

	Department of Exercise Science Course Number 247 Section 10; Spring Semester 2009 Administration of Physical Activity & Health Programs Monday, From 6:10pm to 8:40pm 817 23rd Street, Room 105
---	---

Instructor

Professor: Jim Grizzell, MBA, MA, CHES, ACSM-HFS, DrPH Candidate
 Phone: 909-856-3350
 Email: grizzell@gwu.edu
 Office Hours: By Appointment

Course Description

Overview of health policy and management as a multidisciplinary field of inquiry and practice concerned with the delivery, quality and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process and outcomes of health services including the costs, financing, organization, outcomes and accessibility of care. - ASPH Competencies for Graduates of MPH programs

The course will include discussion of planning through implementation of public, community, school, college and employee health and wellness policies and programs. Emphasis is on policy and management to increase the proportion of target populations that are physically active, eat healthier and have improved health status. Public and private health policy implications will be studied together with national economic and political trends. Population-level and evidence- and theory-based and informed programs will be studied.

Course Learning Objectives

1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply "systems thinking" for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

Required Text, Materials and Articles:

Title	Author	Edition
Health Education Advocacy Summit www.healtheducationadvocate.org Health advocacy training materials, presentation and priority health issues fact sheets.	Coalition of National Health Education Organizations	12 th Annual Summit, Feb 21-23, 2009 21 st - 1 – 5:30 pm 22 nd – 8:30 am – 5 pm 23 rd – 8:30 am - varies

Moments in Public Health; Milestones in Public Health; Public Health Career Guide; You, Too, Can be a Health Advocate; Articles and other materials will be provided for topics within the objectives. Prevention for a Healthier American; F as in Fat: How Obesity Policies are Failing in America; Blueprint for a Healthier America

Title	Author	Edition
The Basics of Social Marketing	Turning Point Collaborative	NA
	www.turningpointprogram.org/Pages/pdfs/social_market/smc_basics.pdf	
Study Guide for Social Marketing for Health Promotion Planning Course	Jim Grizzell	NA
	www.healthedpartners.org/ceu/sm/smselfstudyguide.pdf	
Social Marketing and Public Health: Lessons from the Field	Turning Point Collaborative	NA
	www.turningpointprogram.org/Pages/pdfs/social_market/smc_lessons_from_field.pdf	
Theory at a Glance	National Cancer Institute	
		www.nci.nih.gov/theory
Social Marketing Primer for Managers and Supervisors	Jim Grizzell	v2
	www.healthedpartners.org/ceu/sm/social_marketing_primer_managers_supervisors_v2.pdf	

Evaluation

Grading is on the basis of performance in written assignments, and students' contributions to the class discussion both as a presenter and as a class member. Professional conduct in relation to class attendance, assignments being turned in on time, etc., will be expected as part of course requirements. The instructors may turn back papers for revision that do not meet minimum standards.

Assignment	% of Final Grade
In-class Discussion, Discussion Board and Wiki (degree of participation)	9
Submit resume or curriculum vitae (CV)	1
Health Program Planning Social Marketing Approach Self-Study Course	4
Process Consultation Self-Study	2
Health Policy & Management Competency Presentation & Report (5% each)	10
Advocacy Summit (24)	
Preparation	4
Summit Participation	16
Summary and Follow-up	4
Group Project Population Health Program (CDCynergy MyPlan & MyModel, 39)	
Phase 1 (2.5% for completing Rating Group Effectiveness)	8
Phase 2	5.5
Phase 3 (2.5% for completing Rating Group Effectiveness)	8
Phase 4	5.5
Phase 5 (2.5% for completing Rating Group Effectiveness)	8
MyModel	5
Group Project Health Program Presentation	10
(Bullet Background Paper, PowerPoint ≤3 PowerPoint slides)	

100

Grading Scale and Standards

The midpoint value for each percentage range corresponds to the letter grade earned.

Grade	Range	Midpoint
A+	97-100%	98.5 (GWU final grades do not permit A+ designation)
A	93 - 96	94.5
A-	90 - 92	91.0
B+	87 - 89	88.0
B	83 - 86	84.5
B-	80 - 82	81.0
C+	77 - 79	78.0
C	73 - 76	74.5
C-	70 - 72	71.0

Please keep in mind that at the graduate level:

- An "A" means that your work shows some outstanding creativity, insight and professional appearance.
- "As" are given because you have done something better than anticipated of the average graduate student.
- An "A" represents better than average graduate level work.
- a "B" grade means clean well-written graduate level work. It is assumed that the grade given will be a "B".
- "Bs" are not given because you have done something wrong.

Percentage Range	Points Range	Letter Grade	Plus or Minus
97 -100	194 - 100	A	+
93 - 97	186 – 193.9		
90 - 93	180 – 185.9		-
87 - 90	174 – 179.9	B	+
83 - 87	166 – 173.9		
80 - 83	160 – 165.9		-
77 - 80	154 – 159.9	C	+
73 - 77	146 – 153.9		
70 - 73	140 – 145.9		-
67 - 70	134 – 139.9	D	+
63 - 67	126 - 133.9		
60 - 63	120 - 125.9		-
<60	<120	FAIL	

Methods of Instruction

<input checked="" type="checkbox"/>	Lectures	<input checked="" type="checkbox"/>	Class and Small Group Discussions
<input checked="" type="checkbox"/>	Case Studies	<input checked="" type="checkbox"/>	Student Presentations
<input checked="" type="checkbox"/>	Required Readings/Textbook	<input checked="" type="checkbox"/>	Exercise Science Labs
<input checked="" type="checkbox"/>	Recommended/Supplemental Readings	<input checked="" type="checkbox"/>	Population Health Program Project

CLASS POLICIES:

Expectations for individual contributions and acceptable levels of collaboration for assignments on which students will work together

Assignments: You should discuss the case studies/homework assignments with other students, the project assignment you turn in must result from a team/collaborative approach. Exams: Must be done independently, on your own. Keep the instructor advised of problems and concerns with participation, scheduling, assignment concerns. Let instructor know of reasons for not attending. Be on time to class and stay through the end of class. Come prepared by having completed reading and assignments prior to class.

Professional Performance

Students will be evaluated based on their participation in class as well as successful, on-time completion of required assignments and other work product. Quizzes on reading assignments and/or class material may be incorporated. Students will also be required to design and complete individual and group evaluation forms as the semester progresses.

Participation

It is in the best interest of the class to have all members of the class present and participating. This includes being in class, being prepared for the class by reading the assigned material in advance, and participating in class activities. Students are expected to read assignments in advance of each class meeting and participate in all class discussions and activities. Average participation will result in a grade of C for that portion of class grading.

Late Work

All assignments are due on the designated dates and times due. No exceptions.

Blackboard

Blackboard will be used for posting course files and assignments and for communicating with the class. It is your responsibility to regularly check the course site for updates to the syllabus/readings or other class information.

Academic Integrity

Please review the University's policy on academic integrity, located at www.gwu.edu/~ntegrity/code.html All graded work must be completed in accordance with The George Washington University Code of Academic Integrity.

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. Common examples of academically dishonest behavior include, but are not limited to, the following: Cheating; Fabrication; Plagiarism; Falsification and forgery of University academic documents; Facilitating academic dishonesty.

Although you may discuss the individual assignments/homework with other students, the written assignment you turn in must be your own work in your own words. If you copy another student's assignment or let someone else copy yours, you are both cheating.

Students with Disabilities

Please contact the Disability Support Services Office at 202.994.8250, Suite 242 Marvin Center, <http://gwired.gwu.edu/dss>, to establish eligibility and to coordinate reasonable accommodations.

Adverse Weather/Class Cancellation

In the event of inclement weather or any other emergency, the Department of Exercise Science will follow the decision of the University in terms of class cancellation. Please call the University hotline at 202.994.5050

Emergency Situations

In the event of a disaster each group will be responsible for meeting together at the NE corner of H St and 23rd St. Members of each group are responsible for telling Mr. Grizzell of the status of each member of the group.

Session Outline

Session Outline	
Session 1, Week 1	Monday, January 12, 2009
<p>Topics: Introduction and Class Overview of goals and objectives, expectations, assignments, projects</p> <p>Assignments:</p> <ul style="list-style-type: none">• Send electronic copy of resume or CV to Jim Grizzell by 5 pm, Jan 16. 2009 <p>Assignments for Next 2 Weeks:</p> <ul style="list-style-type: none">• Health Promotion Planning Using the Social Marketing Approach Self-Study and Test (URLs will be provided)• Process Consultation Self-Study and Quiz (on Blackboard)• Reading<ul style="list-style-type: none">○ Moments in Leadership: Introduction, p 1-5; Concluding Thoughts, p 203-206○ Public Health Leadership in the 21st Century (available on Blackboard, pdf file)○ ASPH Competencies Version 2.3 (available on Blackboard, pdf file)	
Session –, Week 2 - Martin Luther King Jr. Day, Holiday, No Class,	Monday, January 19, 2009
<p>Topics: Social Marketing, Process Consultation, Personal and public health advocacy, legislative process</p> <p>Groups will be assigned via email on Monday, January 19</p> <p>Assignments for Next Class, Jan 26:</p> <ul style="list-style-type: none">• Continue working on the CDCynergy Social Marketing and Process Consultation Self-Studies• Prepare to participate in presentation by guest speaker next Monday• Reading:<ul style="list-style-type: none">○ "Advocacy 101: Getting Started in health Education Advocacy", by Galer-Unti, Tappe and Lachenmayr; July 2004 vol 5 no 3 p 280-288 in Health Promotion Practice (Available on Blackboard, pdf file)	
Session 2, Week 3	Monday, January 26, 2009
<p>Topics: Personal advocacy, public health advocacy, legislative process</p> <p>Guest Speaker: Fern Goodhart, MPH: APHA Congressional Fellow, Borough Council Woman</p> <p>Assignments to prepare for next class:</p> <ul style="list-style-type: none">• Readng: TBA from speaker	
Session 3, Week 4	Monday, February 2, 2009
<p>Topics: Obesity Prevention Policy, Program Planning Problem Description</p> <p>Guest Speaker (tentative): Jessica Black, RD MPH, Executive Director, Campaign to End Obesity</p> <p>Assignments:</p> <ul style="list-style-type: none">• Each group presents and discusses with class MyPlan Phase 1 Problem Description answers <p>Assignments to prepare for next class, Feb 9:</p> <ul style="list-style-type: none">• Adamson K, Baker C, Lewis EY. Translating recommendations into reality: community voices. Prev Chronic Dis [serial online] 2007 Jul. Available from:	

http://www.cdc.gov/pcd/issues/2007/jul/07_0019.htm

Session 4, Week 5

Monday, February 9, 2009

Topics: YMCA Activate America program (with a focus on our healthy communities work) and the Community Healthy Living Index

Guest Speaker (tentative): Katie Adamson, National YMCA and CDC REACH Community-based Programs

Assignments to prepare for next class, Feb 16:

- Reading
 - “You, Too, Can Be An Effective Health Advocate”
 - HEA Website (www.healtheducationadvocate/Summit)
- Internet Searches
 - REACH, DASH, NCCDPHP, Function 550
- Discussions on Blackboard (see assignment description on page 9)

Session -, Week 6 - Presidents Day, No Class,

Monday, February 16, 2009

Topic: Health Education Advocacy Summit Feb 21 - 23

Assignments for Health Advocacy Summit

- Reading
 - “You, Too, Can Be An Effective Health Advocate”
 - HEA Website (www.healtheducationadvocate/Summit)
- Internet Searches
 - REACH, DASH, NCCDPHP, Function 550
 - What are they and why are they important
- Discussions on Blackboard (see assignment description on page 9)

Weekend Assignment:

- Participate in Health Education Advocacy Summit, Feb 21 – Feb 23

Session 5, Week 7 – No Class Due to Advocacy Summit

Monday, February 23, 2009

Topics: Advocacy Summit

Assignments to prepare for next class:

- Submit Summit report by Sunday, March 1, 5 pm
- Read articles that will be reported by other students

Session 6, Week 8

Monday, March 2, 2009

Topics: 1. Components and issues of the organization, financing and delivery of health services and public health systems

Assignments:

- Each group present and discuss with class MyPlan Phase 2 Market Research answers

Assignments to prepare for next class:

- Read articles that will be reported by other students

Session 7, Week 9

Monday, March 9, 2009

<p>Topics: 1. Components and issues of the organization, financing and delivery of health services and public health systems 2. Legal and ethical bases for public health and health services</p> <p>Assignments to prepare for next class:</p> <ul style="list-style-type: none"> • Read articles that will be reported by other students 	
Session – Spring Break, Week 10	Monday, March 16, 2009
<p>Topics:</p> <p>Assignments to prepare for next class:</p>	
Session 8, Week 11	Monday, March 23, 2009
<p>Topics: 3. Methods of ensuring community health, safety and preparedness</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Each group present and discuss with class MyPlan Phase 3 Market Strategy answers • Individual reports and presentations, and discussion <p>Assignments to prepare for next class:</p> <ul style="list-style-type: none"> • Read articles that will be reported by other students 	
Session 9, Week 12	Monday, March 30, 2009
<p>Topics: 4. Policy process for improving the health status of populations</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Individual reports and presentations, and discussion <p>Assignments to prepare for next class:</p> <ul style="list-style-type: none"> • Read articles that will be reported by other students 	
Session 10, Week 13	Monday, April 6, 2009
<p>Topics: 4. Policy process for improving the health status of populations,</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Each group present and discuss with class MyPlan Phase 4 Interventions answers • Individual reports and presentations, and discussion <p>Assignments to prepare for next class:</p> <ul style="list-style-type: none"> • Read articles that will be reported by other students 	
Session 11. Week 14	Monday, April 13, 2009
<p>Topics: 6. Principles of strategic planning and marketing applied to public health 7. Quality and performance improvement concepts to address organizational performance issues</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Each group present and discuss with class MyPlan Phase 4 Interventions answers • Individual reports and presentations, and discussion <p>Assignments to prepare for next class:</p> <ul style="list-style-type: none"> • Read articles that will be reported by other students 	

Session 12, Week 15	Monday, April 20, 2009
<p>Topics: 8. Systems thinking for resolving organizational problems 9. Communicating health policy and management issues using appropriate channels. Leadership skills for building partnerships. 10. Leadership Skills for building partnerships.</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Each group present and discuss with class MyPlan Phase 5 Evaluation answers • Individual reports and presentations, and discussion <p>Assignments to prepare for next class:</p> <ul style="list-style-type: none"> • Prepare for group decision brief presentations 	
Session 13, Week 16	Monday, April 27, 2009
<p>Topic: Group decision brief presentations</p>	
Session 14, Week 17 or 18	Monday, May 4, 2009
<p>Topic: Final Exams start, Group decision brief presentations</p>	
Session 14, Week 17 or 18	Monday, May 11, 2009
<p>Topic: Final Exams continue, Group decision brief presentations</p>	

Assignments

In-Class and Online (Blackboard) Discussion: Students are expected to actively participate in all class discussions indicating familiarity with the literature in the field. Discussion of the required readings in the syllabus for each class period is expected. This will also reflect systems thinking to thoroughly consider all evidence-based and –informed factors that might affect the topic and process consultation by helping the class (as a system of people) operate as an effective group.

Health Promotion Program Planning with the Social Marketing Approach Self-Study Course: Using the instructions in the email letter (posted on Blackboard) to participants in the Certified Health Education Specialist (CHES) online self-study course do the following: 1) complete the knowledge and experience survey, 2) follow the Self-Study Guide to complete the 10.5 hours (~7.5 hours of reading, 3 hours of videos) of study, 3) take the 30 question test (pass with ≥70% correct) and 4) complete the course evaluation. Students who can use this for continuing education units (CEUs) for a certification (i.e., Certified Health Education Specialist, ACSM HFS, Registered Dietitian) you can receive a certification of completion for 10.5 hours/units at no charge.

Process Consultation (Systems Thinking Tool): Process Consultation is a set of activities that help the a group (a system of people) perceive, understand, and act upon process events that are fundamentally problems involving human interactions that occur in the its environment in order to improve the health problem and situation as defined by the group. Read each web page and PC tool then take short test posted on Blackboard. The purpose of this is to prepare you to work effectively in your group and apply the ASPH competency of systems thinking for preventing or resolving organizational/group problems.

Advocacy Summit Participation: Students are expected to prepare for the Summit, participate in and report on the Summit. Preparation involves reading articles and Health Education Advocate website files, research the priority issues of the Summit and use the Discussion Board on Blackboard. Discussion will include a 100 to 150 word answer to each of the five questions concerning each issue and responding to two other students' postings with a 50 to 100 word responses. Participation includes checking in with Mr. Grizzell for each section of the Summit (Sat, Sunday am and pm, Monday). Participation includes listening to and asking questions of speakers and networking with participants. Reporting will be a one-page double spaced bullet-background paper (example will be provided).

ASPH Competency Topic Presentation and Paper: A review has 2 purposes: to develop the analytical ability of the person doing the review in relation to a professional field, to respond to a professional article or publication orally and in writing for communication with those with like professional interests as in a journal club; response to a paper given before peers; or a response published in a journal.

Students are expected to review an article or other assigned text on one of the ASPH competency topics, orally present to the class with no more than 10 slides, if used, and write a report. Presentations and papers are to be on the topic article/text selected and go beyond the required readings in order to broaden your scope of understanding. Presentation should be non-didactic!!! Limit your presentation to 20-25 minutes, including a question and answer period, and have at two or three thought questions during or after the presentation. You are expected to present up-to-date material for your participation with at least 3 references (not listed as a reference to the article/text). Your paper should be five (not more) typed double-spaced pages (no cover sheet; top 3 lines have your name, article/text title, date; not include reference list). Use 11 or 12 point font and 1 inch margins.

Organization or Community Health Improvement Group Project and Decision Brief Presentations. Students are expected work in groups using CDCynergy Social Marketing, MyPlan and MyModel (provided by instructor) to conduct needs assessment, market research, plan development, monitoring and evaluation of an organizational or community initiative. The project is to develop on intervention that is population-based, high reach/low cost, and be evidence-, informed- and theory-based. Each phase of CDCynergy MyPlan (My Model when applicable) must be completed and turned in as electronic files.

The typed electronic version of answers to questions in each Phase will be submitted to the instructor within 24 hours of each presentation. Presentations should have thought questions for the class to generate discussion and improve your work. Since MyPlan is a working document bullet point layout, incomplete sentences are OK, grammar and punctuation will not be checked – completeness of answer will be checked. Additionally, to check for and improve group effectiveness, the systems thinking tool, Rating Group Effectiveness, will be completed by each member at the completion and turn in of Phases 1, 3, and 5. Both the Phase and Rating Group Effectiveness will be reviewed by the instructor who will provide coaching, feedback and suggestions to enhance the planning process and group effectiveness.

The following criteria must be met:

- Answer 90% to 100% of the questions in each phase of MyPlan (some may be irrelevant to the health problem and target audience you want to address)
- Have measurable objectives with baselines and targets. These would be SMART goals and like those in Healthy People 2010.
- At least 5 peer reviewed journal references of evidence-, informed- and theory-based interventions related to your health problem and population/target audience/audience segment. These must serve as the basis of your intervention.
- Intervention Guidelines
 - Address a health problem such as increasing the proportion of a target audience that is not being physically active or eating healthy choices regularly
 - Population-based for a specific target audience or segment audience
 - Plan to have 80% of the target audience participate in the intervention
 - Social marketing messages and media campaigns should be designed to resonate with and memorable enough to have 80% of the target audience being able to recall the program and marketing messages a year after the program began.
 - If a worksite is the organization or community used follow soon to be release CDC Community Guide Worksite Guidelines for positive return on investment evidence-based program – Assessment of health risk (HRA, health risk appraisal) with at least 1 hour of health education which can be broken into small session over a year and preferable in conjunction with a comprehensive worksite health promotion program. ROI can be expected to be over 3:1 to 5.4:1.
 - Not be a “willing volunteer” intervention expecting members of the target population to come to exercise or nutrition classes.
- MyModel (logic model, provided by the instructor) from CDCynergy is expected to be completed as utilized during CDCynergy Phases. This should be submitted with the Phases for the instructor to review and provide suggestions.

Each group will have five 15 minute sessions to orally present to and discuss with the class the answers to questions in each Phase, 1 - 5. Dates will be set for presentations on each Phase throughout the semester. Phase question answers should be followed with thought questions to the class to get feedback and suggestions. You should consider the class a system and do what you can to get high “Rating Group Effectiveness” scores, create participation and discussion by members of the class.

The decision brief presentation should be no more than 10-15 minutes long, 20-30 minutes with discussion and have no more than 3 slides. A copy of a bullet-background paper should be given to each class member. The presentation should generate discussion and you should ask for feedback and suggestions. Format of the slide presentation and bullet-background paper will be provided.

Competency Topic Presentations and Reports

Session	Week	Date	Topic / Reading Assignments
6	8	2-Mar	1. Identify main components and issues of the organization, financing and delivery of health services and public health systems
			F as in Fat: How Obesity Policies are Failing in American - Section 1: Obesity Rates and Related Trends (BB)
			F as in Fat: How Obesity Policies are Failing in American - Section 2: Fast Facts About Obesity (BB)
			F as in Fat: How Obesity Policies are Failing in America - Section 3: State Responsibilities and Policies (BB)
7	9	9-Mar	F as in Fat: How Obesity Policies are Failing in American - Section 4: Federal Responsibilities and Policies (BB)
			F as in Fat: How Obesity Policies are Failing in American - Section 5: A National Strategy to Combat Obesity (BB)
			From Theory to Practice: What Drives the Core Business of Public Health? (BB)
			Prevention for a Healthier American (pp 1-9, BB)
8	10	16-Mar	2. Legal and ethical bases for public health and health services
			A Delicate Balance: The Role of Public Health Law . . . (MIL)
			Spring Break
			ASPH Module 6: Ethics of Health Promotion and Disease Prevention (BB)
9	11	23-Mar	Ethics and Public Health: Model Curriculum (BB)
			Core Legal Competencies for Public Health Professionals (BB)
			Professionalism and Ethics in the Public Health Curriculum (BB)
			3. Methods of ensuring community health, safety and preparedness
10	12	30-Mar	US Public Health Infrastructure (MIPH)
			Choosing Health: Improving Individual and Community Health through Health Promotion Strategies (MIL)
			Walking the Talk: Proving the Case for Prevention (MIL)
			2008 Physical Activity Guidelines for Americans (GWU SPHHS Grand Rounds PPT & Transcript, BB)
11	13	6-Apr	4. Policy process for improving the health status of populations
			Case #9: Empowering New Mexico's Young People in Public Policymaking (BB)
			6. Principles of strategic planning and marketing applied to public health
			Obama Healthcare Agenda (BB)
12	14	13-Apr	Daschle - Federal Health Board (BB)
			DHHS Strategic Plan (BB, link to DHHS)
			7. Quality & Performance Improvement to address organizational performance issues
			CDC Strategic Planning (BB, link to CDC)
13	15	20-Apr	CDC National Center for Health Marketing (BB, link to CDC NCMC)
			The Role of Performance Management & Quality Improvement in a National Voluntary Public Health Accreditation System
			Performance Management Self-Assessment Tool (BB)
			8. Systems thinking for resolving organizational problems
			ASPH Systems Thinking Paper (BB)
			Understanding Wicked Problems: A key to Advancing Environmental Health Promotion (BB)
			Exercise and Diet in Obesity Treatment: An Integrative System Dynamics Perspective (BB)
			9. Communicating health policy and management issues
Blueprint for a Healthier America (BB)			
14	16	21-Apr	10. Leadership skills for building partnerships
			Case Study #8: Making the Healthy Choice the Easy Choice (BB)
			Limitless Opportunities (AHP or BB)

AHP: Advancing Healthy Populations: The Pfizer Guide to Careers in Public Health,
BB: Blackboard, **MIL:** Moments in Leadership, **MIPH:** Milestones in Public Health