

Interpreting Public Health Data and Drawing Conclusions

Objective: Students engage with data and statistical analysis to develop informed conclusions and design policy initiatives to address health risks posed by adolescents in Wisconsin.

DPI Standards Addressed:

2:4:A3 Examine how social policies can influence health behaviors

2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.

3:4:B1 Evaluate the validity of sources of health information using key criteria.

Materials: Projector, Computers, Handouts (digital or paper).

Summary of Lesson:

Day One - The value of data

- Present statistics of interest to students.

Wisconsin's age-adjusted rate of drug-related deaths increased from 2004 to 2006 and then leveled off, but has been increasing again since 2010. In 2012, the rate was nearly double Wisconsin Epidemiological Profile on Alcohol and Other Drug Use, 2014 9 that of 2004. The most prevalent category of drug mentioned on death certificates for drug-related deaths in 2012 was "other opioids," by itself or in combination with other drugs. WI Dept. of Health Service - 2014

- Define Opioids.
- Ask students to pair up and discuss what could account for this spike in drug-related deaths?
- Students share speculation and instructor guides discussion
 - Access
 - Drug trends
 - Geopolitical
 - Allocation of public resources
- Why is it important to have numeric data? How can it be used and or abused?
- What types of responses has the government put in place? What types of non-governmental agencies or organization are also involved in providing solutions?
- Frontload for Day Two, beginning to examine data.

Day Two - Examining data

- Remind students of the day's
- Students are broken into five groups and distribute handout or guide them to the DYCA 2015 overview online
(https://danecountyhumanservices.org/yth/dox/asmt_survey/2015/2015_exec_sum.pdf)
 - Assign groups topics: Bullying, Emotional Health, Sexual Behavior, Alcohol & Drugs

- Student read overview information regarding data in their relevant section. Each group reports back on one particular statistic they found surprising.
- Students given research instruction handout (digital or paper) and begin research.

Day Three - Students conclude research and Develop Presentation

Day Four - Student Presentations