



**PUBLIC HEALTH
LEARNING NETWORK**
Educating Professionals,
Elevating Practice.

ELEVATE

YOUR RESOURCE FOR LIFELONG LEARNING

2016 PUBLICATION GUIDE

Prepared by the Northwest Public Health Training Center

Updated on May 16, 2016

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Publication Overview

INTRODUCTION

The Public Health Learning Network (PHLN) is a network of public health training centers (PHTC) and performance sites around the United States, working together with the National Coordinating Center for Public Health Training (NCCPHT) to provide training, learning, and professional development that meets the changing needs of the public health workforce.

PHLN's quarterly email publication raises awareness of PHLN and its trainings. To touch on the primary concerns of PHLN's target audience, differentiate this publication from other electronic newsletters, and emphasize the network's value, stories will be about public health workforce needs and will focus on hot topics and relevant strategies.

The publication highlights successes from PHTCs, discusses issues of concern throughout the national network, and shares information about training, approaches, and resources. The publication will include feature stories about PHTCs and events, share success stories about trainees, list upcoming trainings, and discuss timely and relevant issues.

This overview introduces the title, schedule, initial column and topic ideas, author guidelines, and style guidelines for the publication. This document was prepared by the Northwest Public Health Training Center (NWPHTC) at the Northwest Center for Public Health Practice (NWCPHP), and is derived in part from NWCPHP's communications materials, including guidelines for *Northwest Public Health* magazine.

TITLE

The publication is called *Elevate: Your Resource for Lifelong Learning*, a title selected by NCCPHT.

SCHEDULE

Elevate is published approximately quarterly, with an inaugural issue in June 2016. The months of publication are June, September, December, and March.

COLUMNS AND COMPONENTS

This publication guide is a living document and will be updated as needed to fit the ongoing needs of the PHLN and its audience. The columns and components listed below are meant to be interchangeable and will not be published all at one time in a single issue.

Editorial [500–750 words.]

The editorial is written by NCCPHT staff or, when indicated, by a PHTC or other partner. Each editorial focuses on either the value of a network and collaboration, the value of public health workforce development, or a pressing or inspiring public health issue of prevention, preparedness, or response that public health training centers are seeking to address through learning and workforce development. Sample relevant topics for the latter focus might include ways training centers address, inter alia: Zika virus, refugee health, public health and climate change, health equity/racial justice, a new aspect of health reform, a promising practice from another country, or an environmental health crisis from one region that may

also be relevant to other regions (e.g. Flint's lead contamination crisis). The editorial can include a call to action.

What's the Word? [Sentences of 20–50 words, up to five sentences from different sources]

What's the Word features quotes from around the nation on a topic. This is another way to address a hot topic and highlight the voices of PHTCs. What's the Word may replace an editorial in some issues, or may be used in addition to an editorial. What's the Word may sometimes be replaced with a different short, pithy, and fun format, such as a listicle or quiz.

Feature Stories [600–800 words]

Feature stories cover hot topics and high-level strategy for individual and organizational development. Feature stories go in depth on the work of PHTCs or the network as a whole. A feature story might highlight how a PHTC is responding to federal priorities in a newsworthy way; profile a staff member, faculty, or intern at a PHTC (interview or other format), showcase the expertise of a PHTC, or discuss something several PHTCs are doing in common (e.g. how they are addressing a similar issue in various ways). Another feature story might highlight collaborations between PHTCs. The feature stories are timely, pressing, and relevant to PHTCs and public health leaders. PHLN may develop format guidelines for feature stories that are structured as interviews or profiles.

Impact Highlight: By the Numbers [Up to 15 words]

Each issue can have a single, simple impact statistic (e.g. number of webinar participants) that shows an impact across PHTCs. This may be an infographic or presented in another short, simple, visual format. This can be repurposed as a social media graphic.

Upcoming Trainings and Events

The Upcoming Trainings and Events section features two components: a highlighted featured training or event, and a list of upcoming trainings and events.

Featured Training or Featured Event [200–300 words]

Each issue briefly highlights one upcoming training or event that either is particularly unique, is particularly of interest across many regions, reaches many people within a region, or addresses a hot issue. The feature description is informative and focuses on why the training is noteworthy. (e.g. “This is the first time ____ topic has been addressed via online learning rather than in-person instruction.”)

Upcoming Trainings and Events [Up to 30 words]

Each issue lists selected upcoming training and events from the PHTCs. The list includes the training or event name, date/time, and location (if applicable), as well as a link to more information at the PHTC website or other source.

On the Case [500–750 words]

On the Case highlights a real-life story of a public health challenge or mystery through a narrative about the process of understanding the problem and solving the case. For example, a PHTC might have found their training approach to a topic was having an unintended effect—or no effect. A health department might have come to a PHTC to help determine why misinformation was spreading about a particular disease. On the Case stories come from PHTCs, health departments and communities served by PHTCs, or a national level. The goal

of On the Case is to engage the reader in the intrigue and problem solving that are part of public health, in a way that is reminiscent of problem-based learning (PBL). On the Case may be a regular or intermittent column, depending on story availability.

Regional Spotlight [400–700 words]

Each issue highlights the work of one PHTC in the context of its region. Regional Spotlight describes the PHTC's work and its reasoning for that work, gives a very short summary of the PHTC's history, discusses the PHTC's priority area (e.g. violence and injury and prevention), and mentions some unique needs, goals, and assets of that PHTC's region. Regional Spotlight can include innovations and unique contributions from the PHTC. The format can be an interview, article, infographic, list, or other style.

What We're Reading [list format]

What We're Reading is a non-comprehensive list of relevant links that may interest *Elevate* readers. The links can include new research about public health workforce development, high-profile articles about public health training, or any other sources to highlight.

News & Updates [1–2 sentences each at most]

News & Updates is a short list of links or highlights that don't fit into the categories above. For example, a PHTC might have hired a new director or staff member, a PHTC might have gotten a new grant, a relevant grant opportunity may have become available, or PHLN might have achieved something new.

Inaugural Issue

The inaugural issue, in June 2016, will to introduce the network and the publication. The issue may include, in addition to or in lieu of the above types of content, a letter from NCCPHT welcoming readers, or an explanation of the PHLN and PHTCs (e.g. visual representation of network or explanation of network). Some of this information can be linked rather than re-created.

Elevate Author Guidelines

Elevate is published by the Public Health Learning Network (PHLN). The following information is intended to help authors prepare materials for submission to *Elevate*.

WHAT AND HOW TO SUBMIT

Who is the audience for *Elevate*?

The *Elevate* audience includes professionals and leaders who advocate for, provide, or oversee advancement of the public health workforce at the national, state, local, and tribal levels. This includes directors, administrators, and health officers at state and local health departments, and staff working on training, workforce development, quality improvement, and accreditation at the National Association of County and City Health Officials (NACCHO), Association of State and Territorial Health Officials (ASTHO), Centers for Disease Control and Prevention (CDC), and the US Department of Health & Human Services (HHS). The publication will also be of interest among the PHLN's ten Public Health Training Centers (PHTCs) and forty local performance sites around the nation. *Elevate* also engages those whose work intersects with public health and professional development, such as researchers of workforce development, healthcare training providers, and community organizations.

What are the types of articles and recurring columns in *Elevate*?

See publication overview in the previous section.

What is the deadline for submitting an article?

Once an article topic has been determined, we will work with you to determine a deadline for your article. Turnaround time is short, usually within a few weeks.

What if I have an idea for an article, but no time to write it?

Please contact us. We make every effort to ensure the publication covers relevant and engaging topics. We may be able to write the story or work with you to develop an alternative way to cover the topic. You may also ask one of your partners or collaborators to write something. The writer of the story should be credited as such.

What if I have a one-sentence news item or training announcement, not an article?

Please submit these as well. Short news updates and training listings are integral to *Elevate*. There is less to say about these, hence this style guide focusing more on longer articles.

How should I submit an article?

We accept only electronic submissions uploaded to the PHLN website or emailed in Microsoft Word (.doc or docx.) or Rich Text Format (.rtf) to Debs Gardner at debsg@uw.edu.

What happens after the article is submitted?

The publication team at NCCPHT and NWPHTC will edit the article and return to you with questions or quote/fact checking as needed.

DETAILS ABOUT CONTENT

What should I know about *Elevate* style and writing requirements?

Articles should be written in a journalistic or literary style, aimed at the educated general reader with knowledge of and commitment to public health workforce development. However, because readers of a general audience might also read the publication, all terminology should be clear.

Articles and listings are not advertisements for content, events, trainings, organizations, or other resources, but they can highlight events. This is a fine line and may take some assessment on a case-by-case basis.

For more detail, please see the *Elevate* Style Guidelines section, which follows this section.

What about photographs, tables, graphs, etc.?

Articles are enhanced by visual images, including photographs, line drawings, maps, graphs, charts, tables, or even—where appropriate—cartoons. A typical feature article will include photographs, a table, a graph, or a map.

Visual images must be informative and of high quality and resolution. We prefer non-traditional, professional, and interesting images of public health's impact, rather than stereotypical workplace stock photography. Please confirm in writing that you have a photo release for anyone who appears in (non-stock) photographs.

If you have visual elements to suggest for your article, please submit them along with the draft of your article. If you are unsure of the quality of your images, please send them to us and we will let you know if they are usable. If you do not have images available, we would like to hear your suggestions for possible visual elements. Ultimately, it is our responsibility for locating visual images to use with your content.

If you do submit visual images, please include captions that should accompany them, as well as the source(s) and/or appropriate credit information for them. In addition to any graphs or charts, please submit the data used to produce them.

What do I need to know about copyright permission, citing/using other sources, plagiarism, and repeating content my agency has previously published?

Once *Elevate* is published, the copyright of the contents becomes the property of the National Coordinating Center for Public Health Training (NCCPHT), a project of the National Network of Public Health Institutes (NNPHI), which manages the Public Health Learning Network (PHLN).

If you provide another person's tables, graphs, or illustrations or if you extensively quote another's work in your article, you must obtain written permission from the copyright owner (usually the publisher, sometimes the author). Content "adapted" from previously existing content (e.g. changing some words but retaining the intent, order, words, or other content) must be cited and is not preferred.

Any words, sentences, or content directly quoting another person or source must appear in quotation marks and with citation. If it is your own work but it has been previously-published, you must receive formal permission from the publisher. If the content is reused from your

own publications (e.g. your newsletter, website, or grant application) please note this with your submission. Please submit any written permissions with your draft.

We tread carefully when considering using previous content. Writers may cite other sources if the sources are credited accurately. Any direct quotes should appear in quotation marks.

The following are considered plagiarism (or self-plagiarism) and not permitted in *Elevate*. (Please note: We understand that the nuances of some of these distinctions are new to some writers. These clarifications are stated not to punish anyone for not knowing these nuances, but, rather, to outline and uphold ethical standards and commitments.)

- Content previously published that is not cited and placed in quotation marks.
- Content previously published that has been adapted to use new wording (e.g. changing a few words in a sentence, reordering a sentence, following the structure of several paragraphs while changing wording and order throughout, or any other means of adapting another source for one's own purposes rather than independently generating completely original material).
- Content (including small portions of content) that the author or agency has previously published in another publication. In some cases an article may be reprinted with permission if it is stated that the content previously appeared in another publication and has been reprinted with permission of the author and publication.
- Content (including small portions of content) that the author or agency has previously published in their own materials, such as their website or articles on their blog or in their newsletter, with certain exceptions (e.g. indication that it is being reprinted, repeated wording in mission statements, repeated wording in event descriptions, etc.)
- Authors should be prepared to offer sources for fact-checking any content and ensure all information, sources, data, quotations, and other are accurate. Authors are responsible for ensuring facts are correct even if PHLN also checks facts.

Elevate Style Guidelines

Format, Voice and Plain Language

Reference and Format Sources

Elevate follows *The Chicago Manual of Style, 16th Edition*. Please consult the *Chicago Manual* for any style questions you might have that are not addressed in this style guide.

Our dictionary of reference is *Merriam-Webster Dictionary*. www.merriam-webster.com.

All citations should conform to the *NLM Style Guide for Authors, Editors, and Publishers*: <http://www.ncbi.nlm.nih.gov/books/NBK7256>.

Active voice

Active voice is effective. Authors should use the passive voice sparingly, if at all, and should write the article in the third-person point of view. Authors should write concisely, paring down content until it is simple and clear. Writing is more powerful with limited adjectives and adverbs.

Overall style and plain language

All content—and technical content in particular—should be written in plain language. If writers are not familiar with the characteristics of plain language, they may wish to review the information at www.plainlanguage.gov. (A pdf of the guidelines can be found [here](#).) King County, WA offers a helpful [list of simple replacements for wordy phrases](#). Writing should be simple, clear, and interesting.

Writers should avoid—however commonly used—business jargon, clichés, buzzwords, nouns turned into verbs, verbs turned into nouns, adjectives turned into nouns, or over-used phrasing.

For example, please avoid this type of wording:

“Moving forward with value-added language from the takeaway, the individual went ahead and leveraged learnings around communication to drill down and deliver solutions that utilize synergistic verbiage in an impactful way for the one-pager, circling back to linkages with key partners to assure a win-win,”

Write clearly instead:

“After reading this style guide, the author decided to use plain language in her short article. She sent a draft to the editors to ensure the writing was clear.”

Mechanics

Hyphenation and dashes

Chicago offers [this extremely helpful hyphenation table](#). (pdf)

Most words starting with *non* or *pre* are not hyphenated: nonprofit, prequalified. Here are a few other examples of hyphenation that are often confusing:

- mid-1980s, but midcentury
- statewide
- For co: coworker, coinvestigator. (Only hyphenate when the word repeats same vowel: co-op)
- Decision making: two words as a noun; hyphenate as an adjective
 - He does well with decision making.
 - He is a decision-making machine.
- 911 (not 9-1-1)

Use anchored dashes. (Do not put spaces around dashes—however tempting it may be—when following *Chicago* style.)

A hyphen (-) is used in compound terms (e.g. “a case-control study”), en dashes (–) are used between numbered lists (e.g. “1–50”), and em dashes (—) are used between clauses and/or to interrupt a thought. (e.g. “The Broad Street pump—seemingly one of many ordinary water sources in London—was the source of the cholera epidemic.”)

Some compound words are not hyphenated at all (e.g. “copyeditor”).

Punctuation and spaces

- Use serial commas. (e.g. red, white, and blue)
- Use single spaces between sentences, not double spaces.
- Don’t place periods after or within academic degrees, but place a comma between name and academic degree. (e.g. Kitty Bennet, MD, MPH)
- Use periods when URLs end the sentence, but make sure that the punctuation is not included when making the link.
- Omit the slash at end of a URL.
- Period and comma go inside the quotation marks. (e.g. “flu season.”)
- Single quotation marks are used *only* to signal quotations within quotations.

Use of Language

Abbreviations and measurements

Minimize the use of abbreviations. In running text, spell out the names of states, territories, and possessions as space permits. (Exception: “DC.”) In tables or templates where space is limited, use the two-letter postal code. Avoid use of abbreviations in headlines if at all possible.

Use “United States” as a noun (e.g. “He is from the United States.”) and “US” as an adjective (e.g. US policy).

Where space is limited, use the following month abbreviations:

Jan	Apr	Jul	Oct
Feb	May	Aug	Nov
Mar	Jun	Sep	Dec

Where space is limited, use the following day of the week abbreviations. Where space is not limited, use the full name of the day of the week.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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To express time of day, use a.m. and p.m. Numbers should never be used to express noon or midnight, except when using the 24-hour system, which will rarely be used. When stipulating a time zone, use the two-letter abbreviation (PT, MT, ET, etc.).

Abbreviations of journal titles should match the abbreviations used by MEDLINE/PubMed.

Any measurements should be in metric units. If the measurements were originally in English units put those in parentheses after the metric units.

Acronyms

Acronyms should be used only for national programs, agencies, and networks known to public health professionals, or otherwise very familiar to the intended audience. Write the entire word or name at first mention, with the abbreviation or acronym immediately following in parentheses only when the name will recur in the article. *Example:* “Centers for Disease Control and Prevention (CDC).” Then, use the acronym in future mentions of the name. When using an acronym, do not use “the” as an article before (e.g. “According to CDC” rather than “According to the CDC”) unless the institution being named specifies otherwise. Circumvent the use of acronyms as much as possible by using terms like “the project,” “the institute,” “the organization,” or “the agency” if readers can follow the reference(s). All local and regional agencies, names of programs, or other acronyms that aren’t national should be written out.

Capitalization

- Capitalize when “State” follows a state name that commonly uses “State” in its name (e.g. Washington State, which uses “State” to differentiate itself from Washington, DC). Don’t capitalize in descriptive situations (state of Washington, the state) unless you are referring to the formal, governmental name (e.g. “Representing the State of Washington, Senator...”).
- Use title case for titles of articles. (See “Title Case” section for more information.)
- We deviate from *Chicago* in capitalizing job titles before and after a name:
 - Director, Elizabeth Bennet-Darcy
 - Elizabeth Bennet-Darcy, Director
- Used generically: website, the web, web page, webmaster, but the World Wide Web. However, avoid using “World Wide Web” when possible.
- Internet protocol (IP), the internet, the net, an intranet. Note that we deviate from *Chicago* on not capitalizing “internet.” However, AP has recently decided this is acceptable.

Designations

- Ethnic designations: When known, use the term preferred by the individual to describe the individual’s identity. Otherwise, use “African American” rather than “black,” except when used in a context that also refers to white Americans, in which case use “black.” (Note that there is no hyphen.)
- Use American Indian/Alaskan Native for the tribal population within the United States. Use the name of specific tribes when possible.
- Use the term Deaf and Hard of Hearing (capitalized) when referring to the culture or community that these individuals belong to. When describing individual persons, put the terms in lowercase unless the individual has a strong preference otherwise. (e.g. “She has been a leader in the Deaf community for seven years. She has a father who is deaf and a sister who is hard of hearing.”)
- Gendered designations and pronouns: Avoid broad binary terms when discussing groups of people (e.g. “ladies and gentlemen”) to respect the diverse spectrum of gender identity and recognize the inequitable impact of gendered language on transgender people and anyone outside of binary gender identities. Always respect the pronoun choices of the individual being named (e.g. he, she, hir, ze, they, etc.) even if they are unfamiliar to you and/or newer in the lexicon and culture. Avoiding pronouns is acceptable. While “they” has not historically been used as an acceptable form of first person singular, it is now considered acceptable in a situation in which the individual in question prefers “they” as a first person pronoun that best matches their gender identity. When referring to a theoretical rather than actual person, it is better to avoid pronouns altogether (e.g. “I will find someone and ask that person to comment on this issue.”).
- When referring to people, give the full name and credentials. (e.g. Elizabeth Bennet-Darcy, MD, MPH. After this, use “Bennet-Darcy” to refer to her). Titles of address such as “Mr.” or “Dr.” are not used.
- Related to academic programs: a master’s student, a master’s degree. We use the acronym when referring to a degree in text: She graduated with a MPH in 2009. (Please note that we do not use the construction “an MPH” even though that is how we say it. The rule here is to use what we would say when saying the full construction, in this case “a master of public health.”)

Italics

- When referring to a book, journal, newspaper, or training series use italics. When referring to an article name in a publication, use quotation marks and do not italicize.
 - *Pride and Prejudice*
 - *The Lancet*
 - *The New York Times*
 - *Hot Topics in Practice*
 - “Lady Catherine de Bourgh Finds New Career in Epidemiology”

Lists

- A colon should follow text introducing bulleted lists. It is best to introduce a vertical list using a complete grammatical sentence followed by a colon.
- List items generally don’t end with punctuation, unless one of the items is a complete sentence. In that case, all the items end with periods. If no list item is a complete sentence, even the final item ends without a period.
- Generally, all list items start with a capital letter. The exception to this is when an entire list is constructed as one sentence. However, please avoid using the one-sentence strategy with long lists. It is a format that is more difficult to read. Depending on the content, either make a complete sentence for each bullet point or use unpunctuated phrases, each beginning with a capital letter.

Numbers

Spell out numbers zero through one hundred; use numerals for higher numbers. (This includes numbers in titles and headlines.)

- Exception #1: when a sentence includes any numbers expressed in numerals, use numerals for all numbers for consistency. (e.g. pages 6, 14, and 148)
- Exception #2: To refer more easily to the names of numbered events, use numerals. (e.g. Session 2)
- Exception #3: Spell out “percent” but use symbol (%) in tables where space is limited.
- Use commas to separate 1,000s in all cases: 1,234 or 12,345 and so on.
- For inclusive years, we abbreviate following the convention in *Chicago*. (e.g. “Her term was from 1999 to 2001.” “We want the report from the 2011–13 biennium.”)

Spelling

- e-mail
- health care (two words)
- nonprofit
- online
- policymaker (one word)
- toward (no final “s”)
- workforce
- Login: adjective and noun; log in: verb.

Tables

- Every table should be cited in the text by its number.
- The word “table” is in lowercase in text references.

Title Case

- In a departure from our regular practice of following the *Chicago Manual of Style*, we use the simpler *Associated Press* style for our title case.
- In the *Associated Press* style, the following words are not capitalized: (All others should be.) “a,” “an,” “and,” “at,” “but,” “by,” “for,” “in,” “nor,” “of,” “on,” “or,” “so,” “the,” “to,” “up,” and “yet”
 - Exception: if these words are in first or last position, they are capitalized.
 - If a preposition in the list above is used as an adverb or an adjective, it is capitalized. (“Public Health Takes On Obesity”)
- Capitalize the first word of the title, the last word of the title, and all nouns, pronouns, verbs, adverbs, adjectives, subordinating conjunctions, conjunctions not listed above, and all words longer than three letters.
- When words are commonly rendered in camel case, we do not change them to conform to the rule above. (e.g. “Public Health Is in Your iPad.”)
- Capitalize the second part of a hyphenated construction in a title if both words of the construction are independently intelligible. (e.g. “Evidence-Based Public Health Practice”)

Miscellaneous

- Don’t use http:// unless the URL is inoperative without it.
- September 11, 2001 or 9/11.
- Avoid starting sentences with “There is...” or “There are...”
- “While” refers to time. Don’t use it to mean “but,” “and,” “whereas,” or “although.”
- Italicize a word from another language if it is not commonly used in English, then do not italicize it in further uses in the same text.
- Do not use boldface or underline to emphasize words in a paragraph if the text will be read online. This can be confused with hyperlinking.

Additional questions

If you have additional questions, please contact Deborah Gardner at debsg@uw.edu.

Updated 5/16/2016