

**Professor:** Laurie Gavilo-Lane, Ph.D.  
**Phone:** 615-963-7241 (Peggy Cameron)

**This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!**

**Course Dates:** Thursdays - 5:30 to 8:20pm

**Office Hours:** Office hours are in-person or by appointment.

**Note:** I will make every effort to work with you by other means if we cannot meet in person, so please do not hesitate to contact me.

### **Course Description**

(3 credits) "This seminar examines the distribution and determinants of health related outcomes in specified populations. Emphasis is placed upon the historical origins of the discipline, measurement techniques, data and error sources, etiological reasoning, disease screening and injury control. The course is oriented to the beginning practitioner in the field and provides coverage of a wide range of topics, including the social and behavioral foundations of epidemiology. – Required for Health Administration and Planning Certificate" – [Tennessee State University. 2013-2015 Graduate Catalog](#)

**Fall 2015:** The delivery method for this course consists of a hybrid format. The course consists of weekly on-ground seminars. In addition, several on-line sessions will take place in lieu of on-ground class sessions. See course schedule (subject to change) for class meeting times and material covered.

### **Purpose and Rationale**

This course helps students develop a conceptual understanding of epidemiology as applied to public health problems. Masters-level students and Health Administration and Planning Certificate students will be able to apply core principles of epidemiology to assessing disease prevention and health promotion initiatives and Ph.D. students will be prepared for an advanced seminar on this topic. As this is a single course in the field of epidemiology in the Department of Public Administration, we have to cover a broad array of topics, which cannot be all-inclusive. However, the course content provides a foundation to prepare students to pursue further topics in the field as their work and research requires. The various epidemiologic study designs for investigating associations between risk factors and disease outcomes are introduced, culminating with criteria for causal inferences. The application of these disciplines in the areas of health services, screening, infectious diseases, and public health policy are presented. The influence of epidemiology on research, legal and ethical issues are also discussed. The skills you practice in this course – research and writing professional explanatory memos on technical topics, analyzing quantitative data – should benefit you in other curricular areas as well as in the workplace. There is additional information on the [MPA program available online](#).

### **Audience and Prerequisites**

This is an elective course for the MPA and Ph.D. programs and a required course for the graduate Health Administration and Planning Certificate. There are no prerequisites other than graduate student status in the MPA or Ph.D. programs.

## Learning Objectives

At the end of this course the students should have an understanding of the:

- basic principles of epidemiology as a scientific discipline
- role of epidemiology within the broader field of public health
- natural history of diseases or health conditions, including consideration of its causation, control and prevention
- scientific principles and methods applied to epidemiology research
- basic epidemiology data collection, management, and analysis techniques

## Learning Resources

**This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!**

1. Robert H. Friis and Thomas A. Sellers (2009). *Epidemiology for Public Health Practice*, Fourth Edition, Jones and Bartlett Publishers, Boston, MA. ISBN-13: 978-0-7637-5161  
Note: 4<sup>th</sup> or 5<sup>th</sup> edition are acceptable
2. Class materials (i.e. supplemental readings<sup>1,2,3</sup>, homework assignments, exam study guides, etc.) will be posted on-line.

### NOT REQUIRED

3. Hennekens, Charles H. and Buring, Julie E. (1987). *Epidemiology in Medicine*. Little Brown and Company, Boston, MA

**Learning Environment.** This course seeks to foster a positive and active learning environment. To this end, I've outlined classroom standards and expectations to ensure a clear, safe, respectful, and supportive learning environment.

**Attendance/Participation.** Students are expected to attend and actively participate in class discussions, group work and examinations. This means students should have prepared in advanced by completing reading assignments and turning in homework in a timely fashion. In addition, students are expected to conduct themselves with civility and professionalism in all interactions connected to this course (in-person and on-line), so that a learning environment is maintained for all. This is an elective course in a professional program, and individuals should maintain the same standards they would adhere to in the workplace.

**Deadlines.** The syllabus is a contract between the student and the professor. The class meeting times and locations, assigned readings, and homework/testing dates are clearly listed in the syllabus. Assignments can be turned in early but **NOT LATE**. **Assignments are to be submitted on-line on the due date and students must be present for examinations on the date specified in the syllabus or they will receive a zero. This information is provided in advance and therefore NO LATE ASSIGNMENTS WILL BE ACCEPTED.** If there are extenuating circumstances (i.e. critical illness, death, birth, and/or job crisis), contact me asap; I will discuss options on a

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<sup>1</sup> Team, WHO Ebola Response. (2014). Ebola virus disease in West Africa—the first 9 months of the epidemic and forward projections. *N Engl J Med*, 371(16), 1481-95.

<sup>2</sup> Thacker, Stephen B., Dannenberg, Andrew L., Hamilton Douglas H. (2001). Epidemic Intelligence Service of the Centers for Disease Control and Prevention: 50 Years of Training and Service in Applied Epidemiology. *American Journal of Epidemiology*, 154(11), 985-92.

<sup>3</sup> Jernigan, D.B. et al. 2002. Investigation of Bioterrorism- Related Anthrax, United States, 2001: Epidemiologic Findings. *Emerging Infectious Diseases*, 8(10), 1019 – 1028.

case-by-case basis. Please also note that I reserve the right to adjust the syllabus as the semester proceeds based on class progress and development, with notice to students.

**Academic Integrity.** Students are expected to abide by and follow Tennessee State University's policies regarding plagiarism and cheating (as seen in TSU's Student Handbook and Graduate Catalog). Any student caught breaking these rules will be automatically sanctioned according to the guidelines and in most cases receive a grade of ZERO. It is expected that you complete your own work and follow academic standards rigorously in crediting the ideas, words and findings of others. Academic honesty is the foundation of scholarly pursuit of knowledge; if you are not sure what constitutes plagiarism or how to handle a specific instance of crediting another individuals' work, feel free to consult me at any point during the course.

**Student grievances.** Students with questions, disagreements concerning coursework or other course related issues should talk to the instructor first. If the student has talked to the instructor and has not found resolution to the problem, s/he may then approach the department chair. This procedure provides a fair route for grievance resolution that will be acceptable to the instructor, the student, and other students in the class.

**Accommodations.** TSU is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition which might interfere with his/her class performance or attendance may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or [www.tnstate.edu/disabilityservices](http://www.tnstate.edu/disabilityservices). You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor **as soon as you receive it**. Accommodations will only be provided **AFTER** the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations.

**Dropping or withdrawing from class.** To drop/withdraw from the course, you need to complete the required actions in myTSU by the last possible withdraw date. **November 6, 2015 is the last day to withdraw from this course.** I cannot withdraw a student from the class myself. But please note that faculty are required to report non-attendance or stopped attendance at certain intervals during the semester, which can result in your being taken out of the course by the registrar. If you stop fulfilling class requirements but do not take proper actions to withdraw by the deadline, and you remain on my roster at the end of the semester, you will receive a course grade based on what you completed plus zeroes for the course elements you did not complete. This often results in an F.

**Course Evaluations.** Student course evaluations at TSU are now conducted online. It is expected that all students in the course will complete the brief online evaluation process in order to provide important feedback to the instructor and the University, which will benefit future students.

**Sexual Misconduct, Domestic/Dating Violence, & Stalking.** TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in

the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.

Please be aware that most TSU employees, including faculty and instructors, are “responsible employees”, meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU’s Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU’s SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: [www.tnstate.edu/equity](http://www.tnstate.edu/equity).

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-1999 or [www.sacenter.org](http://www.sacenter.org) or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or [www.tncoalition.org](http://www.tncoalition.org).

**Harassment & Discrimination.** Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, [www.tnstate.edu/equity](http://www.tnstate.edu/equity).

## Student Evaluation/Assessments

The final grade is based on the following assignments and their respective grades.

<b>HW #1: Evaluating a Policy Briefing/Health Alert</b>	<b>10%</b>
<b>HW #2: Translating a Research Article into a Policy Briefing</b>	<b>10%</b>
<b>HW #3: Questions for Presenter: Romeo Galanag, MD, MPH</b>	<b>5%</b>
<b>HW #4: NIH Protecting Human Research Training &amp; Certification</b>	<b>5%</b>
<b>Policy Briefing Memo</b>	<b>20%</b>
<b>Midterm</b>	<b>25%</b>
<b>Final Exam</b>	<b>25%</b>
<b>Total</b>	<b>100%</b>

Individual Project Grading Scale: A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = below 60.

### HW #1: Evaluating a Policy Briefing/Health Alert

**Due:** No later than 11:59pm on Wednesday, 9/16/15 via eLearn dropbox

**Note:** Prior to completing this assignment, you need to complete the following online training: Online Course: [JHSPH Writing Briefing Memos](#)<sup>4</sup>

#### **Instructions:**

**Step 1:** Use the Centers for Disease Control and Prevention on-line portal to access a State or Territorial Health Department's website: <http://www.cdc.gov/mmwr/international/relres.html>

**Step 2:** Click on the interactive map to identify a state of your choosing.

**Step 3:** Use the State Health Department's search engine to look for a health policy memo relating to ANY public health topic.

**Step 4:** Download a copy of the public health policy memo.

**Step 5:** Utilize the "Briefing Memo Checklist" (see eLearn folder) as a guide to review the policy memo that you selected.

**Note:** Poor and strong policy briefing memos have been provided as examples online (see eLearn folder).

**Requirements:** Submit 1 page typed review of the policy memo and a copy of the actual policy memo (A MUST).

### HW #2: Policy Briefing Memo Part 1: Translating a Research Article into a Policy Brief

**Due:** No later than 11:59pm on Wednesday, 9/23/15 via eLearn dropbox

**Note:** Prior to completing this assignment, you need to complete the following online training: Online Course: [JHSPH Writing Briefing Memos](#)<sup>3</sup>

**Instructions:** Select ONE (and only one) of the following Policy Briefing topics and complete the associated questions/assignment (see handout in eLearn):

#### **1. Maternal Depressive Symptoms Impact on Children's Health Care**

**Note:** This topic requires you to think about two different policy briefing audiences (i.e. pediatricians and public/private insurers).

#### **2. HPV Disparity Between African-American Women and European Women**

**Note:** This topic requires you to synthesize findings from several different articles.

#### **3. Grocery Bag Ban and Foodborne Illness**

**Note:** This study requires objectively assessing data/study limitations.

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<sup>4</sup> Writing Policy Briefs: Distance Education Module

URL: [http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy\\_brief/indexwritingbrief.html](http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/indexwritingbrief.html)

### **HW #3: Questions for Presenter: Romeo Galang, MD, MPH**

**Due:** No later than 11:59pm on Friday, 10/16/15 via eLearn dropbox

**Instructions:** Read the following course content and develop five open-ended, STRONG questions for the presenter: Romeo Galang, MD, MPH. Your questions should demonstrate that you've read the course content (2 chapters, 2 articles, 1 video) and thoughtfully weave in this material.

Course Content:

- Ch 12: Epidemiology of Infectious Diseases
- Ch 16: Epidemiology as a Profession
- Article: CDC EIS Training<sup>5</sup>
- Article: Ebola virus disease in West Africa<sup>6</sup> (*optional* article)
- Article: Community Outbreak of HIV Infection<sup>7</sup>
- On-line video: HIV in the Heartland:  
URL: <https://screen.yahoo.com/viewfinder/hiv-heartland-174014869.html>

### **HW #4: National Institute of Health (NIH) Protecting Human Research Training & Certification**

**Due:** IN CLASS on Wednesday, 10/21/15

Online Course: [NIH Protecting Human Research Participants](#)<sup>8</sup>

**Step 1:** Follow the link: <http://phrp.nihtraining.com/users/login.php> to the Protecting Human Research Participants (PHRP) website.

**Step 2:** Log in (If new to the site, you will be required to register as a new user.)

**Step 3:** Follow on screen directions, which explain how to complete the course and print out certificate of completion. Bring a copy of the completed certificate to class.

### **Policy Briefing Memo**

**Due:** No later than 11:59 on Wednesday, 11/18/15 via eLearn dropbox

**Note:** Prior to completing this assignment, you need to complete the following online training: Online Course: [JHSPH Writing Briefing Memos](#)

**Instructions:** Complete a Policy Briefing Memo on ONE of topics you have been working on thus far:

**1. Maternal Depressive Symptoms Impact on Children's Health Care**

*Note:* This topic requires you to think about two different policy briefing audiences (i.e. pediatricians and public/private insurers).

**2. HPV Disparity Between African-American Women and European Women**

*Note:* This topic requires you to synthesize findings from several different articles.

**3. Grocery Bag Ban and Foodborne Illness**

*Note:* This study requires objectively assessing data/study limitations.

**Additional Notes:** Utilize the following resources to help you complete this assignment:

- HW #2: Translating a Research Article into a Policy Brief – Getting Started
- Example – Poor Policy Briefing Memo
- Example – Strong Policy Briefing Memo
- Policy Briefing Template

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<sup>5</sup> Thacker, Stephen B., Dannenberg, Andrew L., Hamilton Douglas H. (2001). Epidemic Intelligence Service of the Centers for Disease Control and Prevention: 50 Years of Training and Service in Applied Epidemiology. *American Journal of Epidemiology*, 154(11), 985-92.

<sup>6</sup> Team, WHO Ebola Response. (2014). Ebola virus disease in West Africa—the first 9 months of the epidemic and forward projections. *N Engl J Med*, 371(16), 1481-95.

<sup>7</sup> Conrad, C. 2015. Community Outbreak of HIV Infection Linked to Injection Drug Use of Oxycodone – Indiana, 2015. *Morbidity and Mortality Weekly Report*, 64(16). 443 – 44.

<sup>8</sup> URL: <http://phrp.nihtraining.com/users/login.php>

- JHSPH On-line Training: Writing Briefing Memos: [http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy\\_brief/indexwritingbrief.html](http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/indexwritingbrief.html)

**Requirements:** Submit single-spaced typed policy memo briefing (no longer than 4 pages). Use the Policy Briefing Template as a guideline.

### **Examinations**

There will be 2 exams: a **midterm worth 25%** and a **final exam worth 25%** of your final grade. The exams are on-line through eLearn and please take note of the date/cut-off time for taking the exam, which are listed in the syllabus.

## Schedule

Note: The following is the general sequence of topics for the course. The schedule is flexible and may be altered as necessary to enhance learning and discussion of materials. Reading assignment should be completed prior to the class that they are assigned.

Date	Location	Reading Assignment	Assignment
8/26	AWC	<ul style="list-style-type: none"><li>• Rodney Stanley, PhD</li><li>• <i>Note:</i> Instructor on Guatemala medical mission – limited email access until 9/2/15</li></ul>	
9/2	AWC	<ul style="list-style-type: none"><li>• Ch 1: History and Scope of Epidemiology</li><li>• Ch 2: Practical Applications of Epidemiology</li><li>• Article: Investigation of Bioterrorism-Related Anthrax<sup>9</sup></li></ul>	
9/9	Online	<ul style="list-style-type: none"><li>• Online Course: <a href="#">JHSPH Writing Briefing Memos</a><sup>10</sup></li></ul> Johns Hopkins Bloomberg School of Public Health	
9/16	AWC	<ul style="list-style-type: none"><li>• Ch 3: Measures of Morbidity and Mortality Used in Epidemiology</li><li>• Ch 7: Study Designs: Cohort Studies</li></ul>	<ul style="list-style-type: none"><li>• HW 1: Evaluating a Policy Briefing Memo/Health Alert</li><li>• Due: No later than 11:59pm on Wednesday, 9/16/15 via eLearn dropbox</li></ul>
9/23	AWC	<ul style="list-style-type: none"><li>• Ch 4: Descriptive Epidemiology: Person, Place, Time</li><li>• Ch 5: Sources of Data for Use in Epidemiology</li></ul>	<ul style="list-style-type: none"><li>• HW 2: Policy Briefing Memo Part 1</li><li>• Due: No later than 11:59pm on Wednesday, 9/23/15 via eLearn dropbox</li></ul>
9/30	AWC	Ch 6: Study Designs: Ecologic, Cross Sectional Case Control	
10/7	Online	Midterm	<ul style="list-style-type: none"><li>• Exam Due: 11:59pm on Wednesday, 10/7/15 via eLearn</li></ul>

<sup>9</sup> Jernigan, D.B. et al. 2002. Investigation of Bioterrorism- Related Anthrax, United States, 2001: Epidemiologic Findings. *Emerging Infectious Diseases*, 8(10),1019 – 1028.

<sup>10</sup> URL: [http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy\\_brief/indexwritingbrief.html](http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/indexwritingbrief.html)



<b>10/14</b>	Online	<ul style="list-style-type: none"> <li>• Online Course: <a href="#">NIH Protecting Human Research Participants</a><sup>11</sup></li> </ul> Readings: <ul style="list-style-type: none"> <li>• Ch 12: Epidemiology of Infectious Diseases</li> <li>• Ch 16: Epidemiology as a Profession</li> <li>• Article: CDC EIS Training<sup>12</sup></li> <li>• Article: Ebola virus disease in West Africa<sup>13</sup> (optional article)</li> <li>• Article: Community Outbreak of HIV Infection<sup>14</sup></li> <li>• On-line video: HIV in the Heartland<sup>15</sup></li> </ul>	<ul style="list-style-type: none"> <li>• HW 3: Questions for EIS CDC Presenter</li> <li>• Due: No later than 11:59pm on Friday, 10/16/15 via eLearn dropbox</li> </ul>
<b>10/21</b>	AWC	<ul style="list-style-type: none"> <li>• Presentation: Romeo R. Galang, MD, MPH Epidemic Intelligence Service Officer Centers for Disease Control and Prevention</li> <li>• Topic: CDC Epidemic Intelligence Service (EIS) response to foreign and domestic public health outbreaks</li> </ul>	<ul style="list-style-type: none"> <li>• HW 4: NIH Protecting Human Research Participants Certificate - Due: <b>IN CLASS</b> on Wednesday, 10/21/15</li> </ul>
<b>10/28</b>	AWC	<ul style="list-style-type: none"> <li>• Ch 7: Study Designs: Cohort Studies</li> </ul>	
<b>11/4</b>	AWC	<ul style="list-style-type: none"> <li>• Ch 8: Experimental Study Designs</li> <li>• Ch 9: Measures of Effect</li> </ul>	
<b>11/11</b>	AWC	<ul style="list-style-type: none"> <li>• Ch 10: Data Interpretation Issues</li> <li>• Ch 11: Screening for Diseases in the Community</li> </ul>	
<b>11/18</b>	AWC	<ul style="list-style-type: none"> <li>• Ch 13: Epidemiologic Aspects of Work and the Environment</li> <li>• Ch 15: Psychologic, Behavioral and Social Epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Briefing Memo – Due: No later than 11:59 on Wednesday, 11/18/15 via eLearn dropbox</li> </ul>
<b>11/25</b>	No Class	Thanksgiving Break	
<b>12/2</b>	AWC	Final Exam Review	

<sup>11</sup> URL: <https://phrp.nihtraining.com/users/login.php>

<sup>12</sup> Thacker, Stephen B., Dannenberg, Andrew L., Hamilton Douglas H. (2001). Epidemic Intelligence Service of the Centers for Disease Control and Prevention: 50 Years of Training and Service in Applied Epidemiology. *American Journal of Epidemiology*, 154(11), 985-92.

<sup>13</sup> Team, WHO Ebola Response. (2014). Ebola virus disease in West Africa—the first 9 months of the epidemic and forward projections. *N Engl J Med*, 371(16), 1481-95.

<sup>14</sup> Conrad, C. 2015. Community Outbreak of HIV Infection Linked to Injection Drug Use of Oxycodone – Indiana, 2015. *Morbidity and Mortality Weekly Report*, 64(16). 443 – 44.

<sup>15</sup> URL: <https://screen.yahoo.com/viewfinder/hiv-heartland-174014869.html>

12/9	Online	Final Exam	<ul style="list-style-type: none"> <li>Exam Due: 11:59pm on Wednesday, 12/9/15 via eLearn</li> </ul>
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<b>ACADEMIC CALENDAR 2015-2016</b>	
<b>FALL SEMESTER 2015</b>	
Aug 13	Faculty contracts for fall 2015 begin
Aug 13	Faculty report for fall semester activities
Aug 17-18	Faculty/ Staff Institute
Aug 18	Residence Halls Open (New Students)
Aug 19-21	Freshmen Orientation
Aug 23	Residence Halls Open (Returning Students)
Aug 24	Classes begin
Aug 24- 28	Late registration/Schedule Adjustment
Sept 4	Campus Wide Assembly – First Year Students
Sept 7	Holiday-Labor Day
Sept 17	Recognition of Constitution Day
Sept 28 – Oct. 2	Student Study Week – No Activities Scheduled
Oct 3-8	Mid-term Examination Week-all classes meet as scheduled *
Oct 9	Founders Day
Oct 17	Homecoming
Nov 6	Last day to withdraw from courses
Nov 6	Last day to withdraw from University
Nov 9 – Jan 13	Registration for Spring 2016
Nov 11	Veterans' Day
Nov 23-29	Fall Break/Thanksgiving Holiday- no classes
Nov 28 – Dec 4	Student Study Week – No Activities Scheduled
Dec 3	Last day of class
Dec 4-11	Final examinations
Dec 12	Commencement
Dec 15	Faculty must have posted all grades via "MyTSU"
Dec 24 – Jan 3	Holiday Break

**Briefing Memo Checklist**

## Top matter

- ☐ Includes date and full names and titles of author and recipient
- ☐ Subject line is specific and informative

## Introductory paragraph

- ☐ Clearly states the purpose of the memo
- ☐ Tells why it's written now (e.g., why issue is important, why a decision must be made)
- ☐ States the conclusion

## Content

- ☐ Level of background information is appropriate for the recipient
- ☐ Leaves out unnecessary information
- ☐ Addresses relevant contextual factors (e.g., political, organizational, stakeholder views)

*If the purpose is to summarize research:*

- ☐ Main purpose of the study is stated clearly and concisely
- ☐ Main findings are presented clearly and concisely (not copied from the article)
- ☐ Important limitations of the research are noted
- ☐ Implications (and, if appropriate, recommendations) are clearly linked to findings

## Organization and flow

- ☐ Each paragraph relates to the purpose of the memo
- ☐ Headings identify the focus of the sections and relate to one another
- ☐ Information is sequenced in a way that makes sense
- ☐ Conclusion follows from the body of the memo and restates the main point(s)
- ☐ Reasonable amount of white space (e.g., margins, paragraph spacing)
- ☐ Visual cues guide the reader (e.g., headings, judicious use of bullets)

## Clarity and conciseness

- ☐ No unnecessary words or phrases
- ☐ Avoids jargon and complex words when simpler words are available
- ☐ Uses active voice
- ☐ Sentences have clear subject-verb relationships

## Overall

- ☐ Main points are clear and memorable after just one reading
- ☐ The tone is professional (e.g., lets the facts speak for themselves)