

**PUBLIC
HEALTH
SCHOLAR
BOWL**

**SAINT LOUIS
UNIVERSITY**

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2018 MANUAL



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March 14th, 2018

Dear Scholar Bowl Participants,

Welcome to the 2018 6th Annual Saint Louis University Undergraduate Public Health Scholar Bowl Competition!

Enclosed, please find the 2018 Public Health Scholar Bowl Competition Manual. This electronic packet includes the competitors' code of ethics, the tentative schedule of events, Quiz Bowl rules, Case Study rules, the Case Study, and the judges' scoring card. Please read all of the information carefully. Please note that this year we have added an unscored "Case Study Summary" slide requirement to showcase teams' work in the Case Study. An example has been attached in a separate document and instructions can be found on page 11.

On the evening of Friday, April 13th, there will be an optional early check-in/packet pick-up from 7pm - 9pm in the lobby of the Holiday Inn-Forest Park/Hampton - 5915 Wilson Ave., St. Louis MO 63110. Teams are also able to check-in and pick up their packets Saturday morning at 8am in the Busch Student Center, Saint Louis University.

Finally, please submit a final copy of your Case Study presentation, along with a separate summary presentation, to publichealthbowl@slu.edu by **Thursday, April 12th, 2018 at 11:59pm CST**. Please note that on-time submission is a component of the final case study score. Any questions concerning the Case Study or Quiz Bowl can be submitted by email. Winners and results will be announced at the dinner held following the event.

We look forward to seeing you in St. Louis. We wish you the best of luck with the Case Study and preparation for the Quiz Bowl!

Sincerely,

Becky Brosch, MPH Candidate
Public Health Scholar Bowl Co-Chair

Kim Thro, MPH Candidate
Public Health Scholar Bowl Co-Chair

Competitor's Code of Ethics

1. All development of case study and presentation materials must be done by official members of the team only.
2. Team members may only use reference materials available to the public.
3. Teams must not share or gain information on the content of presentations from other competing teams before or during the competition.
4. Faculty advisors to student teams participating in the competition are encouraged to attend the event; however, the case study and quiz bowl are solely for the students. Once the competition begins, all faculty advisors, alumni, and other interested parties may act as spectators only. These individuals may not offer suggestions or revisions to the content or structure of the information being presented during the official presentation time. In addition, these individuals may not share information on the content of presentations being made by competing teams and may not observe presentations by competing teams as long as their team remains in the competition.
5. Students are not allowed to seek or accept feedback from judges until the end of the competition.
6. If it appears that a team has violated any of these rules, it will be investigated. If it is determined that a violation has occurred, it will result in immediate disqualification of the team and notification provided to the respective undergraduate programs and University.

2018 Undergraduate Public Health Scholar Bowl

Schedule (TENTATIVE)

Friday, April 13th, 2018

7:00 pm-9:00 pm **Early Check-in**

(Holiday Inn-Forest Park/Hampton)

Saturday, April 14th, 2018

9:00am-9:30am **Check-in and Continental Breakfast**

9:30 am-10:00 pm **Welcome**

10:00 am-12:30 pm **Quiz Bowl Matches/Case Study Presentations**

12:30 pm-2:00 pm **Lunch/Public Health Fair Break**

1:15 pm-2:00 pm **Global Health Presentation**

2:00 pm-3:00 pm **Quiz Bowl Matches/Case Study Presentations**

3:00 pm-3:30 pm **Quiz Bowl Semi-Finals (Semi-finalists Only)**

3:00 pm-3:45 pm **Break/Case Study Summary Presentations**

3:45 pm-4:15 pm **Quiz Bowl Championship**

4:15 pm-5:30 pm **Awards Ceremony/Dinner**

Quiz Bowl Rules

1. Each team will compete in 4 random draw matches. The top 4 teams, based on total points scored, from the random draw matches will advance to a seeded 4 team bracketed playoff. In the case of a tie, the teams will be compared by number of matches won.
2. Each team will consist of up to 5 people playing at one time. Teams are allowed to substitute players at the halftime break. Each player will have their own buzzer.
3. The moderator's table will be facing the participants. There will also be a volunteer scorekeeper/timekeeper in the room. Participants are invited to watch matches when not playing, but must remain completely silent.
4. Coaches may be present in the room during competition.
5. Once matches have begun, no one is allowed to enter or leave the room until the halftime break or the end of the match.
6. The competition begins with brief introductions (the moderator will introduce his/herself and then ask each team to do so as well).
7. The moderator will begin reading the questions. Players can buzz in at any point during the reading of the question.
8. Teams will have 10 seconds after the moderator finishes reading the question to buzz in. At this time, the answer will be read and the moderator will continue to the next question.
9. If anyone presses the buzzer, the moderator stops reading the question and addresses the player that buzzed in. The player must then give their answer. An answer will only be accepted from a player whose buzzer is lit up.
10. A correct answer will receive one point.
11. An incorrect answer or failure to give an answer within the allotted time of 5 seconds receives no deduction. However, if a player on a team gives an incorrect answer, no one else from that team will be allowed to answer the question.
12. The moderator will begin reading the question from the beginning.
13. Any player on the other team may buzz in to answer the question at any point during the re-reading of the question or during the usual 10 second period after.

14. If the first team buzzes in during the 10 second period after the question is read and is incorrect, the second team will have 5 seconds more before time is called and the answer is read.
15. Each round will consist of 20 questions with a 3-minute break at halftime (after the first 10 questions).
16. The round is over after all 20 questions are read. The team with the most points wins the game. In the event of a tie, the game will finish with questions being asked in sudden death. The first to answer the question correctly wins. The tie-breaker question will not count toward number of points (as not every round will have a tie-breaker question), but will determine the winner of the match.
17. The moderator in each room will be the final decision maker when conflicts arise between teams and/or coaches. The moderators in each room reserve the right to ask disruptive players, coaches, and audience members to leave the room.
18. Abbreviations will not be accepted as answers unless specifically requested.

Case Study Rules

1. **Teams are forbidden from mentioning their undergraduate program and university name on any copies of the official presentation materials.** Names of all team members are allowed; however, any identifiers of your mentor, undergraduate program, and university name are expressly prohibited. *This means you should remove your name tags prior to entering the case study room.* This is done to ensure no bias by judges based on school. University and/or program name is only allowed on the Case Study summary slides that will not be given to judges.
2. The competition facilitator will prompt the team to begin, and the timekeeper will start the time clock. Each team will be given a maximum of twenty 20 minutes to present the results of their analysis. An additional 5 minutes will be provided for a question and answer session with the judging panel.
3. The timekeeper will signal when the team has 5 minutes to conclude their presentation. At the conclusion of the 20 minutes, the timekeeper will announce “time” and the team must conclude their presentation. No one will be permitted to exceed the allocated 20-minute time limit. If a team’s presentation is completed prior to the 20-minute limit, the team should announce that they have completed their presentation.
4. Once the presentation begins, no one will be permitted to enter or exit the room during the 20-minute presentation or the 5-minute question and answer period. Only in the case of an emergency will individuals be permitted from entering and leaving the room.
5. Judges are asked to hold questions until the end of the presentation.
6. No team members, affiliated students, or faculty advisors of any team are allowed to attend the presentation of any other competing team. If any team member, affiliated students or faculty advisors violate this rule, the entire team is disqualified.
7. In the event of a tie, the team with the highest score in the Professionalism category will be delineated as the winner. If winners are still tied, the next tie-breaking topic will be Marketing/Education, followed by Planning, Evaluation, Policy Recommendations, Problem/Background, respectively.

Scholar Bowl 2018 Case Study

Supporting Good Health & Well-Being in Low and Middle-Income Countries

Introduction

Many pressing issues in public health occur in low and middle-income countries (LMICs), where inadequate healthcare infrastructure, poor living conditions, and economic inequality leave many populations vulnerable to a variety of poor health outcomes. Tremendous progress has been made in addressing global health problems in the past few decades. For example, preventable child deaths have decreased by 50% and maternal mortality has decreased by 45% since 1990¹. The number of deaths from malaria and HIV/AIDS has drastically fallen as well.¹ Though mortality from infectious causes is decreasing, millions still die from preventable diseases like measles and tuberculosis each year. Mortality from non-communicable diseases has increased worldwide. Natural and man-made disasters, substance abuse, and road injuries also put millions at risk of premature mortality. Hundreds of millions worldwide still lack access to clean water, adequate sanitation, and health care services, which exacerbate or lead to adverse health outcomes.

Background

To encourage global prosperity, the United Nations published the Millennium Development Goals in 2000 and its successor, the Sustainable Development Goals (SDGs), in 2015. SDG Goal #3, [‘Good Health and Well-Being’](#) states that “Ensuring healthy lives and promoting wellbeing for all at all ages is essential to sustainable development.”², par. 1 The goal outlines 13 targets that include reducing maternal and neonatal mortality; ending “the epidemics of AIDS, tuberculosis, malaria, and neglected tropical diseases”;², bullet 3 reducing mortality from non-communicable causes; promoting mental health; reducing mortality from hazardous chemicals and environmental contamination; and strengthening global tobacco prevention and control.² This goal is further explained by Dr. Babatunde Osotimehim, Executive Director of the United Nations Populations Fund: www.youtube.com/watch?v=Fzz3Rr8fd2Q

Scenario

Your University/College has received a \$10,000 grant from the Bill & Melinda Gates Foundation to address one of [SDG Goal #3’s targets](#) in a low or middle-income country. You may target a specific condition or disease, or address the target as a whole. You do not need to include travel or lodging costs in your budget.

Task

Your team’s job is to develop a student-lead service or immersion project in a low or middle-income country that is responsive to SDG Goal #3 and that uses evidence-based approaches. This program should be distinct from similar global health service trips at your university. Your project should consider and respect cultural beliefs/practices and include

health promotion activities beyond just health education. Consider using the [CDC's SMART guidelines](#) to create objectives for your program. You will also identify potential in-country and US-based community partners and suggest ways to engage them in your work. A brief summary of the required components is provided on the next page; specific criteria are listed in the "Judge's Score Card."

Reference List

1. Campbell, D. A. (2017). An Update on the United Nations Millennium Development Goals. *Journal of Obstetric, Gynecologic, & Neonatal Nursing*, 46(3), 48-55
2. United Nations. (2015). Goal 3: Ensure healthy lives and promote well-being for all at all ages. Retrieved from <http://www.un.org/sustainabledevelopment/health/>

Case Study: PHSB 2018
CASE STUDY OVERVIEW

Please refer to judge's rubric for specific expectations.

Task: Your team will prepare a presentation that includes the following components:

1. ASSESSMENT OF PROBLEM, BACKGROUND, PARTNERS

- Explain why your selected issue is a public health problem; be sure to consider epidemiologic data in your answer.
- Provide relevant background, demographic, and organizational information on the country and community.
- List the university, in-country, and community partners/stakeholders and leaders you will engage.
- Explain stakeholders partners' relevance, investment, and contributions.

2. POLICY CONSIDERATIONS

- Describe the healthcare system in your selected country.
- Identify international or national policies that may address your issue.

3. PLANNING

- Establish knowledge-based and behavioral-based goals and objectives.
- Create a budget (\$10,000).
- Develop a budget justification.

4. MARKETING AND EDUCATIONAL CAMPAIGN/INTERVENTION

- Choose one of your knowledge or behavioral objectives and
 - Identify your target population.
 - Identify an evidence-based intervention (educational or behavioral) to address a health issue in your chosen community; remember that you can choose an intervention that targets determinants of behavior or outcomes of your health issue.
 - Explain how your intervention relates to theory.
 - Explain how you would disseminate information about your intervention.
- Develop an example of marketing material you would use in the campaign.

5. EVALUATION OF MARKETING AND EDUCATIONAL CAMPAIGN/INTERVENTION

- Explain the purpose of evaluation in public health practice.
- Describe how you will conduct the process evaluation.
- Describe how you will conduct the outcome evaluation.

6. PROFESSIONALISM

- Public speaking.
- Presentation materials.
- Responses to judges' questions.

***DISCLAIMER:** Teams are prohibited from gathering and using primary data for the development of this case study.

Case Study: PHSB 2018
CASE STUDY SUMMARY

Task: Your team will prepare a 2-4 slide summary presentation that includes the components below. **PLEASE NOTE: The summary will not affect your final score** and judges will not have access to the summary slides. Slides will be shown following the conclusion of presentations for teams to share their work and learn from each other.

Summary slides should include: Title of presentation, university name, country and target population background, short description of healthcare system, knowledge- and behavioral-based goals and objectives, and picture of sample marketing material(s).

We have attached an example of the case study summary slides (based on the case study from last year) to this email, feel free to reference this example when making your own summary slides.

2018 Judges' Score Card

Panel Member: _____

Presentation Time: _____

PROBLEM, BACKGROUND, PARTNERS		
Explain the Problem	<ul style="list-style-type: none"> ● Explain why your selected issue is a public health problem ● Specify why it is a problem for the specified population ● Use epidemiologic data to support argument 	____/2pts
Background and Data	<ul style="list-style-type: none"> ● Present relevant background, demographic, and organizational information on the country and community ● Describe reasons and assumptions behind intervention design 	____/4pts
In-country community partners and stakeholders	<ul style="list-style-type: none"> ● Explain the importance of engaging stakeholders ● Present a list of university, in-country and community partners and other stakeholders involved in the planning process ● Explain the “stake” each stakeholder has in the issue 	____/4pts
JUDGE'S COMMENTS:		____/10pts SECTION TOTAL

POLICY CONSIDERATIONS		
Describe Healthcare System	<ul style="list-style-type: none"> Describe the healthcare system in your selected country 	___/4pts
Identify Current Policies	<ul style="list-style-type: none"> Identify international policies or national policies that may address your issue 	___/4pts
JUDGE'S COMMENTS:		___/8pts SECTION TOTAL

PLANNING		
Knowledge-Based Goal	<ul style="list-style-type: none"> Develop one knowledge-based goal 	___/2pts
Knowledge-Based Objectives	<ul style="list-style-type: none"> Provide clearly laid out objectives with measurable outcomes that are linked to the knowledge goal and can clearly be used to monitor program progress and success 	___/2pts
Behavioral Goal	<ul style="list-style-type: none"> Develop one behavioral goal and relate it to a specific health behavior (or behaviors) 	___/2pts
Behavioral Objectives	<ul style="list-style-type: none"> Provide clearly articulated objectives with measurable outcomes that are linked to the behavioral goal and that can clearly be used to monitor program progress and success 	___/2pts
Budget	<ul style="list-style-type: none"> Create an itemized budget for funds of \$10,000 or less Justify expenditures 	___/2pts
JUDGE'S COMMENTS:		___/10pts SECTION TOTAL

MARKETING AND EDUCATIONAL CAMPAIGN/INTERVENTION		
Target Population	<ul style="list-style-type: none"> Identify your target population and explain why this group is your focus 	___/3pt
Evidence-Based Intervention	<ul style="list-style-type: none"> Provide an example of an evidence-based strategy/intervention (educational or behavioral) from the literature and explain why it is a good choice for the target population and objective 	___/6pts
Dissemination	<ul style="list-style-type: none"> Explain how you would disseminate the information about your intervention using a variety of strategies Provide tactics on how to reach your target audience(s) 	___/6pts
Marketing Campaign Example (Flyer, Poster, Video, etc.)	<ul style="list-style-type: none"> Present a physical example of marketing campaign Convey key message and information Demonstrate creativity and professionalism within example 	___/8pts
Theory	<ul style="list-style-type: none"> Explain how your intervention utilizes constructs and/or concepts from theories (e.g. Health Belief Model, Social Cognitive Theory, etc.) 	___/2pts
JUDGE'S COMMENTS:		___/25pts SECTION TOTAL

EVALUATION		
Evaluation	<ul style="list-style-type: none"> • Explain the general purpose and importance of evaluation 	___/2pt
Process Evaluation Plan	<ul style="list-style-type: none"> • Explain the process evaluation clearly and how it relates to goals • Provide examples of information you will obtain 	___/4pts
Outcome Evaluation Plan	<ul style="list-style-type: none"> • Explain the outcome evaluation plans • Provide examples of information you will obtain • Explain how this information will determine if objectives are reached 	___/4pts
JUDGE'S COMMENTS:		___/10pts SECTION TOTAL

PROFESSIONALISM		
Public Speaking	<ul style="list-style-type: none"> • Speak clearly • Make eye contact with the judges • Do not read off the presentation screen 	___/4pts
Presentation	<ul style="list-style-type: none"> • Presentation is professionally prepared • Display appropriate visual aids (e.g., charts, graphs, pictures) • Expand upon the visual information through verbal explanation 	___/4pts
Question Responses	<ul style="list-style-type: none"> • Respond logically and creatively to questions • Demonstrate thoughtfulness about the content presented 	___/2pts
Timeliness <i>Judges do not score this row</i>	<ul style="list-style-type: none"> • Presentation was submitted to organizers on time 	___/2pts
JUDGE'S COMMENTS:		___/12pts SECTION TOTAL
JUDGES DO NOT ADD UP TOTAL SCORE		
CASE STUDY TOTAL SCORE		___/75pts

JUDGES' NOTES:
