge Check and On-line Group Discussion**
Week 3 January 30, 2017	**Social Determinants of Health and Health Equity** 1. Social Determinants of Health Lecture (Cotton) 2. Structural Issues of Health Equity Lecture (Cotton) 3. In Sickness and Wealth video (Unnatural Causes)	Readings and activities noted in Module 1.3 in Learn@UW	**On-line Knowledge Check**
Week 4 February 6, 2017	**Assessing the Community** 1. Wisconsin's Community Health Improvement Plans Lecture (Willems Van Dijk)	Brownson: Chapter 4 Polk County CHIP	**On-line Discussion**
Week 5 February 13, 2017	**Quantifying the Issue & Developing an Initial Statement of the Issue** 1. Quantifying the Issue Lecture - Audio (Duerst) 2. Developing an Issue Statement Lecture (Duerst)	Brownson: Chapter 5 & 6	**On-line Knowledge Check**

Week 6 February 20, 2017	**Searching the Scientific Literature** 1. Overview of Searching the Literature Lecture (Duerst) 2. Intro to Ebling Library Video (Sager) 3. Intro to EBPH Portal in Ebling Library (Sager) 4. What Works for Health Lecture (Bergum) 5. Nominal Group Process Lecture (Edgar)	Brownson: Chapter 7	**On-line Knowledge Check** **Issue Statement for Group Project due in Dropbox**
Week 7 February 27, 2017	**Prioritizing the Intervention** 1. Overview of Prioritizing the Intervention Lecture (Duerst) 2. Nominal Group Process Lecture (Edgar)	Brownson: Chapter 8	**On-line Knowledge Check**
Week 8 March 6, 2017	**Developing an Action Plan/Evaluating the Program or Policy** Program Planning and Evaluation Lecture (Zahner)	Brownson: Chapter 9 & 10 Additional Resources posted in Module 2.4 in course Learn@UW site	**On-line Knowledge Check**
Week 9 March 13, 2017	**Closing the Gap: Translating Research into Practice** CBPR Lecture – (Bockenfeld)	Turnock, Chapter 8, pp 233 - 269	**Mid-Term Exam** **Scientific Literature Review for Group Project Due**
Spring Break – March 20 – 25, 2017			
Week 10 March 27, 2017	**Public Health Tools: Interprofessional Teams** 1. Working Together: The Importance of Interprofessional Teamwork Lecture (Roberts)	Readings and activities noted in Module 3.1 in Learn@UW	**On-line Group Discussion** **Best Intervention for Group Project due in Dropbox**
Week 11 April 4, 2017	**Public Health Tools: Community Engagement** 1. Community Action Partnerships Lecture (Cotton) 2. Public Health Speaks: Community Engagement for Health Equity (youtube video)	Readings and activities noted in Module 3.2 in Learn@UW	**On-line Group Discussion**
Week 12 April 10, 2017	**Public Health Tools: Communication** 1. Public Health Communication - Lecture	Readings and activities noted in Module 3.3 in Learn@UW	**On-line Group Discussion**

	(Remington) 2. Social Media: Changing Communications and Interventions in Public Health (youtube)		
Week 13 April 17, 2017	**Public Health Tools: Leadership** 1. Leaders and Leadership: A Whirlwind Tour Lecture (Timberlake)	Readings and activities noted in Module 3.4 in Learn@UW	**On-line Group Discussion** **Action Plan for Group Project due in Dropbox**
Week 14 April 24, 2017	**Emerging Issues in Public Health** 1. Overview of Emerging Issues lecture (Duerst) 2. Short Interview Podcasts	Brownson: Chapter 11 Turnock: Chapter 10	**Post interview regarding an emerging PH issue in on-line discussion**
Week 15 May 1, 2017	**The Future of Public Health** 1. The Future of Public Health Lecture (Frieden youtube) 2. Population Health Management at UW Health	Readings and activities noted in Module 4.2 in Learn@UW	**On-line Knowledge Check** **Student webinars** **Final Projects (PPT, Written Product in Dropbox, Group Reflection Quiz)**
May 13, 2017 **Take Home Final Due at 11:59 PM**			

About the Course Instructor:

Barbara Duerst, MS, RN
Barbara is the Deputy Director of the MPH Program and the Director of Public Health Education and Training in the Department of Population Health Sciences in the School of Medicine and

Public Health. She received a BS 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 career in Green County where she served as a public health nurse and eventually the Health Officer in the local health department. 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. While at the WORH she worked with several of the state's health professions schools and training programs to prepare students to work in interdisciplinary teams in rural areas. She served as a Family Living Educator in University Extension where she focused her programming on nutrition and families in stress and transition. She taught a court-ordered divorced parenting class for several years.

Barbara joined the MPH Program team in 2006 with over 20 years of experience in the field of public health through her work providing direct services, outreach, teaching, community assessment, curriculum development, field placement development, preceptor training, evaluation, and program management. One of the things she enjoys most about her position with the MPH Program is the opportunity to get to know the MPH students and their personal and professional interests.

Guest Lecturers:
We are fortunate to have several guest lecturers share their knowledge and expertise with us during this course. Biographical sketches of the guest lecturers can be found in the About this Course section of Learn@UW.

Communicating with the Instructor:
This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to the instructor. You can expect a response within 48 hours.

Hybrid Course:
This is a hybrid course that requires attendance in face-to-face meeting and participation in online activities.

News:
We will use the "News" section of the Course Home page to make announcements during the term and to communicate new or changing information regarding assignments, due dates, extra resources, etc.

Email and Internet:

WiscMail is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their WiscMail email regularly.
All instructor correspondence will be sent to your wisc.edu email account.

Campus Network or Desire2Learn Outage:
When access to Desire2Learn is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).
To monitor the status of campus networks and services, please visit the Outages page.

Course Time Commitment:
This three-credit course requires approximately 150 hours of work. Please expect to spend around 3-5 hours on each module taking in consideration the readings and assignments. Throughout the course of the semester, you will also be preparing for and actively participating in group work for the products that you will produce for the community your group is working with.

Late or Missed Assignments:
Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Central Standard Time-CST) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments:
All assignments, unless otherwise announced, MUST be submitted to the designated area on Learn@UW. Do not submit an assignment via email.

Student Conduct and Academic Integrity:
UW-Madison expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please view the Academic Integrity Statement.

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Dean of Students office accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct. See also the Division of Student Life's Safety and Health resources.

Course Evaluation:
Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer:
The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your WiscMail email and the course site often.

Accessibility Statement:
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity.

The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations.

Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.
Email: mcburney@studentlife.wisc.edu
McBurney Phone: 608-263-2741
(text) 608-225-7956
(fax) 608-265-2998

Technical Requirements & Support:
Computer Requirements:
This course requires Internet access and the following:
- A web browser (use only Google Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone (optional) and speaker

Technology:
For your final group project, your group will be developing and presenting an online webinar where you will present your evidence-based recommendations to the community you have

been working with. You will use BlackBoard Collaborate (accessed via the Web Conferencing link on the navbar) to present your project. You will be presenting from the HSLC. Please review the Blackboard Collaborate Web Conferencing navigation tips (available on course website) 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.**

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 and meeting with your group during class-time, you may find it helpful to virtually meet or collaborate with your group mates. Below is a short list of online collaboration tools that may assist you as you connect with group members.

- Web conferencing - **Classmate Conversations**
- Google Hangouts
- GoogleDocs
- Wiggio

Taking a Quiz on Learn@UW

- The quiz can be accessed by clicking on **Quizzes** on the course navigation bar.
- The quiz will be available on the dates specified in the Course Schedule.
- The quiz will be available for a one-week time period.
- Once you start the quiz, you MUST complete it.
- You may only take the quiz once.
- For each question, there is a "Save" button. After you answer a question, you must save your response (you can change your answer and re-save a question, if needed). If you do not do this and you exceed the time limit, unsaved answers will not be graded towards your final score.
- Once you have accessed the quiz, you will see Time Limit and Time Left displayed in the upper left side of the screen below the course navigation bar. The Time Left will count down by minute. Keep your eye on the Time Left. After the time limit expires, your attempt will be recorded as a late submission. Questions answered after the time limit has been exceeded will NOT be saved. And remember, questions you answered during the quiz period that were not saved will also not be counted once the time limit has been exceeded.
- Online quizzes must be started with enough time to complete prior to the end date and time as indicated in the Course Schedule. Your answers may not be saved if you submit past this end time/date and you may be marked as late.
- To accommodate variable network traffic and server response, please allow at least 2 minutes for your submission to complete. If you attempt to submit with little or no time remaining before the stated submission deadline, your submission may not be accepted.
- Keep track of your answers so that you have a record in case any computer-related problems occur.

Technical Support:

This course uses Desire2Learn to deliver course content. It can be accessed through Learn@UW at https://learnuw.wisc.edu/

To monitor the status of campus networks and services, visit the DoIT Outages page at http://outages.doit.wisc.edu/ or via Twitter by following @UWDoit.
To contact the help desk 24 hours a day, 7 days a week, please contact the DoIT Help Desk:
Phone: 608-264-4357
Email: help@doit.wisc.edu
Web: https://kb.wisc.edu/helpdesk/   (Chat and walk-in help also available)