



Activities and Homework Snapshot: Introduction to CDC's National Environmental Public Health Tracking Network

ACTIVITY 1: Environmental Hazard Data: Air (Slide 16-17)

- Take 15 minutes to click through the Environment section of the Tracking Network and determine the types and sources of air quality data available on the Tracking Network. Please be prepared to share your findings with the class.
- <http://ephtracking.cdc.gov/showAirLanding.action>

NOTE FOR INSTRUCTOR: Call on two students to share.

ANSWERS: Monitored Data, i.e., The EPA's Air Quality System and Modeled Data <http://ephtracking.cdc.gov/showAirMonModData.action>

ACTIVITY 2: Environmental Hazard Data: Water (Slide 19)

- Visit and read through the Water section:
<http://ephtracking.cdc.gov/showWaterLanding.action>
 - How is community drinking water tracked?
 - What contaminants are being monitored?
 - What are the data sources?

NOTE FOR INSTRUCTOR: Call on two students to share.

ANSWERS:

- How is community drinking water tracked?
 - <http://ephtracking.cdc.gov/showWaterCollectionQuality.action>
- What contaminants are being monitored?
 - <http://ephtracking.cdc.gov/showWaterContaminants.action>
- What are the data sources?
 - <http://ephtracking.cdc.gov/showCommunityWaterIndicators.action>



OPTIONAL HOMEWORK: Data Limitations (Slide 23)

- Environmental data systems, while important to efforts to control pollution, are limited. Some of these limitations include coverage, spatial characteristics, and temporal characteristics. Please research and describe the limitations of environmental health data.

NOTE FOR INSTRUCTOR: This is an optional homework assignment, if you decide not to cover this slide in class.

ACTIVITY 4: Query (Slide 40)

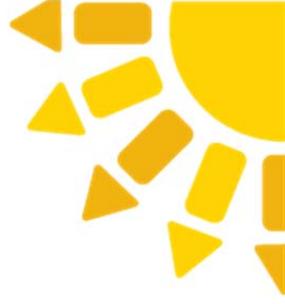
- Conduct your own query from the Query Panel. Starting on the homepage of the Tracking Network, click “Explore Tracking Data” in the middle of the page: <http://ephtracking.cdc.gov/QueryPanel/EPHTNQuery/EPHTQuery.html?c=-1&i=-1&m=-1#>
- Click “Need Help?” and read the instructions, then conduct a query of your choice and report back to the class the content area, indicator, measure, geography/time you chose, and the query result.
- You may also refer to the Tracking Portal User Guide (<http://ephtracking.cdc.gov/docs/Tracking%20User%20Guide.pdf>) for comprehensive query instructions (page 32-43). Take five minutes to read these pages and five to conduct your query.

NOTE FOR INSTRUCTOR: Call on three students to share findings.

GROUP ACTIVITY: Scenario (Slide 56)

- Scenario:
 - You are a student intern working for the Wisconsin Department of Health Services Program and Planning Office. The department’s Heart Disease and Stroke Prevention Program wants to increase the public’s awareness about women’s risks for heart disease and stroke.
- Your task:
 - You are asked to develop educational materials that highlight key points that women need to know about risks for heart disease and heart attacks. The fact sheet will be distributed to three counties in Wisconsin for which heart attack hospitalization rates are higher than the state rate. Use data and information from the National and Wisconsin Tracking Networks (<http://www.dhs.wisconsin.gov/epht/index.htm>) to identify the three counties in Wisconsin where educational efforts will be targeted. Your educational materials may include a poster, a fact sheet, or any other





items you think would best convey your message.

NOTE FOR INSTRUCTOR: You can either walk through this scenario as a class, break up into small groups, or, to save time, show students how you would approach this.

HOMEWORK 3: Scenarios (Slide 57)

OPTIONS:

- Individual assignments:
 - Choose and complete one scenario or assign each student a scenario, so that all are covered, to complete.
 - NOTE FOR INSTRUCTOR: Take 15 minutes of the following class to discuss homework findings and show two videos explaining the real-life solution to two of the scenarios.
- Group assignment and presentation:
 - NOTE FOR INSTRUCTOR: Split the class into groups and randomly select a scenario for each group to complete in-class. Allow the students to present their scenario.

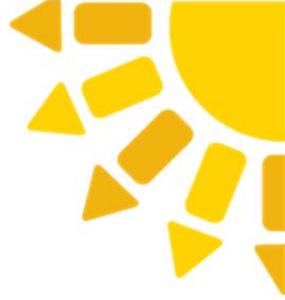
HOMEWORK 4: Queries (Slide 58)

- Conduct three queries on the Tracking Network, choosing a content area/indicator/measure of your choice, and turn in the following for each:
 - Health: Output data in a chart
 - Environment: Output data in a table
 - Population characteristics: Output data in a map

OPTIONAL HOMEWORK: Success Story Reading (Slide 55)

- Spend 30 minutes reading through Tracking Network success stories: <http://www.cdc.gov/nceh/tracking/successstories.htm>.
- Choose one success story and consider the following questions. Be prepared to share your thoughts the next class.
 - What interested you about this?
 - Who 'wins' and 'loses' if things stay the same?
 - What appeared to be easy for public health professionals to put in place? What tools did they have?
 - What appeared to be most challenging? What were the roadblocks?
 - How would you have approached this issue?
 - If you were a member of this community, would you be satisfied with these results? Why or why not?

NOTE FOR INSTRUCTOR: This is an optional homework assignment, if you decide not to cover success stories in class.



KEEPING TRACK, PROMOTING HEALTH:

CDC's Environmental Public Health Tracking Network Classroom Modules
Centers for Disease Control and Prevention | www.cdc.gov/ephracking

