

Keeping Track, Promoting Health Classroom Modules

CDC's Environmental Public Health Tracking Network

Ify J. Mordi

Analyst, Environmental Health

Association of State and Territorial Health Officials

Presenting on behalf of CDC's Environmental Health Tracking Branch

Overview

- ❑ College-level instruction (undergrad/grad)
- ❑ Two Modules
 - Intro to Environmental Public Health
 - Intro to Environmental Public Health Tracking
- ❑ Flexible



Curriculum Development

- ❑ Expert interviews conducted by author
- ❑ Expert reviewers
 - College professors
- ❑ Pilot testing



Key Learning Objectives

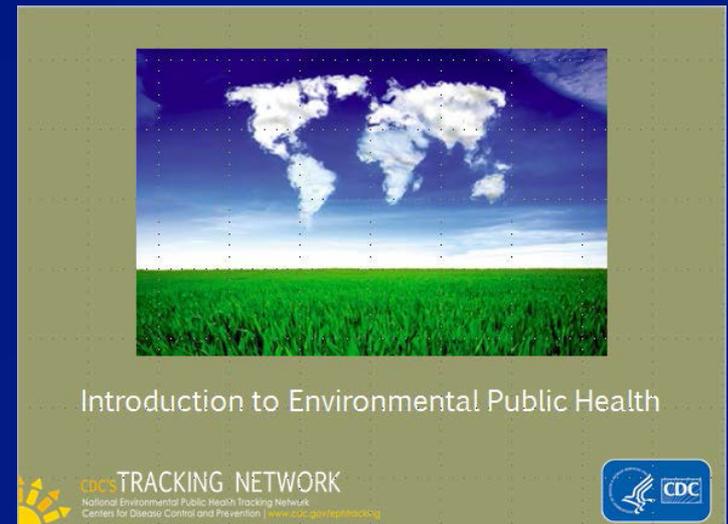
- ❑ Increase knowledge of fundamental aspects of environmental public health
- ❑ Increase knowledge of the National Environmental Public Health Tracking Network
- ❑ Develop skill at using the Tracking Network to solve public health problems



KEY COMPONENTS

Key Components

- ❑ Module I- Intro to Environmental Public Health Slide Deck
- ❑ Module II- Intro to Tracking Slide Deck
- ❑ Homework Assignments
- ❑ Sample Exam Questions
- ❑ Activity and Assignment Guide
- ❑ Adaptation Guide



PART I: Introduction to Environmental Public Health

- ❑ Environmental Health Overview
- ❑ Role of Environmental Health in Public Health
- ❑ Monitoring Environmental Public Health
- ❑ Career Opportunities
- ❑ Classroom Activities



Intro to Environmental Public Health Homework Assignments

- ❑ Option 1: What's your issue?
- ❑ Option 2: What does science tell us about the link between Cr-6 and cancer?



PART II: Introduction to Environmental Public Health Tracking

- ❑ Overview of CDC's Tracking Network
- ❑ Using the Tracking Network
- ❑ Tracking in Action: Success Stories
- ❑ Classroom Activities

<h3>Environments</h3>  <ul style="list-style-type: none">• Climate Change• Outdoor Air• Water• More	<h3>Health Effects</h3>  <ul style="list-style-type: none">• Asthma• Cancer• Childhood Lead Poisoning• More Health Conditions
<h3>Population Data</h3>  <ul style="list-style-type: none">• Population Characteristics• Biomonitoring: Population Exposures	<h3>Info by Location</h3>  <p>Select State:</p> <p>Select <input type="text"/></p> <p>GO</p>

Intro to Environmental Public Health Tracking Homework Assignments

- ❑ Option 1: Choose and complete one state success story scenario.
- ❑ Option 2: Queries

The screenshot shows the National Environmental Public Health Tracking Program query interface. It is divided into four steps:

- Step 1: Select Your Content**: Includes dropdown menus for "Cancer", "Incidence of Leukemia", and "Age-adjusted rate per 100,000 po...". Below these is the program logo and the email address "trackingsupport@cdc.gov".
- Step 2: Choose Geography & Time**: Features two lists with checkboxes. The "All States" list includes Alabama, Alaska, Arizona, Arkansas, California, Colorado, and Connecticut. The "All Available Years" list includes 2001 through 2008. Below the lists are "Clear Geography" and "Clear Time" buttons.
- Step 3: Advanced Options**: Includes a section for "Advanced Options (Optional)" with expandable sections for "Gender" and "Race Ethnicity". A "Clear Options" button is located below.
- Step 4: Submit**: Contains a "Run Query" button.

At the top right of the interface is a "Hide Query Panel" button. At the bottom, a status bar reads: "Cancer | Incidence of Leukemia | Age-adjusted incidence rate of Leukemia per 100,000 population | Multiple Geo | 2008".

Adaptation Guide

- ❑ Examples of adapting materials to fit classroom needs

- ❑ Ideas on meeting time limitations
 - One- 3 Hour Class
 - Three- 50 Minute Classes
 - One- 50 Minute Class
 - Two- 50 Minute Classess

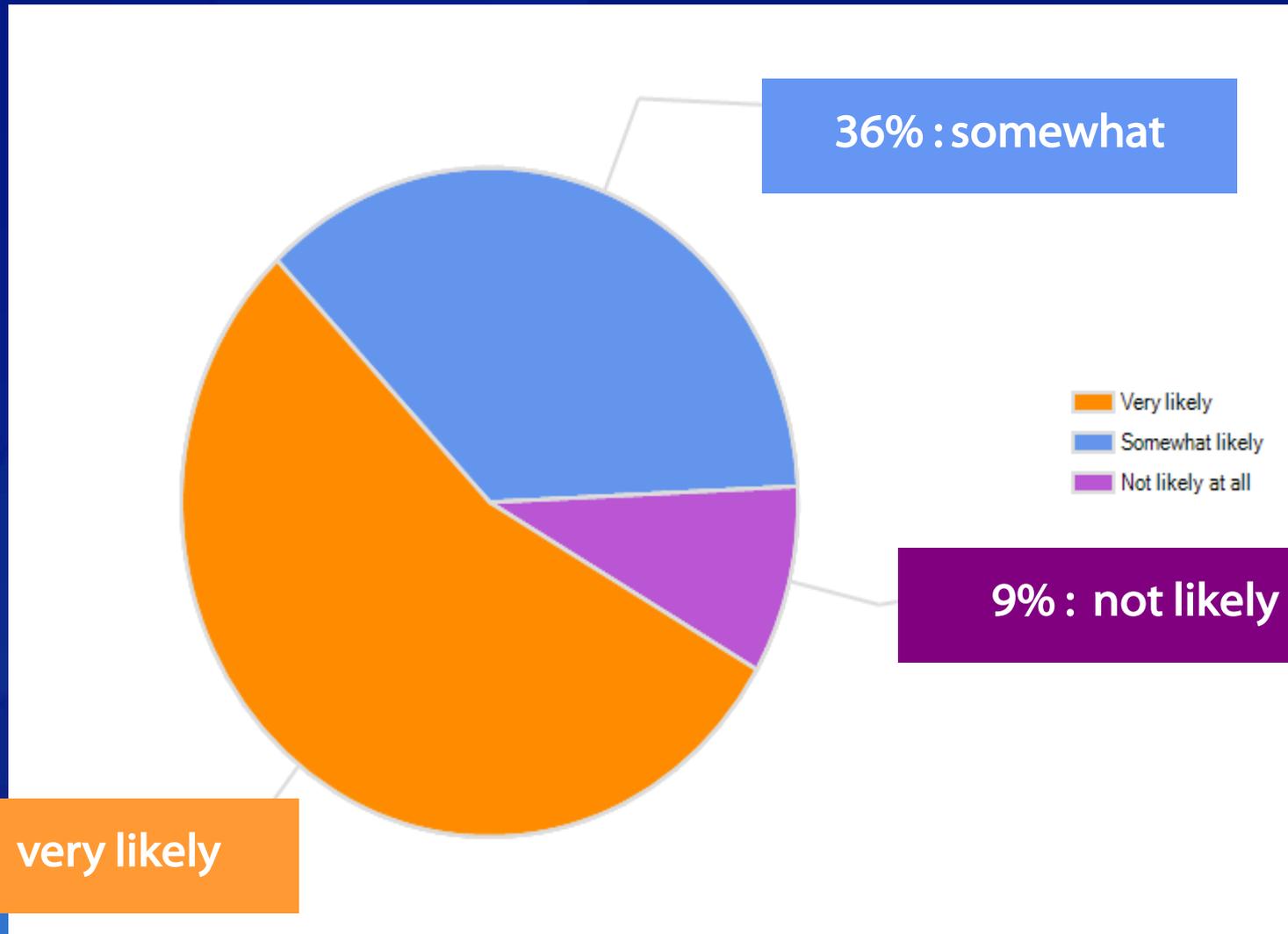


Pilot Testing

- ❑ Summer 2013
- ❑ 11 Public and environmental health professors
- ❑ Class sizes ranged from 7 to 22 students
- ❑ 46 students provided feedback



How likely are you to use this in your regular teaching?



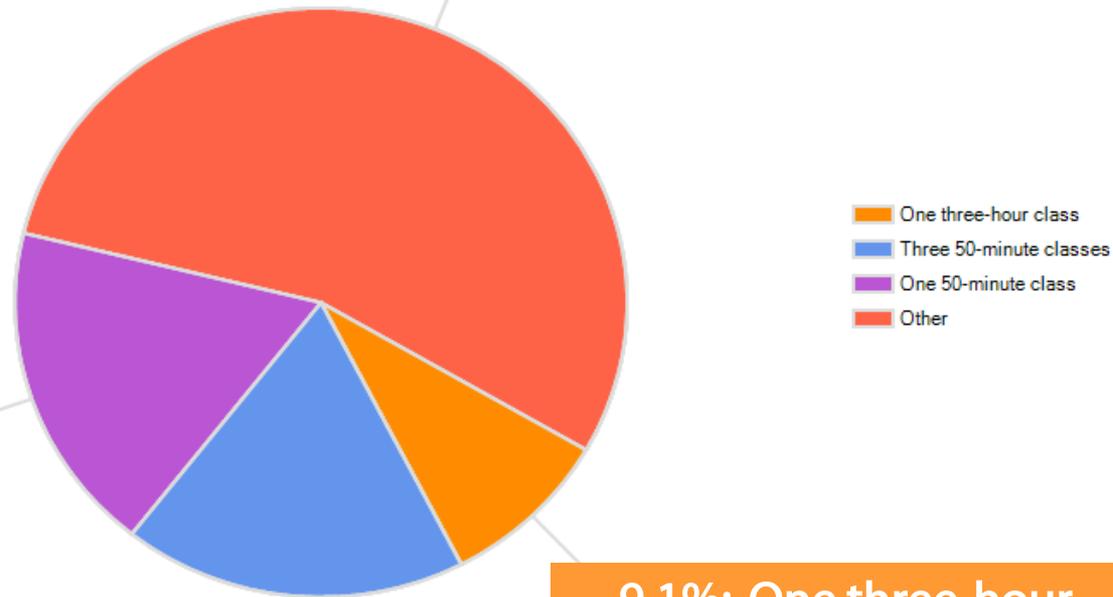
55%: very likely

36% : somewhat

9% : not likely

Pilot Testing (Instructor)

Which version of the modules did you choose to teach, and why?



54.5% - Other

- One three-hour class
- Three 50-minute classes
- One 50-minute class
- Other

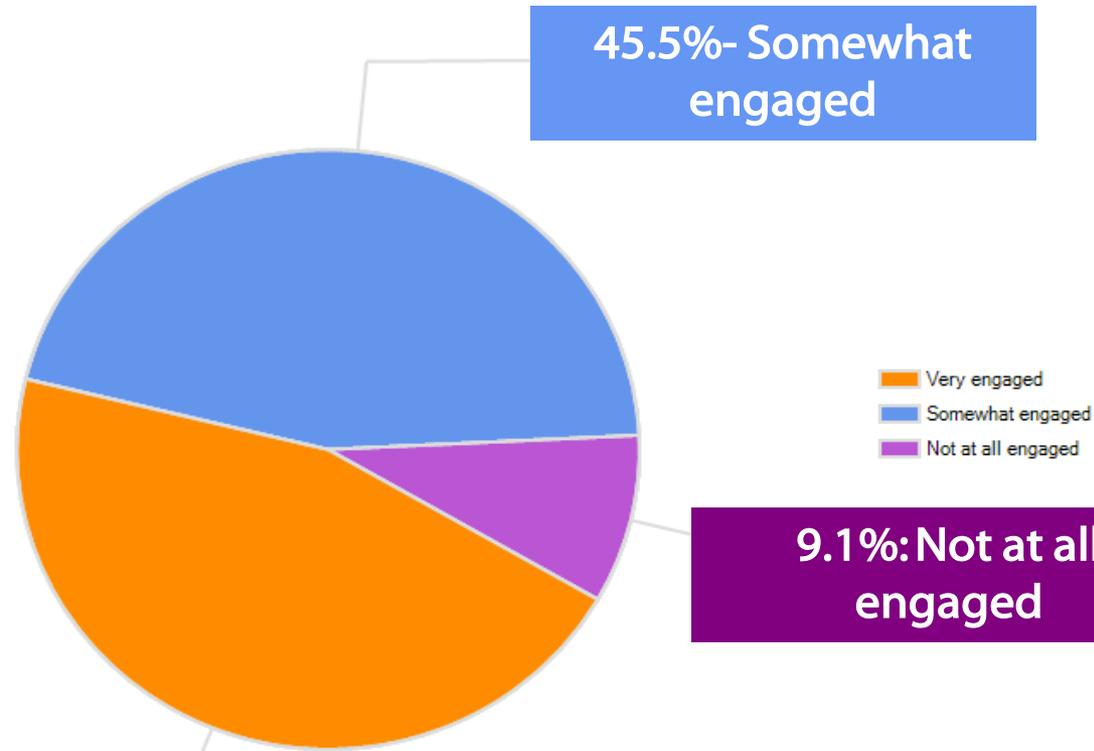
8.2%: One 50- minute

9.1%: One three-hour

18.2%- Three 50-minute

Pilot Testing (Instructor)

How engaged were students during the lesson?



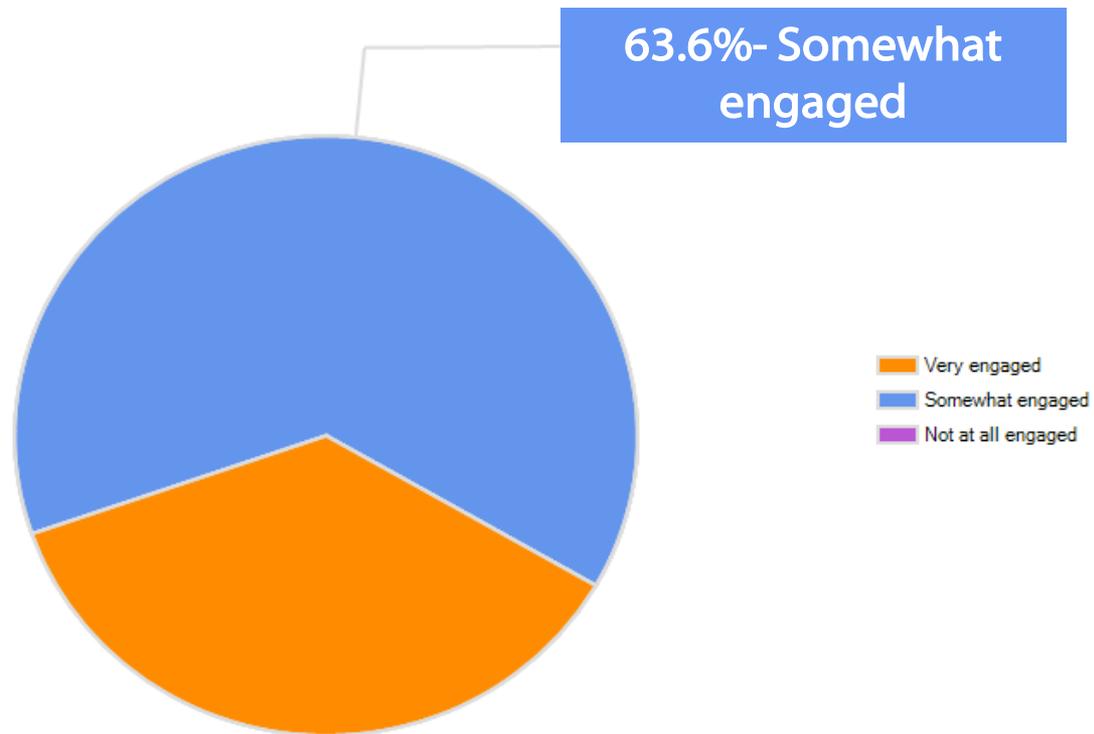
45.5%: Very engaged

45.5%- Somewhat engaged

9.1%: Not at all engaged

Pilot Testing (Student)

How engaged were you and your fellow students during the lesson?



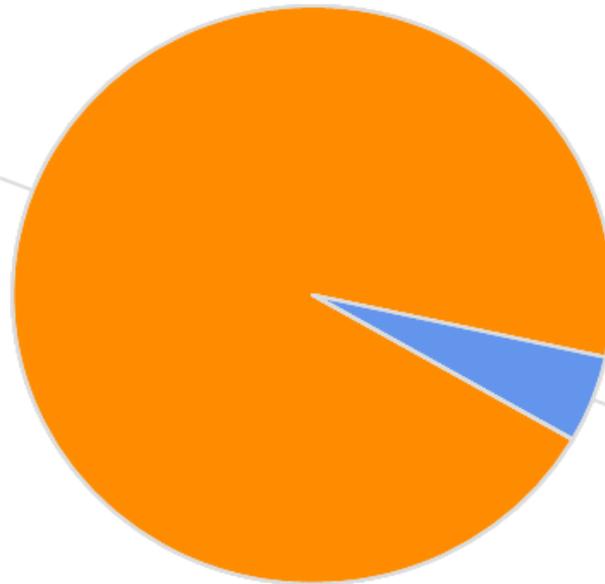
36.4%: Very engaged

63.6%- Somewhat engaged

Pilot Testing (Student)

Do the accompanying activities and homework assignments help you better understand the materials?

95.1%: Very engaged



- Yes, they reflect the modules exactly.
- No, they didn't help me to learn the material.
- We did not use any activities or homework assignments

4.9%- Somewhat engaged

Next Steps

- ❑ **Animated Network Tutorial**
- ❑ **Success Story Videos**
- ❑ **More interactive, in class activities**
- ❑ **Dissemination Plan**
 - Includes outreach to Schools of Public Health



Other Training Products

<http://ephtracking.cdc.gov/training>

- ❑ Environmental Public Health Tracking 101
- ❑ Tracking in Action: Workforce Implementation
- ❑ Trainings products from state partners and organizations

Questions?

To request a copy of the Tracking Classroom Modules, please email:

trackingsupport@cdc.gov

For more information please contact Centers for Disease Control and Prevention

1600 Clifton Road NE, Atlanta, GA 30333

Telephone: 1-800-CDC-INFO (232-4636)/TTY: 1-888-232-6348

E-mail: cdcinfo@cdc.gov Web: <http://www.cdc.gov>

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

