



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

## **Academic Affairs**

## **Master of Public Health Program**

### **POP HLTH 780: Public Health Principles and Practice.**

*Fall 2018*

**Credits: 3**

**Canvas Course URL:** <https://canvas.wisc.edu/courses/119528>

#### **Course Designations and Attributes:**

This course is designated as a graduate level course and is restricted to MPH students. It is also designated as a service-learning course at the University of Wisconsin-Madison.

#### **Meeting Time and Location:**

**Fall Semester: T/Th – 2:30 – 3:45 PM, 1345 HSLC**

#### **Instructional Mode:**

The course is offered in a blended format (with a combination of on-line and in-class content). We will be using problem-based and student-directed learning through small group discussions, activities, and knowledge checks both on-line and in class to highlight the roles of theory and practice in public health, and we will teach you strategies that can be used to improve the health of populations. Because of the nature of the course, you will need to be disciplined in staying current with readings, viewing lectures, and completing assignments.

During the first five weeks of class, through October 4, 2018, we will be meeting as a class in 1345 HSLC on both T/TH. Beginning with October 9, 2018, we will use our assigned class time on Tuesdays for lectures and in-person group activities. On Thursdays, you will work in your small student groups on your community projects. The instructor and TA will be available in the classroom to assist you and provide face-to-face feedback on your progress. Consult course schedule for specifics.

#### **Specify how Credit Hours are met by the Course:**

This course is 3 credits and as such, we estimate that you will spend 45 hours per credit for a total of 135 hours. One credit is the learning that takes place in at least 45 hours of learning activities, which include time in class, listening to lectures, online discussions and labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities. A grid, describing the credit hour breakdown for the course is available by request.

## INSTRUCTORS AND TEACHING ASSISTANT

**Instructor Title and Name:** **Barbara Duerst, RN, MS**  
 Deputy Director, MPH Program  
 Director of Public Health Education and Training  
 Academic Affairs  
 610 Walnut Street, Room 736 WARF  
 Phone: 608-263-4215  
 Email: [barbara.duerst@wisc.edu](mailto:barbara.duerst@wisc.edu)

**Instructor Availability:**  
 Office Hours: Thursdays, 9:00 AM - 12:00 N, MPH Office in HSLC or by appointment

**Instructor Email/Preferred Contact:**  
*Email is my preferred method of contact. Email inquiries will typically receive a response within 24 hours, M-F, and within 48 hours on the weekends.*

**Teaching Assistant: Samantha Aisen**

**TA Office Hours:** By appointment

**TA Email/Preferred Contact:** [saisen@wisc.edu](mailto:saisen@wisc.edu)

## CATALOGUE COURSE DESCRIPTION

An interprofessional course addressing evidence-based approaches to public health needs and issues and community health improvement. Features problem-based learning with a focus on emerging issues and opportunities to work with community-based public health practitioners.

## COURSE OVERVIEW

Public Health Principles and Practice introduces students to the need for evidence-based approaches to improve public health. By engaging with community organizations (local and state health departments, healthcare organizations, Federally Qualified Health Centers (FQHC's), and non-profit organizations) in the process of completing their health improvement processes, students will gain experience using an evidence-based public health framework to address community needs and assets and apply principles of working in interprofessional teams. The course will take a "hands-on" approach, using problem-based and student-directed learning to apply what they are learning by working with public health coalitions, departments, and organizations.

## LEARNING OUTCOMES

1. Define the basic concepts of evidence-based decision-making.
2. Demonstrate how to locate information on evidence-based approaches in the literature.
3. Describe the importance of interdisciplinary approaches to public health.
4. Describe several applications within public health practice that are based on evidence
5. Define barriers to evidence-based decision-making in public health settings
6. Discuss emerging public health issues
7. Develop and apply strategies to work collaboratively in small groups.

### **Topics:**

- The need for evidence-based decision-making in public health practice
- The role of health equity and social determinants of health in community-based work
- Working in Teams in Communities/Coalitions and Coalition Building
- The Evidence-based public health framework
  - Assess the community
  - Quantify the Issue
  - Develop a concise issue statement
  - Search and summarize the scientific literature
  - Develop and prioritize programs and policy options
  - Conduct action planning and implement program or policy
  - Evaluate the program or policy
- Emerging Public Health Issues

### **CEPH Competencies:**

#### *Evidence Based Approaches to Public Health*

1. Apply epidemiological methods to the breadth of setting and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
4. Interpret results of data analysis for public health research, policy or practice

#### *Planning and Management to Promote Health*

7. Assess population needs, assets, and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
11. Select methods to evaluate public health programs

#### *Communication*

- 18. Select communication strategies for different audiences and sectors
- 19. Communicate audience appropriate public health content, both in writing and through oral presentation

*Interprofessional Practice*

- 21. Perform effectively on interprofessional teams

*Systems Thinking*

- 22. Apply systems thinking tools to a public health issue

**Requisites:** Professional or graduate student status

## GRADING

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 class activities, on-line discussions, and group participation (group reflection quiz)	20
Mid-term Exam	25
Evidence-Based Public Health Project <ul style="list-style-type: none"> <li>• Presentation (15 %)</li> <li>• Written Paper (30%)</li> </ul>	45
<b>Total</b>	<b>100</b>

### Grade Scale:

- A: 93-100%
- AB: 88-92%
- B: 83-87%
- BC: 78-82%
- C: 77 -70%
- D: 69 – 60%
- F: below 59%

Final Grades are not curved.

## REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

There is one required textbooks for this course:

R. C. Brownson, E. A. Baker, T.L. Leet, K. N. Gillespie, & W.R. True. ***Evidence-based Public Health***. 3<sup>rd</sup> edition. Oxford University Press, 2018.

The course will be supplemented with additional readings which will be posted on the Canvas website. In addition to supplemental readings, the following text is highly recommended, but is made available for you on the course Canvas site:

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

Both books are available on reserve at the Ebling Library

### **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 and camera (optional) and speaker

### **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 or collaborate with your classmates. 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
- Google docs
- Wiggio

## MAJOR GRADED WORK

### **Knowledge Checks (10%):**

Students will complete a quiz or knowledge check on the material (readings and lectures) in many of the modules. Knowledge checks will be open-book and will be completed individually. The Knowledge Checks are timed and each student has one chance to complete the quiz. Knowledge Checks are due at 11:59 PM on Saturdays throughout the course. Knowledge Checks will account for 10% of the final grade

### **Participation and Engagement in Course Activities (20%):**

Throughout this course you will interact with classmates in both face-to-face and on-line discussions and activities that will offer 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 questions about the readings and discuss the ideas presented with your classmates. The TA and the course instructor will also be available to help answer questions and provide support as you work through the activities. This item also includes participation in an on-line reflection about your small group's roles and responsibilities and effectiveness as a team and individually. These activities combined account for 20% of the final grade.

### **Mid-Term Take Home Exam (25%):**

The mid-term exam consists of five (5) short essay questions worth 20 points each. The questions are intended to evaluate your knowledge and comprehension of concepts and theories covered during the first portion of the course. Through the mid-term exam, we will evaluate your ability to interpret and synthesize the material in course readings, assess your ability to analyze a hypothetical scenario, and to appropriately apply concepts that you have studied, measure your ability to evaluate the appropriateness or effectiveness of public health interventions and strategies and research, as well as evaluate your writing skills.

In addition to providing high quality substantive content in your answers, clear and concise writing is critical to receiving a high grade.

Your responses are to be reported in a single-spaced, narrative, essay format using APA or AMA format for your citations. Please use complete sentences, complete thoughts, good grammar, and appropriate referencing (APA or AMA format) and punctuation. I expect that you will provide a minimum of a 2-3-paragraph response as you answer each question, with the exception of question #2. For question #2, students will complete/fill in the table with questions you wish to ask as you develop the described needs assessment. You must provide a minimum of three questions in each section.

Your complete mid-term exam should be no more than five pages in length.

You must provide evidence of the knowledge you have gained from this course, other courses, and your personal experiences in answering the questions. Make certain that you are citing your responses appropriately. It is important to see evidence that you can apply the concepts that you have learned in this class as you answer these questions, which are pertinent to public health practice.

The mid-term exam is to be done individually.

### **Evidence-based Public Health Final Project (45%):**

You will be assigned to small student groups (3-4), and you 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 and a written paper for the community. For learning purposes, we have divided the project into nine components that you will complete as you learn about them in class. Each is described in greater detail on our Canvas site.

- Meet your community
- Develop a concise, operational statement of the issue
- Search the Scientific Literature
- Develop and Prioritize Intervention Options
- Develop an Action Plan for Implementing Intervention
- Consider the Potential Evaluation Options
- Presentation to Community
- Group Paper (Written Product)
- Group Reflection/Assessment of Group

At each step of the process your group will have an opportunity to submit some of the components for review by your instructor and by the community. Feedback is provided via written comments and through short face-to-face meetings with the instructor.

### **PAPER (30%):**

Each group will complete a written paper that will be submitted in Canvas on **Wednesday, November 21, 2018 at 11:59 PM**. The course instructor will review the paper and provide comments and feedback to each group during class-time the following week. Students will be required to make any edits that have been recommended by the Wednesday, December 12, 2018 so that a final copy of the paper can be shared with the community.

**Purpose:** The purpose of the written assignment is to provide students with an opportunity to compile and synthesize their work into a proposal and to present a final product to the community organization that can be used as the basis for implementing and evaluating the project or policy, sharing plans with advisory boards, or seeking extramural funding. The format used for this paper is based upon the Notice of Intent Submission and Review Criteria for the Wisconsin Partnership Program's Community Collaboration Grants Program and the Community Catalyst Grants Program.

*It is possible to develop the final written product in another format if there is mutual agreement between the community organization, the course instructor, and the student group. Alternative written products must be negotiated prior to the assignment due date.*

**Instructions:** The paper should be a minimum of five (5) pages, 2,500-word proposal that includes a title page, references, and a logic model. The paper must be:

- Single-spaced with one inch margins
- Use 12-point font
- Number the pages
- Figures and tables should be kept to a minimum
- Submit the proposal in a Word document
- Citations should follow AMA or APA format
  - Cite only one definitive source per statement
  - Include, at a minimum, 10 references

The title page, references, and logic model will not be included in the page or word count. A rubric is used to provide assessment and feedback.

Your proposal should include the following:

### Title Page

- Title of your project or paper
- Organization that your group worked with
- Name of students that compiled the paper
- Month, Year (November, 2017)

Use the following sub-headings and answer the following questions or address the following statements for the remainder of the paper, starting on a new page following the title page:

## Summary Statement

A summary statement gives the reader a sense of what the proposal is about, including a general focus and content. You will want to state the overall point of the proposal simply and succinctly. This statement is akin to an elevator pitch.

## Public Health Issue

1. Describe the problem.
  - a. Provide a brief description of the issue you seek to address as well as its urgency/importance. Please provide data to support this. (Incorporate the issue statement you developed)
  - b. What barriers does your approach seek to overcome? Or what gaps exist in reaching the individuals who are supposed to benefit.
2. How does this project align with the local assessment plan or CHIP?

## Community and Partnerships

3. Who is the target audience? Who will be impacted by this work?
4. Describe the community interest and commitment.
5. Describe the positive aspects and assets of the community and the organization that will support this work?
6. Describe the partnerships that are crucial to the success of this work? Who are the current partners and who are the new partners that will need to be pursued to make this project successful?
7. What resources are both available to you and/or are needed in order to make this strategy a success.

## Health Equity Focus

8. Please describe the health equity focus you intend to address, including the populations most impacted. Please share any data or applicable information that speaks to disparities in health outcomes.

## Evidence-based Strategy

9. What is the proposed evidence-based strategy for addressing the problem you identified?
  - a. What is the evidence that informs this strategy?
  - b. What does the literature say about this issue or strategy?
  - c. Have others tried this approach with success? If so, what lessons will you apply from their work?
10. How will the project be implemented?
11. Describe the short, medium, and long-term goals and objectives for the project. What will be different in your community because of this work? What does success look like?

## Evaluation

12. How will the project be evaluated?
  - d. How will you document success, milestones, and lessons learned towards achieving your goals?
  - e. How will the community collect and use this information to improve the process or overall impact of the project?
  - f. What will be the lasting impact of the project?
  - g. How will the proposed project be sustained?

## Funding Sources

Provide at least three potential sources the community may use to fund your proposal

## Logic Model

Include your Logic Model at the end of your paper

## References

Include a minimum of 10 references

Use AMA or APA format for your citations

## **PRESENTATION (15%):**

Students will develop and present a 10-minute presentation on your group project during class on December 4 & 6, 2018. MPH Students are required to complete a capstone project at the end of their MPH degree and the presentations that are shared with the community organizations in this course, are prepared in the same format students will use for their capstone presentations.

Each group will be completing their presentation twice. The first time will be a "dress rehearsal" that will occur during our class time. Due to the large number of groups, presentations will be held in two rooms (1345 and 1222 HSLC). Your group will be assigned to a date/room for the dress rehearsal. The in-class presentations are scheduled in 15-minute blocks.

During the in-class presentations, the instructor, TA, and students will provide feedback to each group about their presentation. The feedback will be used to enhance or improve the final presentation for the community.

Prior to the end of the semester, each group will present to their community organization. The dates of the community presentations will be provided to students at the beginning of the semester.

You should not have more than 10 PPT slides (not counting your title page, outline slide, and acknowledgements). You will have 10 minutes to present with 5 additional minutes allotted for Q&A and switching over to the next group.

***Your 10-minute presentation must include the following:***

- *Title*
- *Outline/Overview*
- *Introduction/Background*
- *Evidence-based Strategy*
- *Evaluation*
- *Conclusion*
- *Acknowledgements*

*Note: for this presentation, you will not be including a reference slide. Your references or citations will be included in your written project.*

Detailed instructions for each component of the presentation are outlined in the Project Section of the Canvas Course Site. A rubric is used to provide assessment and feedback.

An overview of the course schedule follows. It includes a sampling of the readings and materials that are included in the course. Additional materials can be found on the course's Canvas site.

**POP HLTH 780: Course Overview**  
 Fall 2018

<b>Topics</b>	<b>TUESDAY</b>	<b>THURSDAY</b>
<b>Overview of Course/Projects and EBPH</b>		<b>September 6 (First day of class)</b> Welcome, Need for EBPH, Overview of the Course, Background, Introduction of Groups/Group Projects
<b>Wisconsin's Public Health System</b>	<b>September 11</b> Public Health 101 & Wisconsin PH System Overview – In-class lecture (Duerst)	<b>September 13</b> No Formal Class/Class time used for group meetings Social Determinants and Health Equity Module (on-line)
<b>Community Assessment</b>  <b>Building Capacity for Public Health</b>	<b>September 18</b> Community Assessment (on-line lecture)  Live lecture on Rock County CHIP Process – Kelly Klingensmith, MPH  In class activity	<b>September 20</b>  Building Capacity for PH – The role of coalitions – live lecture (Duerst)
<b>Searching the Literature and Quantifying the Issue</b>	<b>September 25</b> Developing an initial statement and Quantifying the issue (on-line lectures)  In class activity – Groups develop their initial issue/problem statements - Submit for review by instructor	<b>September 27</b> Searching the Scientific literature (on-line lecture)  Live lecture and activity – How to use What Works for Health ~ Karen Odegaard, MPH  <b>Students must have met with community groups by today!</b>

<b>Prioritization</b>	<b>October 2</b>	<b>October 4</b>
<b>Evidence-based interventions and Logic Models</b>	Prioritizing Interventions (on-line lecture) In class activity - nominal group process	Interventions and Logic models (on-line lectures) Live lecture: Health in All Policies – Sweta Shrestha, MPH
<b>Evaluation</b>	<b>October 9</b>	<b>October 11<sup>th</sup></b>
	In class lecture on Evaluation – Sara Lindberg, Ph.D.	Students work in Groups on projects
	<b>October 16</b>	<b>October 18</b>
	Live lecture on Collective Impact – Lauren Cochlin, MPH	Students work in groups on projects
<b>Health in All Policies/Health Equity Frame</b>	<b>October 23</b>	<b>October 25</b>
	Live lecture Social Marketing – FNV Erin Ageson, MS, MPH	Students work in groups on projects
<b>Communications</b>	<b>October 30</b>	<b>November 1</b>
	Live Lecture Data Visualization (communicating using maps and other data) – Penny Black, MPH	Students work in groups on projects <b>Mid-term Exam Due - November 3, 2018</b>
<b>Communications</b>	<b>November 6</b>	<b>November 8</b>
	Using qualitative methods for assessment and evaluation – Duerst	Students work in groups on projects
<b>Communiations</b>	<b>November 13</b>	<b>November 15</b>
	Infographics – Andrew Helpap/UW Health	Students work in groups on projects
<b>Future of Public Health</b>	<b>November 20</b>	<b>November 22</b>

	Future of Public Health (on-line lecture) No Class Group Paper due November 21, 2018	<b>Thanksgiving - No Class</b>
<b>Emerging Issues</b>	<b>November 27</b> Emerging Public Health Issues Groups meet with instructor for feedback on written products	<b>November 29</b> Groups meet with instructor for feedback on written products
<b>Student Presentations</b>	<b>December 4</b> Student presentations <b>Room 1345 and 1222 HSLC</b>	<b>December 6</b> Student presentations <b>Room 1345 and 1222 HSLC</b>
<b>Culminating Discussion</b>	<b>December 11 (Last Day of Class)</b> In class case study on childhood obesity (Meeting in a Box)	

## **OTHER COURSE INFORMATION**

### **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 each session in which they are included.

### **Communicating with the Instructor and TA:**

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 or TA. You can expect a response within 48 hours.

### **Announcements:**

We will use the "Announcements" section of the course to post news and important news 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 Canvas Outage:**

When access to Canvas 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.

### **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 Canvas. Do not submit an assignment via email.

**Student Conduct:**

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. The instructor may delete inappropriate discussion board posts.

**Course Evaluation:**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the university 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.

**RULES, RIGHTS & RESPONSIBILITIES**

- See the Guide's to [Rules, Rights and Responsibilities](http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext)

**ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/>

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

**McBurney Disability Resource Center syllabus 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 are 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." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

## **DIVERSITY & INCLUSION**

**Institutional statement on diversity:** "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>