

Introduction to Public Health Seminar
PHS 650 Section 028
Fall 2008
Monday, 1:15- 2:30PM
142 G5 Clinical Sciences Center

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I. Learning Objectives:

1. Identify key issues and problems in Public Health
2. Gain skills in leading/facilitating group discussions
3. Become familiar with the day to day realities of public health practice
4. Become knowledgeable about public health resources on the UW campus

The seminar provides students with an opportunity to explore current public health issues and become familiar with Public Health Program faculty members' research and experience in public health practice. The content of the seminar will advance MPH students' analytic assessment, communication, leadership and systems thinking skills. Enrolled students will prepare and lead discussions about current public health practice or policy related research, a national, state, or local program or issue, or a case study.

II. Expectations:

All MPH students will be *required* to enroll in this course, for 1 credit at sometime during enrollment in the MPH program. It is *strongly* encouraged that MPH students take this course during their first semester; however, continuing students will also benefit from taking this course as they proceed with the program.

Class Attendance: Students are expected to attend every class. All absences must be cleared before class by sending an e-mail to the course professor.

Citizenship: Much of what you learn or fail to learn in this course is dependent on the nature of the classroom community we are able to construct together. Therefore, as a valued citizen of this course, you are expected to attend each class, to have read the assigned readings, to have formulated one or two written questions, and to be ready to participate in class discussions. Good citizenship means acquiring knowledge and sharing knowledge with one another in a respectful and altruistic manner. The student's attendance and good citizenship (active listening, *informed*, respectful participation) will be considered in the final grade.

III. Mechanics:

During the seminars provided in the first two weeks of the course, content will focus on information the students will need in order to progress in seminar.

For the remaining seminars, students will be assigned either individually or into groups of two–three students to facilitate/co-facilitate a discussion or debate about a public health problem or policy issue. Students will select a current public health issue or topic area. Students may wish to present the issue in the form of a case study, debate, or discussion. Students may

invite a public health expert from the Public Health program faculty list to share his/her perspective. The group may also consider using a taped faculty seminar from the IME/Population Health Series (<http://videos.med.wisc.edu/event.php?eventid=5>). Students will be responsible for planning the seminar activities for that session as well as preparing the readings and materials. A template is available for assistance in planning the session. Remember, the purpose of these discussions will be for a better understanding of public health practice and current public health issues.

Following are the mechanics for preparing for these seminars:

- Students will be provided with their seminar schedule assignments on the first day of class.
- Title/topic of seminar should be provided to the TA **by the third week of class.**
- If inviting program faculty to participate in seminar, students are responsible for making the invitation. (A template for the invitation is provided).
- Post article(s), project descriptions, case study or other materials needed for the participants to prepare for the seminar on Learn @ UW **one week before** seminar.
- Students are responsible to be prepared for each seminar by printing your own handouts or the materials you will need to participate in the discussion and bringing these items to the seminar. (**No ppts or projectors, this is a discussion not a presentation**).
- If you need to change your date, find a student group willing to trade and notify the TA by e-mail (original date, new date, name of student swapping, and cc that student) **NO LATER THAN TWO WEEKS BEFORE THE SEMINAR.**

IV. Learn @ UW

Learn@UW, a course management system, will be used for posting course news items, Web-based readings, and other electronic resources. In addition, it may be utilized for outside class communication via the discussion board.

Students can use computers at the Health Sciences Learning Center or other UW computer labs to access Learn@UW. Students that plan to connect from home will need a dependable Internet connection, preferably broadband, and a relatively fast computer with sufficient hard disk space for file transfer.

Please take a look at the student technology resource Web guide at:

<http://www.doit.wisc.edu/students/index.asp>

and technology policies at http://www.doit.wisc.edu/security/policies/appropriate_use.asp.

Getting Started:

Step 1: If you haven't done so already, activate your NetID and Wisemail account.
Directions: http://www.doit.wisc.edu/students/activate.asp
Step 2: Log-in to Learn@UW with your NetID and password. https://learnuw.wisc.edu/ . If you are not able to log-in contact the Doit help desk at 264-4357.
Step 3: Click on the plus icon in front of 2008 – Fall

Step 4: Click on the link for the course and explore. A good place to start is the content section. The main navigation is located at the top of the screen.

Step 5: Click on the logout link on the right hand corner of you screen.

Resources for accessing Learn@UW off campus:

WiscWorld. WiscWorld is a collection of resources (information, software and documentation) to make it easier for UW-Madison students to connect their computers to online resources. It is available to download at: <http://www.doit.wisc.edu/wiscworld/>.

Antivirus Software. Antivirus software is essential because in this course we will utilize attachments and file transfers to share and submit course materials. Free Norton Antivirus for is available at the DoIT Showroom or at:

<http://www.doit.wisc.edu/software/security/download.asp>. For Windows user, it's also recommended that you install Ad-aware on your computer. Information on this free download is available at: <http://www.doit.wisc.edu/wiscworld/download/windows.asp>

Internet Browser: Netscape, Internet Explorer, or Mozilla. For optimal results please upgrade your browser to the latest version. Please note that browser downloads are available at the WiscWorld site.

Adobe Acrobat Reader. Acrobat Reader will allow you to read PDF files. Adobe Reader 7.0 is the most current version and is available for free download at the following Website address: <http://www.adobe.com/products/acrobat/>

V. Nondiscrimination 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.

VI. Student Disability:

Any students who need accommodations because of a disability should contact the instructor privately to address those needs. Also, please provide the instructor any appropriate emergency medical or contact information, and please inform the instructor if you require special arrangements in case the building must be evacuated.

VII. Evaluation:

Students will receive a Satisfactory/Unsatisfactory grade for the seminar and will be evaluated dependent on the following:

- Group facilitation/group work (50%)
 - Students or groups will receive a maximum of 50 points for the seminar they facilitate. All group members will receive the same points. Points will be awarded as follows:
 - **50 points** = Outstanding (very well prepared, appropriate topic, well-organized, engaged audience, seminar flowed well)
 - **45 points** = Very Good (prepared, organized, was able to engage audience)
 - **40 points** = Average (somewhat prepared, several lulls in discussion, audience less engaged)

- **<40 points** = Poor (not prepared, lack of flow, little audience participation, poorly defined topic)
- Participation in the seminar discussions and attendance (50%)
 - There are at least 10 sessions within the seminar where students are expected to actively participate in the seminar discussions. Students will be graded based on their participation as follows:
 - **5 points** = Active participation
 - **4 points** = participation
 - **3 points** = minimal participation
 - **0 points** = **Absent**

*To obtain a Satisfactory grade in the seminar the student must maintain an 83% or above.

VIII. Timeline:

Date	Topic/Activities
09/08/08	Introductions and Overview of Seminar <ul style="list-style-type: none"> • Review Syllabus and Course Requirements <ul style="list-style-type: none"> ○ What to expect during the student led discussions • Preceptor Day 2008 <ul style="list-style-type: none"> ○ What to expect at Preceptor Day
09/15/08	*Seminar Discussion: Example of facilitated discussion with Course Faculty.
09/22/08	Student Discussion #1
09/29/08	Student Discussion #2
10/06/08	Student Discussion #3
10/13/08	Student Discussion #4
10/20/08	Student Discussion #5
10/27/08	Student Discussion #6
11/03/08	Student Discussion #7
11/10/08	No Seminar – Instead students will attend the MPH Preceptor Day – November 12th

Date	Topic/Activities
11/17/08	Student Discussion #8
11/24/08	Student Discussion #9
12/01/08	Student Discussion #10
12/08/08	Semester Wrap-Up <ul style="list-style-type: none"> • Evaluation/Discussion

Attachments

1. Template for invitation to Program Faculty to participate in Seminar
2. Template for Discussion Session
3. Program Faculty/Interest List

{Template for Letter of Invitation to Program Faculty Member}

Date

Dear (Dr/Mr/Ms) _____:

As a student in the MPH Program's **Introduction to Public Health Seminar**, our group would like to invite you to participate in our group discussion on (Tuesday/Thursday) (month/day/year), from (12:30-1:45/3:30-4:45). We would like to invite you to share your perspectives on your (research/public health practice) about _____ (DESCRIBE THE GENERAL TOPIC OF INTEREST).

If you are available and willing to participate, please reply to _____.

Following your confirmation of the date and topic, we will be contacting you to discuss our seminar session in greater depth. In particular we would like to engage you in a discussion about an aspect of public health, using one of your publications or perhaps a seminal publication by another person related to your area of interest, that we can include in a reading list to our classmates.

The format of the seminar will be as follows:

10 minutes	Program Announcements Student Announcements
5 minutes	Students introduce themselves Student introduces guest Program Faculty Member
20 minutes	Public Health Program Faculty provides an overview of the public health problem or issue. The overview should include the following: <ul style="list-style-type: none"> • Program Faculty Member's background and history related to this area of research/public health practice • Relevance to public health practice and current public health environment • Overview of research or key points from seminal work • Other thoughts/comments
30 minutes	Student facilitated discussion which may include one or more of the following techniques: <ul style="list-style-type: none"> • Q&A, • Case study, • Discussion of pertinent aspects of research paper, • Debate of controversial positions related to the issue, and/or • Inter-active dialogue regarding the topic.
10 minutes	Wrap-up/Summation of topic by student facilitators

Thank you in advance for considering our request. We look forward to hearing from you regarding your availability to participate in the MPH seminar.

Sincerely,

Template for Seminar Discussion

The format of the seminar will be as follows:

10 minutes	Program Announcements Student Announcements			
5 minutes	Students introduce themselves Student introduces guest Program Faculty Member (if invited)			
20 minutes	Program Faculty Guest: <ul style="list-style-type: none"> • Background & history related to research/public health practice • Relevance to public health practice and current public health environment • Overview of research or key points from seminal work • Other thoughts/comments 	IME Seminar: <ul style="list-style-type: none"> • Assign students to watch IME lecture prior to class • Recap main points from presentation • Relevance to public health practice and current public health environment • Other thoughts/comment 	Case Study: <ul style="list-style-type: none"> • Assign background readings prior to class. • Introduce case or exercise • Relevance to public health practice and current public health environment • Other thoughts/comment 	Debate: <ul style="list-style-type: none"> • Assign background readings prior to class. • Introduce topics • Students present pro and con of issue • Relevance to public health practice and current public health environment • Other thoughts/comment
30 minutes	Student facilitated discussion which may include one or more of the following techniques: <ul style="list-style-type: none"> • Q&A, • Case study, • Discussion of pertinent aspects of research paper, • Debate of controversial positions related to the issue, and/or • Inter-active dialogue regarding the topic. 			
10 minutes	Wrap-up/Summation of topic by student facilitators Adjourn			