

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6104: Evidence-Based Management of Public Health Programs (3 credit hours)**  
**Fall: 2020**  
Delivery Format: Online in e-Learning / Canvas

**INSTRUCTOR**

Madsen Beau De Rochars MD, MPH  
Assistant Professor  
Health Services Research Management and Policy  
Room Number: 275 EPI building  
Phone Number: 352-294-5695  
Email: [madsenbeau@phhp.ufl.edu](mailto:madsenbeau@phhp.ufl.edu)  
Online Office Hours: By appointment

Teaching Assistant  
Yadav, Sandhya  
Room Number: HPNP 3121  
Email Address: [sandhya.yadav@ufl.edu](mailto:sandhya.yadav@ufl.edu)  
Online Office Hours: By appointment only

**Prerequisites**

None

**PURPOSE AND OUTCOME**

**Course Overview**

This course provides practical guidance on how to monitor achievement of a program's objectives, gather information and evidence of the program's effectiveness, and determine a program's impact in public health settings. We begin with a review of the structure and functions of the public health system, followed by the rationale and application of an evaluation framework that leads to evidence-based decision-making in public health.

**Relation to Program Outcomes**

The course will then focus on fundamental components germane to evaluating and managing public health programs, including: program monitoring, performance measurement, and evaluation research. Furthermore, the topics covered within these three areas will include:

- developing evaluation questions
- how to select performance measures
- research designs
- populations and sampling
- the importance of qualitative data
- acquiring, measuring, and analyzing the data
- other evaluation frameworks (CDC Evaluation Framework; Logical Framework Analysis)
- cost-benefit analysis; and finally
- how to utilize the results of evaluation research

**Course Objectives and/or Goals**

By the end of this course, the student should be able to:

- 1) Recognize the need for evidence-based public health.

- 2) Explain the role of program evaluation in public health practice.
- 3) Understand and apply an appropriate evaluation framework.
- 4) Demonstrate skills in program monitoring methods.
- 5) Demonstrate skills in performance measurement.
- 6) Demonstrate skills in evaluation research methods.
- 7) Prepare and write components of program evaluations.
- 8) Demonstrate an understanding of the political, economic, organizational, interpersonal influences on evaluation processes.
- 9) Work with the multiple users of evidence, including public health practitioners, policy makers, the public, interest groups, the media, and other stakeholders.

### **Instructional Methods**

The method of instruction for this course will be comprised of online lectures and active student participation in discussions' boards, followed by exercises using real-world examples that will allow the class to apply the material presented through the lectures while simultaneously demonstrating understanding of the material. Material presented will be linked to the reading assignments. Multidisciplinary perspectives will be discussed, and many examples will be provided to illustrate important concepts. Occasionally, speakers will be invited to discuss their experiences with public health evaluation topics. The various components of the course are designed to stimulate critical thinking about interventions that have been implemented to address public health problems, subsequently deciding on appropriate approaches used to determine the quality and the effectiveness of these interventions. The course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional. The primary components of the grading for this course will be three mid-term projects, assigned exercises and online class participation (discussions' boards).

### **What is expected of you?**

You are expected to actively engage in the course throughout the semester. You must go to Canvas prepared by viewing all out-of-class lectures in e-Learning and completing any assignments or preparatory activities that will facilitate the online class experience. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the online class sessions

In general, students are expected to:

- Log into online class regularly
- Complete the required reading PRIOR to lectures and be prepared to participate in and perhaps LEAD online class discussions.
- Watch lectures after the required reading
- Actively contribute in discussions, participate in exercises and demonstrate teamwork if assigned group activities or projects.
- Submit assignments (projects and exercises) on or prior to the due date(s).

### **Teaching Philosophy of the Instructor**

The role of the instructor is to guide, assist and support students through their own process of acquiring the course subject matter. Teaching at the graduate level leads to the proposition that learning is and should be left largely in the hands of each individual student. Lectures are designed to facilitate your understanding of the text as you seek to acquire the knowledge in the text and from internal and external class resources.

### **DESCRIPTION OF COURSE CONTENT**

1. Lectures – provide a general overview of each topic.
2. Required text, readings, and materials
3. Students enrolled in this course must have a working webcam and microphone for potential live sessions.
3. Additional resources (See pages 9 and 10 of the Syllabus below.)

## Topical Outline/Course Schedule

The instructor reserves the right to modify the course content and schedule as deemed necessary.

<b>Week 1: Monday, August 31 – Friday, September 4</b>		
<b>Lectures</b>	Lecture 1a - Instructor Introduction and Course/Syllabus Overview	Madsen B
	Lecture 1b – Why evidence-based management and evaluation?	J Feller / Madsen B
<b>Readings</b>	Rossi, Lipsey and Henry, Chapter 1, pages 1-29	Text
<b>Discussions</b>	Week 1 Discussion Board	Madsen B. and Students
<b>Week 2: Tuesday, September 8 -- Friday September 11</b>		
<b>Lectures</b>	Lecture 2 - Roles of the Evaluator and the Political and Cultural Contexts of Evaluation and Assessing the Need for a Program (Domain 1)	J Feller / Madsen B.
<b>Readings</b>	Rossi, Lipsey and Henry, Chapter 2, pages 32-56 Rossi, Lipsey and Henry, Chapter 12, pages 291-314	Text
<b>Discussions</b>	Week 2 Discussion Board	Madsen B. and Students
<b>Exercise</b>	Assign Exercise 1: Searching for an Article on Evaluation and Identifying the Evaluation Questions due week 3	Due 09/18 at or before 11:59 PM
<b>Week 3: Monday, September 14 – Friday September 18</b>		
<b>Lectures</b>	Lecture 3a – Planning an Evaluation	J Feller / Madsen B.
	Lecture 3b – Assessing Program Theory and Design (Domain 2)	J Feller / Madsen B.
<b>Readings</b>	Rossi, Lipsey and Henry, Chapter 3, pages 35-63 Rossi, Lipsey and Henry, Chapter 11, pages 266-289	Text
<b>Discussions</b>	Week 3 Discussion Board	Madsen B. and Students
<b>Exercise</b>	Due Exercise 1: Searching for an Article on Evaluation and Identifying the Evaluation Questions	Close for grading on 09/18 at 11:59 PM
<b>Assignments</b>	Assign Project 1 – Formulating Evaluation Questions	Due: 10/04 at or before 11:59 PM
<b>Week 4: Monday, September 21 – Friday September 25</b>		
<b>Lectures</b>	Lecture 4 – Evaluation Questions and SMART Objectives	J Feller / Madsen B.
<b>Readings</b>	Supplemental materials will be assigned	Supplemental
<b>Discussions</b>	Week 4 Discussion Board	Madsen B. and Students
<b>Exercise</b>	Assign Exercise 2: Outlining a Plan to Evaluate the Implementation of a New Health Clinic	Due 10/01 at or before 11:59 PM
<b>Week 5: Monday, September 28– Thursday October 1</b>		

<b>Lectures</b>	Lecture 5 – Assessing Program Process and Implementation (Domain 3)	J Feller / Madsen B.
<b>Readings</b>	Rossi, Lipsey and Henry, Chapter 4, pages 92-113	Text
<b>Discussions</b>	Week 5 Discussion Board	Madsen B. and Students
<b>Exercise</b>	Due Exercise 2: Outlining a Plan to Evaluate the Implementation of a New Health Clinic	Close for grading on 10/01 at 11:59 PM
<b>Week 6: Monday, October 5– Friday October 9</b>		
<b>Lectures</b>	Lecture 6 – Measuring and Monitoring Program Outcomes (Domain 4)	J Feller / Madsen B.
<b>Readings</b>	Rossi, Lipsey and Henry, Chapter 5, pages 116-139	Text
<b>Discussions</b>	Week 6 Discussion Board Questions on Project 1 which is due next week (10/16)	Madsen B. and Students
<b>Week 7: Monday, October 12 - Friday October 16</b>		
<b>Lectures</b>	Lecture 7 – Impact Evaluation: Isolating the Effects of Social Programs in the Real World (Domain 4)	J Feller / Madsen B.
<b>Readings</b>	Rossi, Lipsey and Henry, Chapter 6, pages 142-155	Text
<b>Discussions</b>	Week 7 Discussion Board	Madsen B. and Students
<b>Exercise</b>	Assign Exercise 3 – Costs and tradeoffs in data collection due week 8	Close for grading on 10/23 at 11:59 PM
<b>Assignments</b>	Project 1 – Formulating Evaluation Questions (due) Electronic copies submitted through e-Learning on Canvas.	Close for grading on 10/16 at 11:59 PM
<b>Week 8: Monday, October 19 – friday October 23</b>		
<b>Lectures</b>	Lecture 8a – Impact Evaluation: Comparison Group Designs (Domain 4)	J Feller / Madsen B.
	Lecture 8b – Impact Evaluation: Designs with Strict Controls on Program Access (Domain 4)	J Feller / Madsen B.
<b>Readings</b>	Rossi, Lipsey and Henry, Chapter 7, pages 159-183 Rossi, Lipsey and Henry, Chapter 8, pages 186-209	Text
<b>Discussions</b>	Week 8 Discussion Board	Madsen B. and Students
<b>Exercise</b>	Exercise 3 Due– Costs and tradeoffs in data collection due week	Due :10/23 at or before 11:59 PM
<b>Week 9: Monday, October 26 – Friday October 30</b>		
<b>Lectures</b>	Lecture 9 – Detecting, Interpreting and Exploring Program Effects	J Feller / Madsen B.
<b>Readings</b>	Rossi, Lipsey and Henry, Chapter 9, pages pages 212-234 Supplemental materials will also be distributed	Text and Supplemental Materials
<b>Discussions</b>	Week 9 Discussion Board	Madsen B. and Students

<b>Exercise</b>	Assign Exercise 4 – Provide a framework for conducting a cost-benefit analysis of a given public health or social service program	Close for grading on 11/06 at 11:59 PM
<b>Assignments</b>	Assign Project 2 – Critically Reviewing an Evaluation Research Article (assigned)	Due : 11/08 at or before 11:59 PM
<b>Week 10: Monday, November 2 – Friday November 6</b>		
<b>Lectures</b>	Lecture 10 – Assessing the Economic Efficiency of Programs (Domain 5)	J Feller / Madsen B.
<b>Readings</b>	Rossi, Lipsey and Henry, Chapter 10, pages 239-262 Supplemental materials will be assigned	Text
<b>Discussions</b>	Week 10 Discussion Board	Madsen B. and Students
<b>Exercise</b>	Week 10 Exercise 4 Due – Provide a framework for conducting a cost-benefit analysis of a given public health or social service program	Close for grading on 11/06 at 11:59 PM
<b>Week 11: Monday, November 9 – Friday November 13</b>		
<b>Lectures</b>	Lecture 11 (Guest) – International Program Evaluation: The Trials, Tribulations and Triumphs of Food Security Programs in Africa (Sarah McKune, Ph.D, MPH)  OR  Lecture 11 (Guest) - The Power of Data and Evidence-Based Decision-making in Policy Development and Advocacy; David Fifer, Dental Campaign, The Pew Charitable Trusts	Madsen B. or Guest Lecturers
<b>Readings</b>	Supplemental readings may be assigned	Text
<b>Discussions</b>	Week 11 Discussion Board	Madsen B. and Students
<b>Assignments</b>	Assign Final Project – Creating an Evaluation Plan for a Public Health Program	Due: 12/04 at or before 11:59PM
<b>Week 12: Monday, November 16 – Friday November 20</b>		
<b>Lectures</b>	Lecture 12 – The CDC Framework for Evaluation and/or Qualitative Data Video from the American Evaluation Association	J Feller / Madsen B.
<b>Readings</b>	Supplemental materials will be assigned	
<b>Discussions</b>	Week 12 Discussion Board	Madsen B. and Students
<b>Exercise</b>	Assign Exercise 5 – Overcoming an evaluation communication challenge. Due week beginning of week 14	Due: 11/30 at or before 11:59 PM
<b>Assignment</b>	Project 2 - Critically Reviewing an Evaluation Research Article (due) Submitted via email as directed or through e-Learning.	Close for grading on 11/08 at 11:59 PM
<b>Week 13: Monday, November 23 – Tuesday November 24 Thanksgiving week</b>		
<b>Lectures</b>	Lecture 13 (Guest) – International Program Evaluation: The Trials, Tribulations and Triumphs of Food Security Programs in Africa (Sarah McKune, Ph.D, MPH)	Madsen B. and Students

	OR	
	Lecture 13 (Guest) - The Power of Data and Evidence-Based Decision-making in Policy Development and Advocacy; David Fifer, Dental Campaign, The Pew Charitable Trusts	
<b>Readings</b>	Supplemental readings may be assigned	Madsen B.
<b>Discussions</b>	Week 13 Discussion Board	Madsen B. and Students
<b>Week 14: Monday, November 30– Friday December 4</b>		
<b>Lectures</b>	Lecture 14 – Logical Framework Analysis - Emerging Issues in the Practice of Evaluation (audio file with PowerPoint file) and/or Qualitative Data Video from the American Evaluation Association	J Feller / Madsen B.
<b>Discussions</b>	Week 14 Discussion Board	Madsen B. and Students
<b>Exercise</b>	Due Exercise 5 - Overcoming an evaluation communication challenge	Close for grading on 11/30 at 11:59 PM
<b>Final Week 15: Monday, December 7 – Wednesday December 9</b>		
<b>Lectures</b>	There is no lecture..	Madsen B.
<b>Discussions</b>	Week 15 Discussion Board to discuss about the final project or an optional call-in questions and answer session may be held	Madsen B. and Students
<b>Assignments</b>	Final Project – Creating an Evaluation Plan for a Public Health Program (due) Electronic copies submitted through e-Learning Canvas.	

\* NOTE: all times are posted in Eastern time – note that the semester starts in Eastern Daylight Savings Time (EDST). On Sunday, November 3, 2019 at 2:00 a.m., Eastern time will “fall back” one hour to Eastern Standard Time (EST).

## Course Materials and Technology

### Course Textbook(s) and Reading

Rossi, Peter H; Lipsey, Mark W; and Henry, Gary T (2019). *Evaluation: A Systematic Approach, 8<sup>th</sup> Edition*. Sage Publications Inc. ISBN: 978-1-5063-0788-6 (paperback)

Additional readings, including online resources, may be assigned. Students may be directed to the class e-Learning portal for weekly supplementary reading assignments.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

### **Project 1**

#### *Writing Evaluation Questions*

A written paper will be required.

See the assignment in e-Learning and for further information. Late submissions will not be accepted.

### **Project 2**

#### *Reviewing an Evaluation Research Article using an Evaluation Article Review Tool*

A 3-5 page written paper will be required.

See the assignment in e-Learning and for further information. Late submissions will not be accepted.

### **Final Project**

#### *Creating an Evaluation Plan for a Public Health Program*

An 8-10 page written paper will be required.

See the assignment in e-Learning and for further information. Late submissions will not be accepted.

### **Discussions**

There are a total of 15 discussion boards. Participation in ALL 15 discussion boards is required. They are related to readings or assignments or topics generally associated with readings or assignments. Discussion boards are graded, with the quality of participation in each discussion board evaluated for up to 1% of your grade. Students will be asked to lead and/or engage in discussion and may be asked to generate the discussion question for the week's discussion and may work in groups or individually. Participation in these discussions determine your class participation.

### **Exercises**

There will be a total of 5 at least exercises to complete throughout the duration of the course as part of class participation. Student exercises are not critically graded (though feedback will be provided) but the exercises must be completed to earn 3% for each exercise. These exercises are factored into the class participation scoring. The instructor will determine whether or not the exercise has been completed sufficiently to qualify for class participation. Late submissions, submitting the wrong attachment or failure to work on the exercise if it is assigned as a class assignment will not be accepted. When submitting an assignment through e-Learning, it is a student's responsibility to properly attach the correct assignment document. Please verify your attachments.

### **Grading**

Requirement	Due Date	Points or % of Final grade (% must sum to 100%)
Project 1 (assigned week 3)	(Week 7) 10/16 11:59 pm	20%
Project 2 (assigned week 9)	(Week 12) 11/20 11:59 pm	20%
Final Project (assigned week 11)	(Week 15) 12/09 11:59 pm	30%
Class Participation/Discussion	Weekly	15%
Exercises		15%
Schedule		
Exercise 1 Week 3 (assigned Week 2)	(Week 3) 09/18 11:59 pm	
Exercise 2 Week 5 (assigned Week 4)	(Week 5) 10/01 11:59 pm	
Exercise 3 Week 8 (assigned week 7)	(Week 8) 10/30 11:59 pm	
Exercise 4 Week 10 (assigned week 9)	(Week 10) 11/06 11:59 pm	
Exercise 5 Week 14 (assigned Week 12)	(Week 14) 11/30 11:59 pm	

		100%

Percentages Earned	93% to 100%	90% to 92%	87% to 89%	83% to 86%	80% to 82%	77% to 79%	73% to 76%	70% to 72%	67% to 69%	63% to 66%	60% to 62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

There will be no redistribution or deletion of course requirements. The same evaluation procedure will consistently be applied to all students.

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Policy Related to Make Work

Please note: When we use E-LEARNING for project or work submissions, any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**



You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to

or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

### **Additional Potential Resources**

#### **Public Health Journals**

- American Journal of Public Health, a journal of the American Public Health Association ([www.ajph.org](http://www.ajph.org)).
- Journal of Public Health Management and Practice, a journal of the National Association of County and City Health Officials ([www.jphmp.com](http://www.jphmp.com))
- Morbidity and Mortality Weekly Report, a journal of the Centers for Disease Control and Prevention ([www.cdc.gov/mmwr](http://www.cdc.gov/mmwr))
- American Journal of Preventive Medicine, a journal of the American College of Preventive Medicine and the Association of Teachers of Preventive Medicine ([www.ajpm-online.net](http://www.ajpm-online.net))

## Public Health Resources

### *Government Agencies*

- U.S. Department of Health and Human Services ([www.dhhs.gov](http://www.dhhs.gov)) and its various Public Health Service agencies
- Centers for Disease Control and Prevention ([www.cdc.gov](http://www.cdc.gov))
- Food and Drug Administration ([www.fda.gov](http://www.fda.gov))
- Health Resources and Services Administration ([www.hrsa.gov](http://www.hrsa.gov))
- National Institutes of Health ([www.nih.gov](http://www.nih.gov))
- Agency for Healthcare Research and Quality ([www.ahrq.gov](http://www.ahrq.gov))
- U.S. Environmental Protection Agency ([www.epa.gov](http://www.epa.gov))
- Florida Department of Health ([www.doh.state.fl.us](http://www.doh.state.fl.us))

### *Public Health Organizations*

- American Public Health Association ([www.apha.org](http://www.apha.org))
- Association of State and Territorial Health Officials ([www.astho.org](http://www.astho.org))
- National Association of County and City Health Officials ([www.naccho.org](http://www.naccho.org))
- Association of Schools and Program of Public Health ([www.aspph.org](http://www.aspph.org))
- Florida Public Health Association ([www.fpha.org](http://www.fpha.org))
- Public Health Foundation ([www.phf.org](http://www.phf.org))
- Association of Teachers of Preventive Medicine ([www.atpm.org](http://www.atpm.org))

### *International Health*

- United Kingdom Public Health Association ([www.ukpha.org](http://www.ukpha.org))
- World Health Organization ([www.who.org](http://www.who.org))
- Global Health Council ([www.globalhealth.org](http://www.globalhealth.org))
- Pan American Health Organization ([www.paho.org](http://www.paho.org))
- Family Health International ([www.fhi.org](http://www.fhi.org))

## Public Health Data and Information

- CDC Behavioral Risk Factor Surveillance System ([www.cdc.gov/brfss](http://www.cdc.gov/brfss))
- Healthfinder ([www.healthfinder.gov](http://www.healthfinder.gov))
- National Center for Health Statistics ([www.cdc.gov/nchs](http://www.cdc.gov/nchs))
- National Library of Medicine ([www.nlm.nih.gov](http://www.nlm.nih.gov))
- National Health Information Center ([www.health.gov/nhic](http://www.health.gov/nhic))
- National Women's Health Information Center ([www.4women.gov](http://www.4women.gov))
- Institute of Medicine ([www.iom.edu](http://www.iom.edu)) and National Academy Press ([www.nap.edu](http://www.nap.edu)) –

## Other Resources

- Medline Plus ([www.nlm.nih.gov/medlineplus](http://www.nlm.nih.gov/medlineplus))
- Medscape ([www.medscape.com](http://www.medscape.com))
- Public Health Grand Rounds (national live webcasts) ([www.publichealthgrandrounds.unc.edu](http://www.publichealthgrandrounds.unc.edu))
- Florida CHARTS ([www.floridacharts.com](http://www.floridacharts.com))
- CDC Wonder (<http://wonder.cdc.gov>)
- US Census ([www.census.gov](http://www.census.gov))
- Fedstats ([www.fedstats.gov](http://www.fedstats.gov))
- CDC Mortality and Morbidity Weekly Reports (free subscriptions) ([www.cdc.gov/mmwr](http://www.cdc.gov/mmwr)) and MMWR morbidity and mortality data by time and place ([www.cdc.gov/mmwr/distrnds.html](http://www.cdc.gov/mmwr/distrnds.html))
- State Health Facts ([www.statehealthfacts.kff.org](http://www.statehealthfacts.kff.org)) provides individual state health data.
- State Public Health Information Database ([www.statepublichealth.org](http://www.statepublichealth.org))