University of New Mexico

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Fall 2006

MPH Theory & Practice Seminar Syllabus 2006

Jonathan Eldredge

Bonnie Duran

Chuck Paine

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THEORY AND PRACTICE SEMINAR 1 (PH 508 – Section 001)
Fall 2006
Family Practice Center, Room 340
(For first-year MPH students only)
MONDAYS, 6:10 PM – 8:00 PM
1 Credit Hour

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Instructors:

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Chuck Paine, PhD, Associate Professor, Director of Rhetoric and Writing
Office: 365 Humanities; Phone: 277-3528; Email: cpaine@unm.edu

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LEARNING OBJECTIVES FOR THE SEMINAR :

Core Public Health Knowledge and Skills:

By the completion of this seminar, participants will be able to:

- Describe the three core functions of public health: assessment, assurance, and policy development;

- Describe the Social Ecologic Framework (SEF) and how it relates to the three core functions of public health;

- Describe various forms of community assessment

- Outline the major components of public health infrastructure in New Mexico: roles, responsibilities, values and foundations.

- Describe how public health problems are prioritized through advocacy, consensus building, empirical evidence, public input, politics, etc.

- Outline the principles of interdisciplinary collaboration in public health

- Make sense of and to integrate the first semester experience in the MPH Program both individually and collectively;

Core Public Health Informatics Knowledge and Skills:

By the completion of this seminar, participants will be able to:
- Formulate effective public health information search strategies;

- Retrieve high-quality statistical and non-statistical information resources relevant to public health practice.

- Develop and utilize the above mentioned information search skills and strategies to find appropriate information resources for the term paper and presentation.

- Demonstrate skills in searching in PubMed and other databases relevant to public health.

- Collaborate with others in developing and refining group skills such as: team building, interpersonal communication, negotiation, consensus building, and decision-making while designing and implementing the professional communication project.

- Develop and refine communication skills through the coordination of a group term paper written for an audience of public health and other professionals and to coordinate a 15-20 minute presentation on the same subject as the term paper for an audience ranging in education level from 8th grade to healthcare professional degree holders.

- Describe the library and informatics skills competencies for public health practitioners as defined by major professional and accrediting organizations.

COURSE REQUIREMENTS AND GRADING CRITERIA:

1) Attendance and appropriate participation in regularly scheduled seminars (10 weeks). Appropriate participation includes discussion of readings and completion of written assignments such as the Public Health Informatics Assignments. (20% of course grade)

2) Analysis of a New Mexico Public Health Problem: Working in groups of 3 or 4 and using a community assessment framework, conduct an in-depth analysis of a public health problem identified in the document *State of New Mexico Department of Health Strategic Plan Fiscal Year 2007*. Develop a "review article" (15-20 pages per group), which compiles and synthesizes epidemiologic data, reports of key informants, community surveys and any other relevant information (See paper outline at end of syllabus). Papers must be typed (12-pt font) 1.5 or double spaced, and with "Vancouver Style" standard research paper references. (80% of course grade)

3) Presentation to the class (length 20 minutes): summarizing the term paper described in section #2 above for an audience with an education level ranging from an eighth-grade education to a professional healthcare degree (included in project grade #2 above).

REQUIRED RESOURCES

 Materials will be distributed in class, placed on Hardcopy Reserve or Electronic Reserve at the UNM Health Sciences Library and Informatics Center (HSLIC), or through access to the relevant items via URL.

COURSE SCHEDULE AND ASSIGNMENTS

Date	Subject/Activity/Assignment
August 21	**Core Functions of Public Health: Assessment, Assurance, and Policy Development** Bonnie Duran **Course Organization** • Review syllabus • Agree on process ground rules of course: What might influence participation? • Purposes of the Communication Project Jon Eldredge, Bonnie Duran, & Chuck Paine **Course Project** • Nominal Group Exercise for Identifying Project Subjects and Forming Groups based upon eleven (11) public health priorities from the *State of New Mexico Department of Health Strategic Plan Fiscal Year 2007* • Select semester project subjects for papers and presentations and form groups • Formulate effective research subject questions Jon Eldredge Assignment: Read sections of *State of New Mexico Department of Health Strategic Plan Fiscal Year 2007* relevant to group paper/presentation topic. Access this document via the "Important Links" section of the Department of Health homepage at http://www.health.state.nm.us/
August 28	**Ten Great Public Health Achievements of the 20th Century:** • Learning Objective: Students will be able to describe at least three achievements and at least two relevant facts about these three achievements Jon Eldredge **The Public Health Social Ecologic Framework (SEF)** • Define the analytic levels of the SEF • Recognize the implications for public health assessment Bonnie Duran **Check-In Discussion on Group Projects (10 minutes)** Jon Eldredge Assignment: Peruse samples of review articles cited by instructors
September 11	**High Quality Information Resources and an Introduction to Public Health Informatics**. Learning objectives: at the completion of this session students will be able to: • Describe the scientific basis for using structured abstracts. • Evaluate health websites. • Access relevant articles for the assigned papers and presentations via PubMed and other relevant databases. • Obtain data sets and statistics relevant to public health on the state, local and national level • Cite correctly the references for articles, books, websites, and other appropriate information resources using the Vancouver Style. • Describe the library and informatics skills competencies for public health practitioners as defined by major professional and accrediting organizations.

	Assignment: Public Health Informatics Assignment #1 Jon Eldredge **Check-In Discussion on Group Projects (10 minutes)** Jon Eldredge
September 18	**Part I: Public Health Infrastructure** **Patsy Nelson and Christine Souzi, Department of Health** Learning objectives: • Overview of legal foundations of public health authority • Distinguish between local, state and federal governmental and non-governmental scopes of responsibility and resources in PH **Check-In Discussion on Group Projects (30 minutes)** Jon Eldredge **Due: Public Health Informatics Assignment #1**
September 25	Public Health 511 Writing for Public Health Professionals Concept Mapping and the Language of the Literature Review Chuck Paine, PhD **Assignment: Public Health Informatics Assignment #2** Directions: Two-page project outline using four headings (Background, Methods, Results, and Conclusion), a full three- to four-page draft description of the literature search (METHODS) and 90+% of references in the Vancouver Style (Uniform Requirements) due. See the model review articles from journal *BMC Public Health.*
October 2	**Public HealthAssessment** Corazon Halasan, MPH, President NMPHA Learning Objectives • Describe the PH Surveillance system for NM • List 5 reportable conditions in the State • Explain the current agenda and role of the NMPHA for the field of public health **Check-In Discussion on Group Projects (30 minutes)** Jon Eldredge **Due: Public Health Informatics Assignment #2**
October 9	**Community Diagnosis and Needs Assessment** Bonnie Duran Learning Objectives: • Recognize the key stakeholders in needs assessment oversight • Evaluate the various needs assessment and data collection methods • Identify 3 types of community diagnoses **Check-In Discussion on Group Projects (30 minutes)** Jon Eldredge
October 16	Public Health 511: Project Workshop Chuck Paine, PhD
October 23	Group Projects
October 30	**Penultimate draft papers due; Final group presentations**
November 6	**Public Health 511: Clarity & Style I**

	Chuck Paine, PhD
November 13	**Public Health 511: Clarity & Style II** **Chuck Paine, PhD**
November 20	**Public Health 511: Final Draft Workshop** **Chuck Paine, PhD**
November 27	**Public Health 511: Final Draft Due** **Chuck Paine, PhD**

OUTLINE FOR PUBLIC HEALTH PROFESSIONAL COMMUNICATION PROJECT
DUE October 30, 2006

> ***Instructions:*** *Working in groups of 3 or 4, choose a public health problem of interest. Complete a penultimate draft paper of 15-20 pages using the prescribed format of Background, Methods, Results, and Conclusion addressing the following questions and criteria:*

1) **Describe the problem including the magnitude of the selected public health issue in New Mexico and nationally:** Use epidemiological and demographic data, trends, relationship of the issue to achievement of Year 2010 objectives for New Mexico. What impact does this issue have on the quality of individual, family or community life, health care costs, productivity or anything else? (20%)

2) **Determinants of this public health issue:** Review the literature on determinates or the root causes of this public health issue. What are the particular determinants and protective factors of this public health issue. (20%)

3) **What were the multiple influences at the national, state and local level that paved the way for this public health issue to emerge as a priority:** Discuss national or state assessments, reports, concept papers, constituency building efforts, policy initiatives etc that created the environment for this to emerge as a priority. Who are the stakeholders? Is there political opposition to how this problem is framed or to public health solutions to this problem? (5%)

4) **Describe how the public health system in New Mexico has responded to and is addressing this issue:** Conduct 2-4 key informant interviews to identify the following:
   a) Describe any assessments or policy reports which created the programs in New Mexico;
   b) Describe the public and private surveillance mechanism for your chosen PH problem
   c) Identify any other strategies used to deal with this public health issue beyond what is represented in New Mexico. How are they the same or different from those uncovered in your literature review. (5%)

5) Document your literature search strategy, in an appendix in the paper, clearly and completely enough so that the reader could replicate it to obtain identical results (20%).

6) The organization, format, references, and quality of the oral presentations will represent 30% of the project grade.

FORMAT:
Every paper and presentation should be structured using the following major headings commonly employed in professional and academic communications:

Background (2 pages)
Methods (Describe the literature review search strategies, including explicit inclusion and exclusion criteria (see below); describe the key informant interviews, (3-4 pages)
Results (Summarizes sections 1-4 above; (Approx. 10-15 pages)
Conclusion: What are the assessment, policy or assurance gaps for your topic in New Mexico? (2 pages)

At approximately mid-course each group should turn in a two page outline using these four headings, a full two- to three-page draft description of their literature review search (see assignment above) and 90% + of their references.

METHODS:

Students need to provide a detailed description of their literature search(es) including what databases they used, for what years, and their search strategies. Most databases offer a feature of allowing you to view a summary of your search. For example, in PubMed, one simply can click on "History" to view the summary of the entire search strategy. Students can attach these printouts as Appendices to the written paper. The instructors will share sample "role models" of these papers from *BMC Public Health* and possibly other public health journals.

Students should also include how many "key informant" interviews they conducted and their strategy for selecting and interviewing key informants.

REFERENCES:

References should be complete and accurate. Reference lists should include some "classic" works, but generally should contain the best, most recent evidence. References should contain minimal errors and include accurate personal communications (email, phone, interview, etc.) and full website information. Be sure you understand the difference between an "Op. Cit." and an "Ibid." notation in reference lists.

Students should employ the Vancouver Style (Uniform Requirements) used by leading health professional journals such as the *American Journal of Public Health, JAMA,* and *BMC Public Health* consistently throughout their group paper for citing their references. These guidelines are available at: http://www.nlm.nih.gov/bsd/uniform_requirements.html

Students during the Fall 2006 seminar recommended the following website for guidance on the Vancouver Style: http://www.lib.unimelb.edu.au/cite/van/citex.html

Oral presentations should include only the more relevant references embedded into the PowerPoint presentations.

STUDENTS WITH SPECIAL NEEDS:

Qualified students with disabilities needing appropriate academic adjustments should contact the professor as soon as possible to ensure your needs are met in a timely manner.

Students must inform the professor of the disability early in the class so appropriate accommodations can be met. Handouts are available in alternative accessible formats upon request. If you are an MPH student, please use the School of Medicine Office of Student Learning to apply for the appropriate accommodations. Seek assistance from: Cheri Koinis, M.Ed., Mgr, Student Learning Support,

UME/ACES, MSC 08 4710, UNM Health Sciences Center, 1 University of New Mexico, Albuquerque, NM 87131-0001, (505) 272-5042; FAX: 272-9012, ckoinis@salud.unm.edu.

If however, you have already sought accommodation from main campus student services, please present the appropriate documentation to your professor. For further information on disability issues from maiin campus, please contact: Theresa Ramos, Office of Equal Opportunity, University of New Mexico, 609 Buena Vista, NE, Albuquerque, New Mexico 87107, (505) 277-5251; Fax (505) 277-1356, tramos@unm.edu

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