



Adaption Guide for Instructors

Overview

This course work was designed for college-level instruction on environmental public health using the National Environmental Public Health Tracking Network. It was developed by the U.S. Centers for Disease Control and Prevention's Environmental Public Health Tracking Branch through consultation with environmental health instructors.

Key Learning Objectives

- 1) Increase knowledge of fundamental aspects of environmental public health
- 2) Increase knowledge of the National Environmental Health Tracking Network
- 3) Develop skill at using the Tracking Network to solve public health problems

Preparing to Use

- 1) Review the provided materials to familiarize yourself with the available tools. Identify the key topics you wish to address. You can adapt and customize any slide, speaker's notes, and activity to better suit your style and your students' needs. For example, you might skip slides that cover topics your students already know, expand on a topic if the class is especially engaged and interested, and rework activities and homework. Consider:
 - Knowledge level of learners
 - Available time
 - Your familiarity with the subject
- 2) Select the teaching tools you wish to use. You may wish to use all materials provided or you may revise to best fit the needs of your class. Use the adaptation guide for ideas on how to meet different time limitations.
- 3) Confirm available resources for instruction. Depending on the materials you wish you use, you may require:
 - Internet access in the classroom
 - Copies of handouts

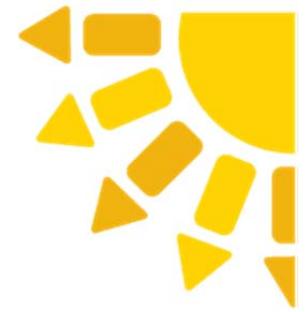




Key Components

Component	Contains
Introduction to Environmental Public Health	<ul style="list-style-type: none">• Audience: First year public health students and introduction to public health classes• Estimated time: 50 minutes• Materials/tools:<ul style="list-style-type: none">○ Introduction to Environmental Public Health PowerPoint Presentation with speaker's notes, classroom activities, and homework assignments<ul style="list-style-type: none">▪ Designed as a primer for a lesson on CDC's National Environmental Public Health Tracking Network to provide essential background knowledge○ Handouts<ul style="list-style-type: none">▪ Case Study: PM_{2.5}▪ Homework 1: EH Issue▪ Homework 2: Cr-6▪ Activity Sheet○ Students: Laptops/computers○ Instructor: Laptop/computer, projector, and Internet access
Introduction to Environmental Public Health Tracking	<ul style="list-style-type: none">• Audience: Public health students and environmental health students, any year• Estimated time: Two hours• Materials/tools:<ul style="list-style-type: none">○ Introduction to Environmental Public Health Tracking PowerPoint Presentation with speakers notes, classroom activities, and homework○ Handouts:<ul style="list-style-type: none">▪ Tracking Network Data Sources▪ Tracking Network User Guide▪ Homework 3_Scenarios▪ Homework 4_Queries○ Students: Laptops/computers○ Instructor: Laptop/computer, projector, and Internet access
Sample Exam Questions	<ul style="list-style-type: none">• Short answer and essay options• Answer key
Activity and Assignment Guides	<ul style="list-style-type: none">• Overview of all suggested activities and assignments
Adaptation Guide	<ul style="list-style-type: none">• Outline of materials and suggestions for adapting to meet a variety of time limitations and student needs





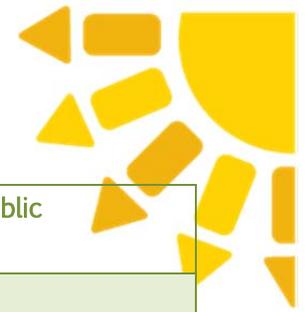
Adapting the Lesson

Below is an outline of how the lesson and supporting materials could be adapted to fit your needs.

Available Time: One three-hour class

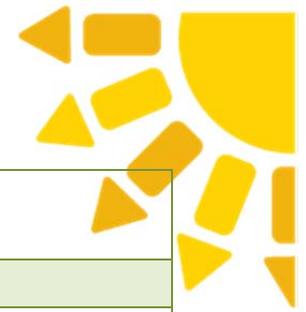
Students	Introduction to Environmental Public Health		Introduction to Environmental Public Health Tracking	
	Day 1			
	In Class	Homework	In Class	Homework
Limited knowledge of Environmental Health	<p>Total Time: 50 minutes</p> <p>Lecture</p> <ul style="list-style-type: none"> Optional slides (consider skipping to save time): 5, 12, 13, 17, 20, 23, 26, 27, 28, 29 <p>In-Class Activities: Incorporate one to two of the provided discussion or activity ideas into the lecture.</p>	<p>Homework 1 or 2: Let students choose one option to complete at home and hand-in the next class, then move on to the second part of the lecture.</p> <p>Recommendation: Remove the oral assignment from the homework to save time.</p>	<p>Total Time: 120 minutes</p> <p>Lecture:</p> <p>Optional slides: 7, 9, 23, 40, 45, 46</p> <p>Slides 49-55: Choose two success stories to cover</p> <p>In-Class Activities: Incorporate two of the provided discussion or activity ideas into the lecture.</p> <p>Recommendation: Complete the “group activity” (slide 56) together as a class or in small groups before assigning homework scenarios.</p>	<p>Scenarios</p> <ul style="list-style-type: none"> Provide handout Homework 3_Scenarios. If time permits, allow students to begin their homework assignment in class.





Students	Introduction to Environmental Public Health		Introduction to Environmental Public Health Tracking	
	Day 1			
	In Class	Homework	In Class	Homework
Strong knowledge of Environmental Health and Epidemiology	<p>Total Time: 45 minutes</p> <p>Lecture</p> <ul style="list-style-type: none"> Start lecture on slide 14 “Monitoring Environmental Health” Skip Epidemiology slides 16-18 and 28-29 <p>Activities</p> <p>Skip activities or, if time permits, choose one.</p>	<p>Skip homework on this lesson and proceed to lecture on the Tracking Network.</p>	<p>Total Time: 135 minutes</p> <p>Lecture: 60 minutes</p> <p>Optional slides: 7, 9, 23, 40, 45, 46</p> <p>Slides 49-55: Choose two success stories to cover</p> <p>Class Activity: 75 minutes</p> <ul style="list-style-type: none"> Break the class into small groups. Assign each group a different scenario (from the Homework 3_Scenarios handout) to complete. Allow 45 minutes for the assignment and 30 minutes for quick presentations. 	<p>Scenarios</p> <p>Reserve one of the provided scenarios (do not assign it to a group for the group activity) from the Homework 3_Scenarios handout for everyone to complete individually at home.</p>

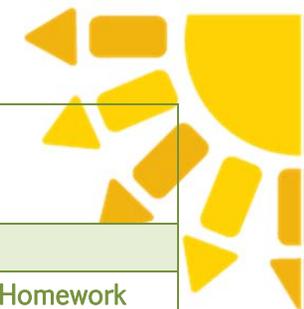




Available Time: Three 50-minute classes

Students	Introduction to Environmental Public Health		Introduction to Environmental Public Health Tracking			
	Day 1		Day 2		Day 3	
	In Class	Homework	In Class	Homework	In Class	Homework
Limited knowledge of Environmental Health	<p>Total Time: 50 minutes</p> <p>Lecture Optional slides: 5, 12, 13, 17, 20, 23, 26, 27, 28, 29</p> <p>In-Class Activities: Have students choose assignments 1 or 2.</p>	<p>Homework 1 or 2: Let students choose one option to complete at home and hand-in the next class, then move on to the second part of the lecture.</p> <p>Recommendation: Remove the oral assignment from the homework</p>	<p>Total Time: 50 minutes</p> <p>Presentations: 15 minutes sharing homework findings</p> <p>Lecture: 35 minutes</p> <ul style="list-style-type: none"> • Stop after “Why Use Tracking Network” (slide 47). <p>In-Class Activities: Incorporate two of the provided discussion or activity ideas into the lecture.</p> <p>If time permits, read through a few success stories together.</p>	<p>Read Success Stories</p>	<p>Total Time: 50 minutes</p> <p>Lecture: 10 minutes Talk through the group activity together; consider showing the class how you would approach it to save time (slide 56).</p> <p>Activity: Break the class into small groups, assign each group a different scenario (from the Homework 3_Scenarios handout) to complete.</p> <ul style="list-style-type: none"> • Allow 25 minutes for the assignment and 15 minutes for quick presentations. (If students need more time, consider saving 15 minutes of your next class for presentations.) 	<p>Encourage reading: Tracking Network Success Stories and Tracking Network User Guide.</p> <p>Reserve one of the provided scenarios (do not assign it to a group for the group activity) from the Homework 3_Scenarios handout for everyone to complete individually at home.</p>





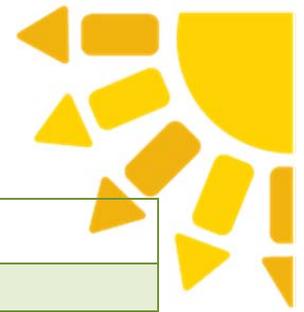
Students	Intro. to Environ. Public Health	Introduction to Environmental Public Health Tracking						
		Day 1		Day 2		Day 3		
	In Class	In Class	Homework	In Class	Homework	In Class	Homework	
Strong knowledge of Environmental Health	<p>Total Time: 15 minutes</p> <p>Lecture</p> <ul style="list-style-type: none"> Start lecture on slide 14 “Monitoring Environmental Health.” Skip Epidemiology (slides 16-18). <p>In-Class Activities: Skip activities (slides 20, 27 or 30).</p> <p>Proceed to Tracking Network lecture.</p>	<p>Total Time: 35 minutes</p> <p>Lecture: 35 minutes</p> <ul style="list-style-type: none"> Pause “Using the Tracking Network” slide (slide 30). <p>In-Class Activities: Skip activities.</p>	Read Success Stories	<p>Total Time: 50 minutes</p> <p>Lecture: 30 min.</p> <ul style="list-style-type: none"> Slides 30-48 <p>Activity: 20 min. Allow students to spend “free time” on the Tracking Network. Suggestions:</p> <ul style="list-style-type: none"> Read about the content areas they are interested in and learn about the indicators and measures for each content area. Conduct queries. 	See handout Homework 4_Queries; students to conduct three queries and turn in the following for each:	<ul style="list-style-type: none"> Health; output data into a chart Environment; output data into a table Population characteristic; output data into a map 	<p>Total Time: 50 minutes</p> <p>Lecture: 10 minutes</p> <p>Talk through the group activity together; consider showing the class how you would approach it (slide 56).</p> <p>Activity: Break the class into small groups, assign each group a different scenario (from the Homework 3_Scenarios handout) to complete.</p> <ul style="list-style-type: none"> Allow 25 minutes for the assignment and 15 minutes for quick presentations. 	<p>Encourage reading: Tracking Network Success Stories and Tracking Network User Guide.</p> <p>Reserve one of the provided scenarios (do not assign it to a group for the group activity) from the Homework 3_Scenarios handout for everyone to complete individually at home.</p>

KEEPING TRACK, PROMOTING HEALTH:

CDC's Environmental Public Health Tracking Network Classroom Modules

Centers for Disease Control and Prevention | www.cdc.gov/ephrtracking

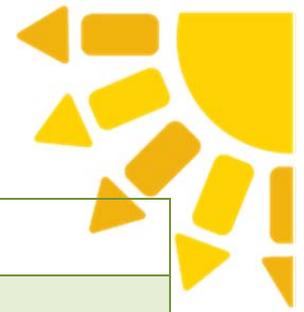




Available Time: One 50-minute class

Students	Introduction to Environmental Public Health Tracking	
	Day 1	
	In Class	Homework
Recommended only for students with <i>strong</i> environmental health knowledge	<p>Total Time: 50 minutes</p> <p>Lecture: 35 minutes</p> <ul style="list-style-type: none"> Optional slides: 7, 9, 23, 40, 45, 46 Stop after “Why Use Tracking Network” slide (slide 47). <p>In-Class Activities: Choose one or two to save time.</p> <p>Recommendation: Complete the “group activity” (slide 56) together as a class or in small groups before assigning homework scenarios.</p>	<ul style="list-style-type: none"> Read success stories. Spend an hour of “free time” on the Tracking Network and conduct queries. <ul style="list-style-type: none"> Read about the content areas they are interested in and learn about the indicators and measures for each content area. See handout Homework 4_Queries; students to conduct three queries and turn in the following for each: <ul style="list-style-type: none"> Health; output data into a chart Environment; output data into a table Population characteristics; output data into a map





Available Time: Two 50-minute classes

Students	Introduction to Environmental Public Health Tracking			
	Day 1		Day 2	
	In Class	Homework	In Class	Homework
Recommended only for students with <i>strong</i> knowledge of Environmental Health	<p>Total Time: 50 minutes</p> <p>Lecture: 35 minutes</p> <ul style="list-style-type: none"> • Stop at “Why Use Tracking Network” (slide 47). <p>In-Class Activities: Choose one or two to save time.</p>	<p>Read success stories.</p> <p>Spend an hour of “free time” on the Tracking Network and conduct queries.</p> <ul style="list-style-type: none"> • Read about the content areas they are interested in and learn about the indicators and measures for each content area. <p>See handout Homework 4_Queries; students to conduct three queries and turn in the following for each:</p> <ul style="list-style-type: none"> • Health; output data into a chart • Environment; output data into a table • Population characteristics; output data into a map 	<p>Total Time: 50 minutes</p> <p>Lecture: 10 minutes</p> <p>Talk through the group activity together; consider showing the class how you would approach it to save time (slide 56).</p> <p>Activity: Break the class into small groups, assign each group a different scenario (from the Homework 3_Scenarios handout) to complete.</p> <ul style="list-style-type: none"> • Allow 25 minutes for the assignment and 20 minutes for quick presentations. 	<p>Encourage reading: Tracking Network Success Stories and Tracking Network User Guide.</p> <p>Reserve one of the provided scenarios (do not assign it to a group for the group activity) from the Homework 3_Scenarios handout for everyone to complete individually at home.</p>

