

HSC 315 - Community Presentation Deliverable Three

As part of a more comprehensive prevention and containment effort, you have been assigned to an outreach team to ensure that members of your community are prepared to prevent and reduce burden of disease related to Zika infection. Based on the available evidence, you are asked to develop and disseminate a community-based strategy to the population you serve to minimize the impacts of a potential epidemic.

In each group, students will develop a presentation which would be hypothetically delivered to members of the community in the assigned jurisdiction. Based on identification of key susceptible populations, groups will develop a community-based intervention which targets individual, interpersonal, and community levels of a social-ecological model. The proposed program should be presented in a manner that not only would be understandable by members of the target community, but compel them to change their behavior and/or environment to reduce the risk of Zika infection.

Although not explicitly focused on policy, each group should reference Step 8 under Bardach's framework, "Tell Your Story".

The basic outline of the presentation is as follows:

I. Describe the Problem

In a manner that is understandable by the target community(ies), each presentation should introduce the Zika virus and how it is spread. Attention should be placed on individual, interpersonal, and community-level factors, as defined by the social-ecological model. It is important to describe these influences as they pertain to the specific at-risk groups found in the constituent population.

II. Explain the Consequences of the Problem for the Community

In addition to describing the process(es) in which Zika may infect particular segments of the population, the presentation should detail the immediate, sustained, and/or permanent consequences of a Zika epidemic. Groups should not only discuss the effects of Zika on an infected person, but also the broader impacts within the interpersonal and community levels of the social-ecological model.

III. Detail the Components of the Intervention and/or Programmatic Strategy

Based on a thorough description of processes and outcomes of a potential Zika epidemic, each group should describe a strategy which has strong potential for effectiveness by the constituent population, particularly vulnerable communities. A solid intervention should target multiple

levels of the social-ecological model. Sufficient detail should be provided so that a layperson in the population-of-interest would be able to understand the logic between the intervention activities and prevention, screening, and/or treatment of Zika infection.

IV. Recommend the Specific Actions that Community Members should Undertake

The success of any intervention requires the acceptance and adoption by the population and in particular, by groups highly susceptible for infection. The section of the presentation should focus on detailing a compelling rationale for how and why members of the target community would engage in the desired behavior/s and sustain it/them for the necessary period(s) of time. These recommendations should also account for any competing priorities or necessary resources that may influence adoption and maintenance of the desired behavior(s).

V. Summarize How Success of the Intervention will be Determined

The presentation should conclude with benefits that should occur at an individual, interpersonal, and/or community level if the intervention is carried out successfully. Groups should indicate how potential success(es) will be measured and how that information will be conveyed to the constituent community. Emphasis should be placed on outcomes that would be of high priority to susceptible population groups.

This presentation will be delivered during the last week of the semester during Tutorial Sessions. Each group will have 20 minutes to present their intervention. It is required that students use Microsoft Powerpoint or Google Slides for their presentations, and create a self-running presentation (e.g., Ignite presentation format within Microsoft Powerpoint) with respect to timing of slides and embedded sounds/videos, if appropriate. It is not required that each student be part of the presentation, but it is expected that all students will have contributed substantively to the development and execution of the presentation.

It is important that each group keep in mind the target audience and prepare a presentation that conveys ideas in a clear and comprehensible fashion to optimize effectiveness. The quantity, clarity, and logic of the content is important for each group to keep in mind. This includes written and verbal language used, along with any data, scientific evidence, or relevant examples that supports main points and overall conclusions. Incorporation of graphics or other visual depictions are welcomed and encouraged. One (or more, if needed) slide should be reserved for APA-style references cited in the presentation, and in-text APA references should appear throughout the presentation.

Due: Presented during assigned time for class during Week of FINAL EXAMINATIONS (July 29, 2019)

Rubric

	Distinguished (Range: 88%-100%)	Proficient (Range: 75%-87%)	Novice (Range: 0%-74%)
Content [30%]	Excellent to sufficient presentation quality encompassing definition of problem, explanation of consequences, detail of intervention components, presentation of recommendations, and summary of assessment of success.	Moderate presentation quality encompassing definition of problem, explanation of consequences, detail of intervention components, presentation of recommendations, and summary of assessment of success.	Fair or poor presentation quality encompassing definition of problem, explanation of consequences, detail of intervention components, presentation of recommendations, and summary of assessment of success.
Design [20%]	Excellent to sufficient quality of materials which interest and engage stakeholders representing constituent population, including susceptible groups.	Moderate quality of materials which interest and engage stakeholders representing constituent population, including susceptible groups.	Fair to poor quality of materials which interest and engage stakeholders representing constituent population, including susceptible groups.
Context / Audience [30%]	Presentation is excellently to adequately tailored for the constituent population, including level of articulation of key messages in a manner comprehensible by lay persons.	Presentation is moderately tailored for the constituent population, including level of articulation of key messages in a manner comprehensible by lay persons.	Presentation is fairly to poorly tailored for the constituent population, including level of articulation of key messages in a manner comprehensible by lay persons.
Mechanics (slides, handouts) [10%]	No more than one spelling or grammar mistake.	Few (<5) spelling or grammar mistakes.	Many (>5) spelling or grammar mistakes.
References (provided to Instructor) [10%]	All sources are appropriately cited in APA format.	Most sources are appropriately cited in APA format.	Few sources are appropriately cited in APA format.