

PUBLIC HEALTH  
**SCHOLAR BOWL**  
SAINT LOUIS UNIVERSITY  
CONNECT • COLLABORATE • COMPETE

Photo provided by: Saint Louis University



**Public Health Scholar Bowl  
2017 Official Manual**

March 1st, 2017

Dear Scholar Bowl Participants,

Welcome to the 2017 5th Annual Saint Louis University Undergraduate Public Health Scholar Bowl (PHSB) Competition! This year St. Louis University's Lions Club is hosting a Public Health Fair on Saturday April 1st. PHSB participants will have the opportunity to explore the fair, so please **bring comfortable walking shoes**.

Enclosed, please find the 2017 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.

On the evening of Friday, March 31st, 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 to [publichealthbowl@slu.edu](mailto:publichealthbowl@slu.edu) by **Thursday March 30th, 2017 at 11:59pm CST**. Any questions concerning the case or quiz bowl can be submitted by email. Winners and results will be announced at the dinner held on Saturday, April 1st.

We look forward to seeing you in St.Louis. We wish you the best of luck with the case and preparation for the quiz bowl!

Sincerely,

Jackie Bernstein  
Undergraduate Coordinator

Isra Elsiddig  
Public Health Scholar Bowl Co-Chair

Becky Brosch  
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.

**2017 Undergraduate Public Health Scholar Bowl**

**Schedule**

(TENTATIVE)

**Friday, March 31st, 2017**

7 pm-9 pm

**Early Check-in**

(Holiday Inn-Forest Park/Hampton)

**Saturday, April 1st, 2017**

8:00am-8:30am

**Check-in and Continental Breakfast**

8:30am-9:00am

**Welcome**

9:00am-11:30am

**Quiz Bowl Matches/Case Study Presentations**

11:30pm-1:00pm

**Lunch/ Public Health Fair Break**

1:00pm-2:00pm

**Quiz Bowl Matches/ Case Study Presentations**

2:00pm-2:30pm

**Break**

2:30pm-3:00pm

**Quiz Bowl Semi-Finals**

3:00pm-3:30pm

**Break**

3:30pm-4:00pm

**Quiz Bowl Championship**

4:00pm-5:30pm

**Awards Ceremony/Dinner/Keynote**

## **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.
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.
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.

## **Case Study Rules**

- 1. Teams are forbidden from mentioning their undergraduate program and university name on any copies of the 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.*

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 2017 Case Study The Rise of Mental Health Concerns on College Campuses**

## Introduction

Mental health challenges have become a growing public health concern due to its multifaceted effect on society. Poor mental health can have social, physical, emotional, and economical impacts ("Mental Health By the Numbers", 2017). Unlike mental illness which is defined as "collectively all diagnosable mental disorders" (Centers for Disease Control and Prevention, 2017), mental health has a much broader definition. According to the CDC, mental health is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". Only 17% of American adults are considered to be in a state of optimal mental health (CDC, 2017). In addition, the stigma of mental health disorders creates an environment that can make it difficult to seek care. Although the characteristics and determinants of mental health are now better understood than a decade ago, negative attitudes and beliefs about mental health are still high ("National Alliance of Mental Illness on Campus", 2017).

## Background

Nationally, the rates of mental health issues on college campuses have steadily increased. One in three students report prolonged periods of depression, with one in four reporting suicidal thoughts, and 30% reporting academic challenges due to mental health issues ("Mental Health By the Numbers", 2017). While depression and anxiety are consistently the most commonly treated on campuses, other mental health related issues include substance abuse, relationship issues, academic struggles, eating disorders, and attentional problems. As three-quarters of mental health conditions emerge by age 24, many affected individuals encounter mental health challenges for the first time as college students ("Mental Health By the Numbers", 2017).

Mental health news clip: <https://www.youtube.com/watch?v=w6XePyx4Tww>

## Scenario

Your University/College has received a \$10,000 grant from the National Alliance on Mental Illness (NAMI) to develop a comprehensive university-wide campaign that addresses the intrapersonal, interpersonal, institutional, community, and policy factors that contribute to mental health and well-being on campus.

## Task

Your team's job is to develop a university-wide mental health campaign using evidence-based approaches. You will also identify potential university/college and 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."

## References

Centers for Disease Control and Prevention. (2017). *Mental Health Basics - Mental Health*. Retrieved from <https://www.cdc.gov/mentalhealth/basics.htm>



*Mental Health By the Numbers.* (2017). *National Alliance on Mental Illness.* Retrieved 11 November 2016, from <https://www.nami.org/Learn-More/Mental-Health-By-the-Numbers>

*NAMI on Campus.* (2017). *National Alliance on Mental Illness.* Retrieved 28 November 2016, from <http://www.nami.org/namioncampus>

Case Study: PHSB 2017  
**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 mental health is a public health issue; be sure to consider epidemiologic data in your answer
- Provide relevant background, demographic, and organizational information on your university
- List the university and community partners/stakeholders and leaders you will engage
- Explain stakeholders partners' relevance, investment, and contributions

**2. PLANNING**

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

**3. 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 mental health on your campus; remember that you can choose an intervention that targets determinants of behavior or outcomes of poor mental health
  - 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

**4. 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

**5. POLICY CONSIDERATIONS**

- Identify University/College policies or local policies that may address college students' mental health
- Identify changes that can be made to improve policies that address students' mental health at your institution

**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.

**2017 Scholar Bowl Judge's Rubric**

Judge: \_\_\_\_\_

School: \_\_\_\_\_

Presentation Time: \_\_\_\_\_

<b>PROBLEM, BACKGROUND, PARTNERS</b>		
Explain the Problem	<ul style="list-style-type: none"><li>-Explain why mental health is a public health problem</li><li>-Specify why it is a problem for college students</li><li>-Use epidemiologic data to support argument</li></ul>	___/2pts
Background and Data	<ul style="list-style-type: none"><li>- Present relevant background, demographic, and organizational information on the university/college</li><li>-Conclude logical inferences necessity for an intervention</li></ul>	___/4pts
College/University and community partners/stakeholders	<ul style="list-style-type: none"><li>-Justify the importance of engaging partners and stakeholders</li><li>- Present a comprehensive list of college/university and community leaders, and other stakeholders involved in the planning process</li><li>-Explain the "stake" each stakeholder has in the issue</li></ul>	___/4pts
JUDGE'S COMMENTS:		___/10pts SECTION TOTAL
<b>PLANNING</b>		
Knowledge-Based Goal	<ul style="list-style-type: none"><li>-Relate the goal to specific knowledge based outcomes</li></ul>	___/2pts

Knowledge-Based Objectives	-Provide clearly laid out objectives with measurable outcomes that are linked to the goal and can clearly be used to monitor progress and success	___/2pts
Behavioral Goal	-Relate the goal to specific behaviors	___/2pts
Behavioral Objectives	-Provide clearly laid out objectives with measurable outcomes that are linked to the goal and that can clearly be used to monitor progress and success	___/2pts
Budget	- Create an itemized budget for funds of \$10,000 or less - Justify expenditures	___/2pts
JUDGE'S COMMENTS:		___/10pts SECTION TOTAL
<b>MARKETING AND EDUCATIONAL CAMPAIGN/INTERVENTION</b>		
Target Population	-Identify your target population on campus and explain why this group is your focus	___/3pts

Evidence-Based Intervention	-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	-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.)	-Present a physical example of marketing campaign -Convey key message and information -Demonstrate creativity and professionalism within example	___/8pts
Theory	-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
<b>EVALUATION</b>		
Evaluation	-Explain the general purpose and importance of evaluation	___/2pts
Process Evaluation Plan	-Explain the process evaluation clearly and how it relate to goals -Provide examples of information you will obtain	___/4pts

Outcome Evaluation Plan	-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

Policy Considerations		
Identify Current Policies	-Identify university/college policies or local policies that may address students' mental health	___/3pts
Identify Modifications or Suggest New Policy	-Identify changes to policy (e.g. modification of policy, new policy) to help address college students' mental health at your institution	___/4pts
Justify Policy Recommendation	Explain how the policy change or new policy will address college students' mental health at your institution	___/3pts
JUDGE'S COMMENTS:		___/10pts SECTION TOTAL

PROFESSIONALISM		
Public Speaking	-Speak clearly -Make eye contact with the judges -Do not read off the presentation screen	___/4pts
Presentation	-Presentation is professionally prepared -Display appropriate visual aids (e.g., charts, graphs, pictures) -Expand upon the visual information through verbal explanation -Professional attire	___/4pts
Question Responses	-Respond logically and creatively to questions -Demonstrate thoughtfulness about the content presented	___/2pts
JUDGE'S COMMENTS:		___/10pts  SECTION TOTAL
<b>JUDGES DO NOT ADD UP TOTAL SCORE</b>		
<b>CASE STUDY TOTAL SCORE</b>		___/75pts

ADDITIONAL JUDGE'S NOTES:

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