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MPH Theory & Practice Seminar Syllabus 2008

Jonathan Eldredge
University of New Mexico, jeldredge@salud.unm.edu

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THEORY AND PRACTICE SEMINAR 1 (PH 508 – Section 001)
Fall 2008
Family Practice Center, Room 340 (and sometimes HSLIC 226 Classroom)
For first-year MPH students only. 1 Credit Hour
Thursdays, 6:10 pm – 8:00 pm. August 28-October 30, 2008
Reflects Changes Made Toward End of Semester

Instructors:

Gena Love, MPH
Public Health Division
New Mexico Department of Health
Phone: 841-5859; Email: Gena.Love@state.nm.us

Jon Eldredge, MLS, PhD, Associate Professor, School of Medicine and
Health Sciences Library and Informatics Center (HSLIC)
Office: HSLIC Room 317c; Phone: 272-0654; Email: jeldredge@salud.unm.edu

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LEARNING OBJECTIVES FOR THE SEMINAR:

Core Public Health Knowledge and Skills: Assessment

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

- Define the public health core function, "assessment".
- Explain how the essential services: Monitor, diagnose & investigate are used in assessment.
- Discuss assessment as it is used at the local, state, and national levels
- Describe at least two (2) tools used to assess health.
- Apply one assessment tool in the community.
- Explain one difference between primary and secondary data.
- Explain the concept of surveillance.
- Describe the basic concepts found in Surveillance systems
- List 5 reportable conditions in the State
- Identify at least two (2) types of community diagnosis
- Demonstrate effective teamwork skills and flexibility under changing circumstances, particularly involving new or contradictory information

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 Community Assessment Project.

- Demonstrate skills in searching in PubMed and other databases relevant to public health.
- Communicate effectively and clearly orally for an audience ranging in education level from 8th grade to healthcare professionals.
- Describe the library and informatics skills competencies for public health practitioners as defined by major professional and accrediting organizations.
- Present their team's community assessment to the class.

COURSE REQUIREMENTS AND GRADING CRITERIA:

1) Attendance and appropriate participation in regularly scheduled seminars (8 weeks). Appropriate participation includes discussion of readings (15% of course grade)

2) Completion of the four (4) assignments (20% of course grade)

3) Community Assessment Project (65% of course grade)

   Methods documentation must be typed (12-pt font) 1.5 or double spaced, and with "Vancouver Style" standard research paper references and in PowerPoint titles (70% of project)

   20% of your CAP grade will hinge on your partner's appropriate assessment of your contributions to the project.

   Presentation to the class (length 15 minutes): summarizing the Community Assessment Project paper for an audience with an education level ranging from an eighth-grade education to healthcare professionals (10% of project). Students will provide constructive feedback to their presenting colleagues using an oral presentation rubric.

RESOURCES
Materials will be distributed in class or via email, 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.

Students will need to acquire or be able to access a detailed street map of Albuquerque for their community assessment project.

COURSE SCHEDULE AND ASSIGNMENTS

Date	Subject/Activity/Assignment
August 28	**Course Organization** Jon Eldredge • Review syllabus and pose any questions • Agree on process ground rules of the course: defining modes of participation • New Mexico Public Health Association (NMPHA) • Select MPH Academic Committee Student Representative • Purposes of the Community Assessment Project (CAP) **Course Project** Jon Eldredge • Define one approximate square mile unit in the Albuquerque area • Brainstorm via NGT on the public health needs and resources within these areas • Link square-mile unit to national, state and local-level data and trends • Link local problems to peer-reviewed public health literature • Formulate effective research subject questions **The Core Function of Assessment** Gena Love Learning objectives: Students will be able to: • Define the public health core function "assessment." • Explain how the essential services: Monitor, diagnose & investigate are used in assessment. • Describe at least two (2) tools used to assess health. • Apply one assessment tool in the community. • Explain one difference between primary and secondary data. **Supplementary Public Health Informatics Training** Jon Eldredge. This training will be in the HSLIC 226 Classroom will be based upon the Screening Assessment already taken by all incoming MPH Program students during orientation. **Assignment #1:** Read printed pages 1-25 of *State of New Mexico Department of Health Strategic Plan Fiscal Year 2009* to provide context for the Community Assessment Project. Access this document via the "Important Links" section of the Department of Health homepage at: http://www.health.state.nm.us (link = FY09 Strategic Plan) Identify top ten (10) public health challenges for New Mexico. Email your list to Jon Eldredge and Gena Love by Tuesday September 2, 2008 at 12 Noon MDT at jeldredge@salud.unm.edu; and Gena.Love@state.nm.us using subject line: PH Challenges

August 31	**Assignment #1 due:** Read printed pages 1-25 of *State of New Mexico Department of Health Strategic Plan Fiscal Year 2009* to provide context for the Community Assessment Project. Access this document via the "Important Links" section of the Department of Health homepage at: http://www.health.state.nm.us Identify top ten (10) public health challenges for New Mexico. Email your list to both Jon Eldredge and Gena Love by Tuesday September 2, 2008 at 12 Noon MDT at jeldredge@salud.unm.edu and Gena.Love@state.nm.us using subject line: PH Challenges
September 4 HSLIC 226 Classroom	**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 according to a designated authoritative set of standards. • Access relevant references to peer reviewed articles for identified public health problems as background context for the Community Assessment Projects using PubMed and other relevant databases. • Obtain data sets and statistics relevant to public health on the local, state, 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 #2:** Peruse samples of past student Community Assessment Projects selected by instructor by September 11th. Be prepared to raise clarifying questions with instructors. **Assignment #3:** Public Health Informatics assignment due via email by 6:00pm MDT on Wednesday September 10, 2008 to Jon Eldredge at jeldredge@salud.unm.edu as a Word document
September 10	**Assignment #3:** Public Health Informatics assignment due via email by 6:00pm MDT on Wednesday September 10, 2008 to Jon Eldredge at jeldredge@salud.unm.edu as a Word document
September 11 HSLIC 226 Classroom	**Check-In Discussion about Public Health Informatics Assignment #3 (10 minutes)** Jon Eldredge **Discussion of Assignment #2 involving past student Community Assessment Projects** Jon Eldredge

	High Quality Information Resources, Part II Jon Eldredge Learning objectives: at the completion of this session, students will be able to: • Refine their existing literature database skills • Clarify the meaning of their written texts describing their literature search methods • Describe informatics strategies for identifying and obtaining local public health data • Explain the mechanics of at least one type of peer assessment exercise **Assignment #4: CAP Methods Text** Directions: Community Assessment Project draft using four headings (Background that includes 2-3 tentative hypotheses on the top public health challenges of your one square mile community, Methods, Results, and Conclusion), with a revised draft description of the literature search (METHODS) and 90+% of references in the Vancouver Style (Uniform Requirements) due Tuesday October 14, 2008 at 6:00pm MDT.
September 18	Writing for Public Health Professionals. Special Session on Monday September 18, 2008. Janet Shagam
September 25	**Community Health Assessment as a Core PH Function** Gena Love
October 2	**Community Assessment Tools** Gena Love **Surveillance.** Dr. Jim Cheek (Guest Speaker) Learning Objective: The student will be able to • Explain the concept of surveillance. • Describe the PH Surveillance system for NM • List 5 reportable conditions in the State
October 9	**Students will use this time to conduct their Community Assessment Project observations. No class on this day** **Optional Check-In Discussion on Community Assessment Projects** Jon Eldredge & Gena Love

	Distribution of oral presentation rubric that will be completed by all classmates in audience in order to offer constructive suggestions for improving the presentation.
October 14	**Assignment #4: CAP Methods Text** Directions: Community Assessment Project draft using four headings (Background that includes 2-3 tentative hypotheses on the top public health challenges of your one square mile community, Methods, Results, and Conclusion), with a revised draft description of the literature search (METHODS) and 90+% of references in the Vancouver Style (Uniform Requirements) due Tuesday October 14, 2008 at 6:00pm MDT.
October 16	**No Class due to Fall Break** **Optional Check-In Discussion on Community Assessment Projects** Jon Eldredge & Gena Love
October 22	**Submit PowerPoint (pre-2007 version) file of Community Assessment Project presentation to both Jon Eldredge & Gena Love via email by 6:00pm MDT**
October 23	**CAP Documentation**: Directions: Final version (updated and corrected version of Assignment #4) of Community Assessment Project using four headings (Background that includes 2-3 tentative hypotheses on the top public health challenges of your one square mile community, Methods, Results, and Conclusion), with a revised draft description of the literature search (METHODS) and 90+% of references in the Vancouver Style (Uniform Requirements) due to Tuesday October 21, 2008 at 2:00pm MDT.
October 23	Community Assessment Project Presentations. Marathon session. Bring a dish for potluck dinner. Bring your pre-2007 PowerPoint presentation version on a jump drive for loading on laptop in FPC 340
October 30	Community Assessment Project Presentations

COMMUNITY ASSESSMENT PROJECT

DUE October 22, 2008 6:00pm

Instructions:

Working in pairs, complete a 15 minute oral and PowerPoint presentation with required text and tabular documentation using the prescribed format of Background, Methods, Results, and Conclusion addressing the following criteria:

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1) Self-select into two teams of students

2) Under the guidance of course instructor, select a single "square mile" unit of Albuquerque for assessing community public health needs and resources.
3) Brainstorm as a class what are the capacities for positive public health ("resources") and forces that might undermine public health
4) Brainstorm as a class what are public health needs in a community
5) Define and develop the methodology for observational techniques
   - Checklist of the needs and resources
   - Naïve observation recorded (written) formally
   - Photo montage
   - Hybrid observational methods
   - All methods include informatics analysis of data profiles
6) Link national, state, and local public health data profiles to local "square mile" community.
7) Develop 2-3 tentative hypotheses about the key public health problems in your local "square mile" community. Use both your visits to your community and your literature searches to explore the viability of your hypotheses (tip: be sure to keep detailed documentation of all of your literature and statistics searches so the successful searches can be succinctly summarized later in your text documentation.
8) Conduct and accurately document in tabular and text format all literature searches of the peer reviewed literature as part of the methodology
9) Accurately and completely cite references using the Vancouver method in a print document Provide documentation on the time spent on the actual field observation.
10) Due to Institutional Review Board (UNM Human Research Review Committee) requirements, students are prohibited from interviewing any members of these communities in this educational project.
11) Each team will analyze and synthesize all collected information for a 15 minute power point presentation to the entire class on either October 23 or 30. These presentations will follow the structured abstract format of background, methods, results, and conclusion.
12) Each team will e-mail their complete power point slides to the instructors 24 hours in advance.

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

"As one of the core functions of public health, assessment involves the systematic collection and analysis of data in order to provide a basis for decision making. This may include statistics on local health status, health needs and or other public health issues." Institute of Medicine

FORMAT:

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

Background Describe your community and your tentative 2-3 hypotheses. Some hypotheses offered by students during past years might help you develop your own:

Traffic control devices such as red light cameras endanger public health by causing more accidents.

The presence of fast foods and the absence of grocery stores contribute to community diabetes mellitus and obesity.

Foreign-born status contributes to lower health status.

Poor standardized test performance in a community correlates with lower health status.

The high incidence of crime in a neighborhood correlates with lower health status.

Comparatively higher numbers of liquor selling establishments in a neighborhood leads to more DUI arrests in the community.

Religious affiliation and practice leads to higher health status.

There are many more hypotheses that you can develop once you visit your community and begin to review the statistics linked to the community. These examples are merely used to illustrate the activity.

Methods (Describe the literature review search strategies, including explicit inclusion and exclusion criteria (see elsewhere)

Results What support can you find from your literature and statistics searches, plus your own observations of the community, to support the viability of your hypotheses?

Conclusion A brief summary of key findings and implications.

METHODS:

Students need to provide a detailed text and tabular descriptions of their literature searches 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 Community Assessment Project. The instructors will share sample "role models" of these written texts.

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 citing 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 need to be accompanied by the full text and tabular documentation for all search strategies (methods) and all relevant references.

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 main 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

RELIGIOUS HOLIDAYS

UNM Deputy Provost Richard Holder noted on January 15, 2008 that UNM references those religious holidays listed at: http://www.interfaithcalendar.org
Please refer to this list within the first week of this course when requesting from the instructors any excused religious holiday absences and for arranging make-up work.