

Using Innovative Technology as a Tool to Recruit Minorities to Public Health Careers

Final Report

May 2012

Minority populations including African Americans, Hispanics, Native American Indians, and certain segments of the nation's Asian/Pacific Islander population, are not present in significant numbers in our public health workforce. While there are outstanding minorities in the public health career path, access to health professions remains unequal for minorities. To increase access to advanced study and career opportunities in public health for minorities, Public Health Foundation (PHF) was awarded a cooperative agreement from the Centers of Disease Control and Prevention (CDC). In years one and two of this cooperative agreement, PHF collaborated with one Historically Black College or University – Florida Agricultural and Mechanical University (FAMU) – to pilot an outreach program. The collaboration yielded the development and implementation of a program that was specifically designed to increase the number of minority undergraduate students aware of public health as a field of study and the diversity of career tracts in public health. An increased number of minority undergraduate students with awareness about and access to training in public health can effectively contribute to ensuring that the public health workforce is more representative of all populations that comprise communities, especially minority communities with limited access to culturally competent public health programs.

Building upon the outcomes and recommendations of the piloted initiative in year two and the development of the standardized outreach process in year three, implementation at three other colleges/universities to engage additional minority populations were conducted in year four of this initiative: Florida International University (FIU), Morgan State University (MSU), and the University of Arizona (UA). Additionally, FAMU students who participated in the pilot initiative were tracked to further determine the impact of this strategic recruitment model. Tracking of FAMU students will continue to be conducted in year five of this initiative as well as the tracking of FIU, MSU, and UA students.

From conducting research to completing online courses, the computer is a key tool for teaching and learning. TRAIN (<https://www.train.org>), the online platform/vehicle that was used in this initiative, is a unique web-based learning management solution for public health training and an effective mechanism for introducing minority undergraduate students to potential careers in public health. Currently with over 525,000 registered learners who participate in over 25,000 courses (online and on-site) provided by over 4,000 course providers, TRAIN offers introductory to advanced level trainings. Available 24/7, TRAIN is a convenient way for learners to search, register, and launch training at their convenience. The activities under this objective were designed to help undergraduate students access, use, and benefit from public health training.

In **year four** of this initiative (June 1, 2011 – May 31, 2012), PHF collaborated with FIU, MSU, and UA to implement the plan that was standardized in **year three** (June 2010 through May 2011). Activities included:

- Identified two introductory public health trainings on TRAIN in which students would participate:
 - **What is Public Health** – TRAIN Course ID# 1010190 – Course Provider: Midwest Center for Life-Long Learning in Public Health
 - **Orientation to Public Health** – TRAIN Course ID# 1000614 – Course Provider: New York-New Jersey Public Health Training Center
- Identified the target population at FIU, MSU, and UA that would be invited to participate in this initiative.
 - The following population was targeted in this initiative at FIU:
 - Robert Stempel College of Public Health and Social Work
 - The following population was targeted in this initiative at MSU:
 - School of Community Health and Policy
 - The following population was targeted in this initiative at UA:
 - Mel and Enid Zuckerman College of Public Health
- In collaboration with CDC, indicators for this pilot project were identified. In order for this initiative to be successful, a minimum of 35 undergraduate students must register on TRAIN and complete at least one of the introductory public health trainings and the evaluation.
- Collaborated with FIU, MSU, and UA to create incentives to motivate students to participate in this initiative. Each student completing the training and evaluation would be eligible to receive:
 - a certificate of participation
 - a flash drive
 - a thank you letter
 - a list of undergraduate resources
 - a list of national public health organizations
 - a list of potential internship opportunities in Florida, Maryland, and Arizona and other areas around the country
- Collaborated with FIU, MSU, and UA to market this initiative to students as well as to faculty in various departments. Marketing was conducted by:
 - email
 - posters/flyers
 - word of mouth
 - phone calls and meetings with Department Chairs at the universities
- Launched the initiative in an open forum at FIU and MSU. At the request of UA, there was no official launch for the initiative. However, PHF staff provided instructions that were utilized by the students to participate in this initiative.
- Collected and analyzed the data.

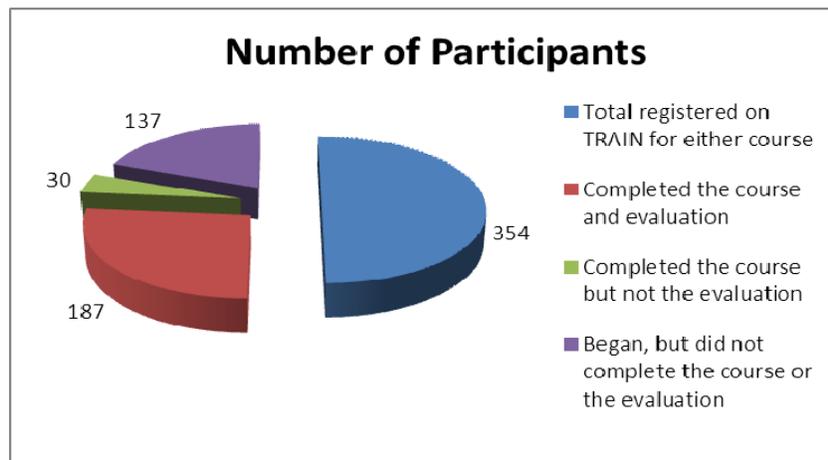
- Held a closing program at FIU and UA where students provided additional feedback about the initiative. At this program, students were awarded certificates of participation, a “thank you” letter, and all of the items listed as incentives. Due to MSU’s low participation rate, at their request, a closing program was not conducted. PHF mailed the students who participated in the initiative a certificate of participation, a “thank you” letter, and all of the items listed as incentives.

Cumulative Results

Analyzing the Data

Prior to the implementation of this initiative, it was determined by the CDC Office of State, Tribal, Local and Territorial Support (OSTLTS) that this pilot project would be successful if at least 35 students registered on TRAIN, completed at least one of the two introductory public health trainings, and completed the evaluation.

The response to this initiative exceeded the anticipated goals. The data shows that there were a total of 354 students who registered on TRAIN to participate in this initiative. Out of this number, 187 undergraduate students completed the course and evaluation (note: six graduate students completed the course but are not included as this initiative is for undergraduates), and 30 students completed the course, but not the evaluation (note: these 30 students are not included in the total number of students that completed the course, as they did not complete the evaluation) and 137 students began, but did not complete the course or evaluation.



What is Public Health

Course ID #1010190

Course Provider: Midwest Center for Life-Long Learning in Public Health

Course Description:

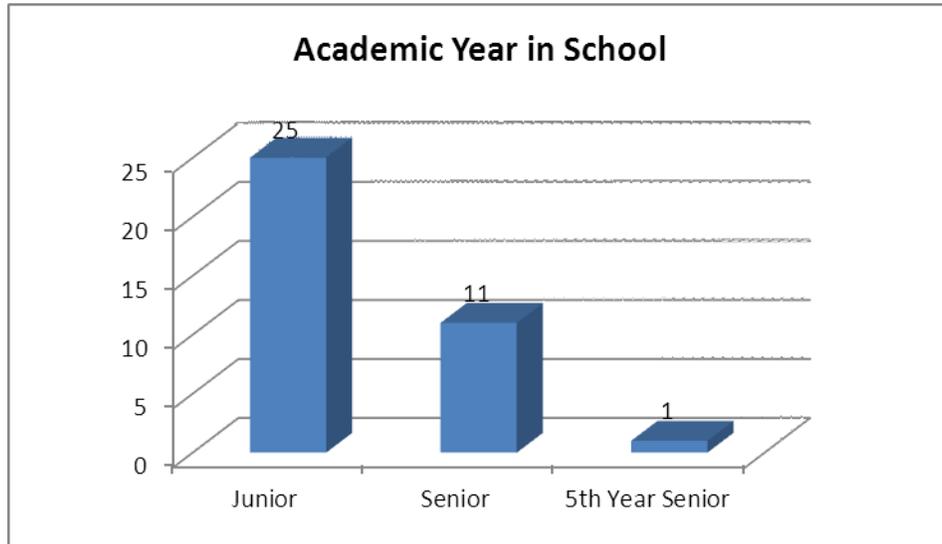
This course presents basic public health concepts including:

- *The principles of public health*
- *Essential Services of Public Health*
- *The importance of collaboration across governmental and private sector entities*
- *Achievements and future challenges of public health*
- *Cultural Competency*

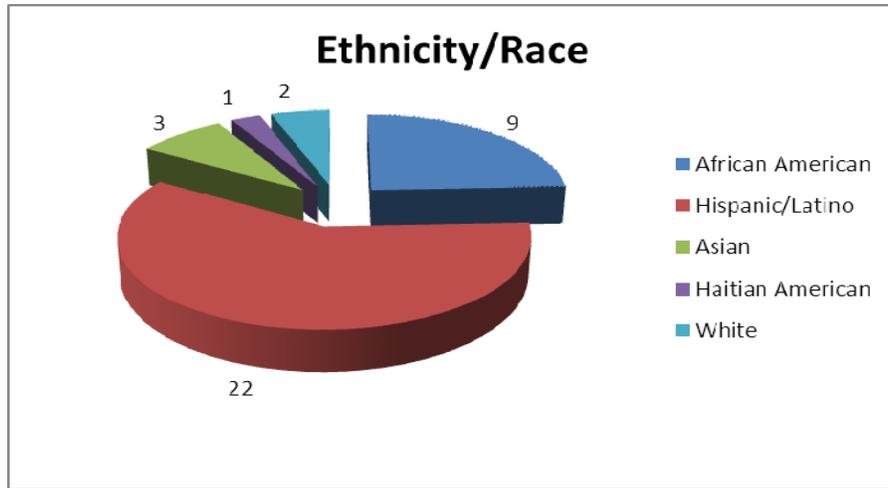
Application of these elements is stressed through two case studies:

- *Public health emergency response to an anhydrous ammonia spill.*
- *An American Indian community that is faced with increasing obesity and diabetes rates among school-age children*

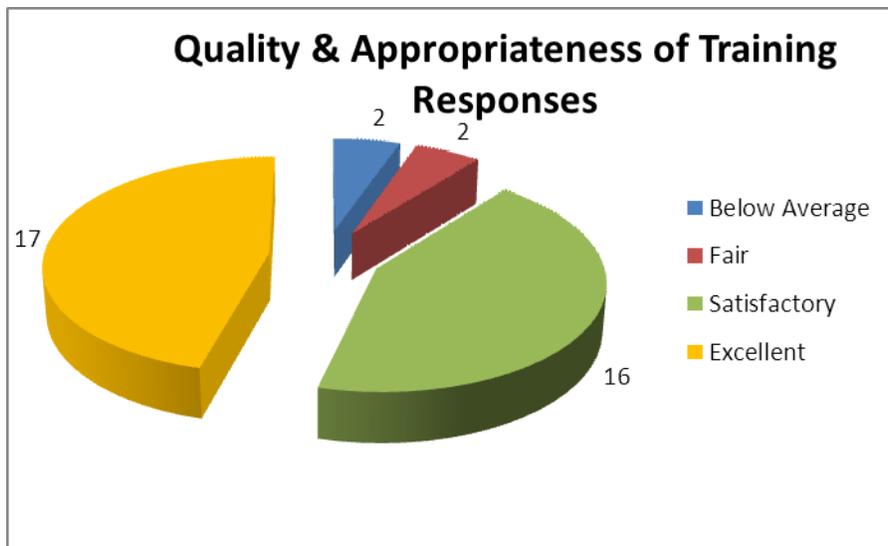
There were 37 undergraduate students that completed both the training and evaluation.



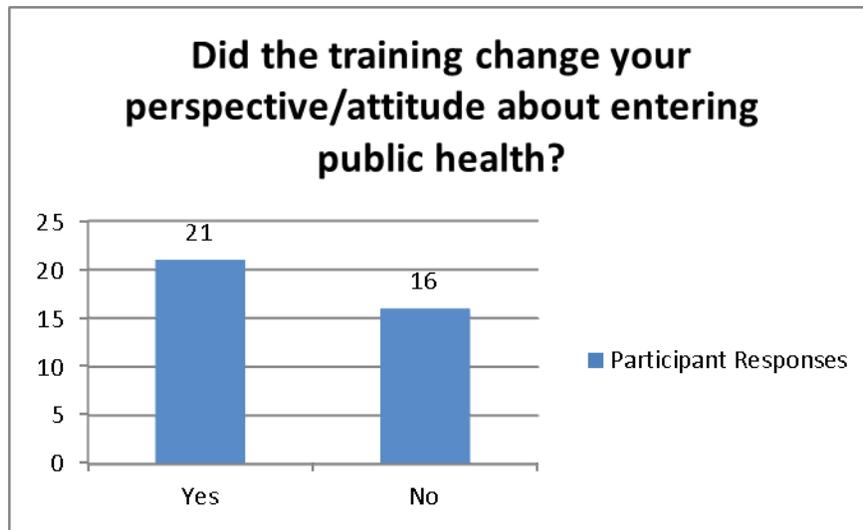
Out of the 37 undergraduate students that completed both the training and evaluation, 22 of these students were Hispanic, 9 African American, 3 Asian, 2 White, and 1 Haitian American.



On a scale of 1 to 5 where 1 = poor and 5 = excellent, 17 participants rated the appropriateness and quality of this training as excellent.



When asked if the training changed their perspective/attitude about entering public health, 21 out of the 37 respondents answered in the affirmative.



Orientation to Public Health

Course ID# 1000614

Course Provider: New York-New Jersey Public Health Training Center

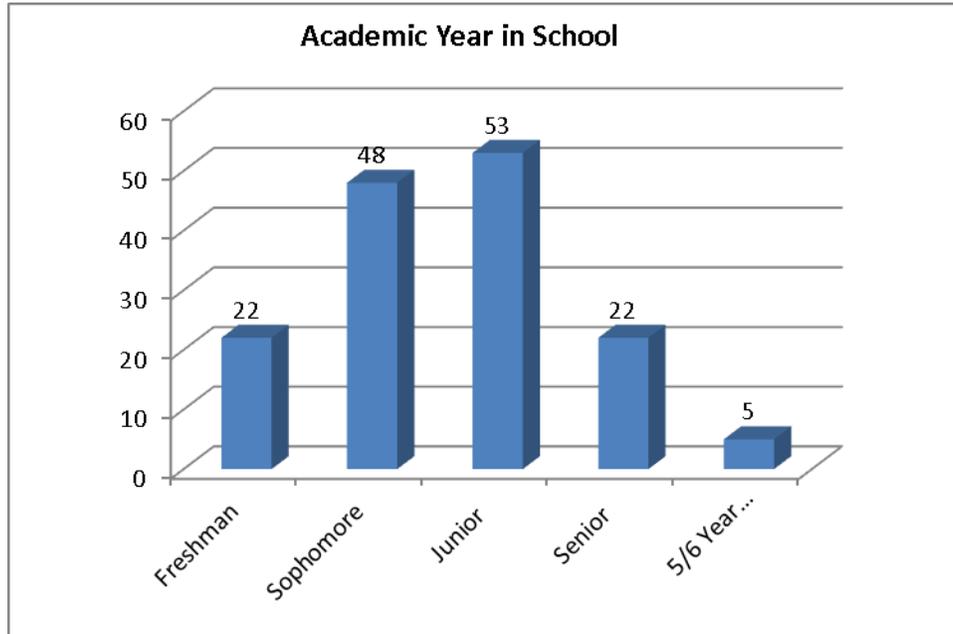
Course Description:

This web-based course is designed for support and technical staff in public health agencies. It would be helpful for anyone new to public health practice. The course can be incorporated into routine orientation programs. Course objectives: As a result of taking this course, participants will be able to:

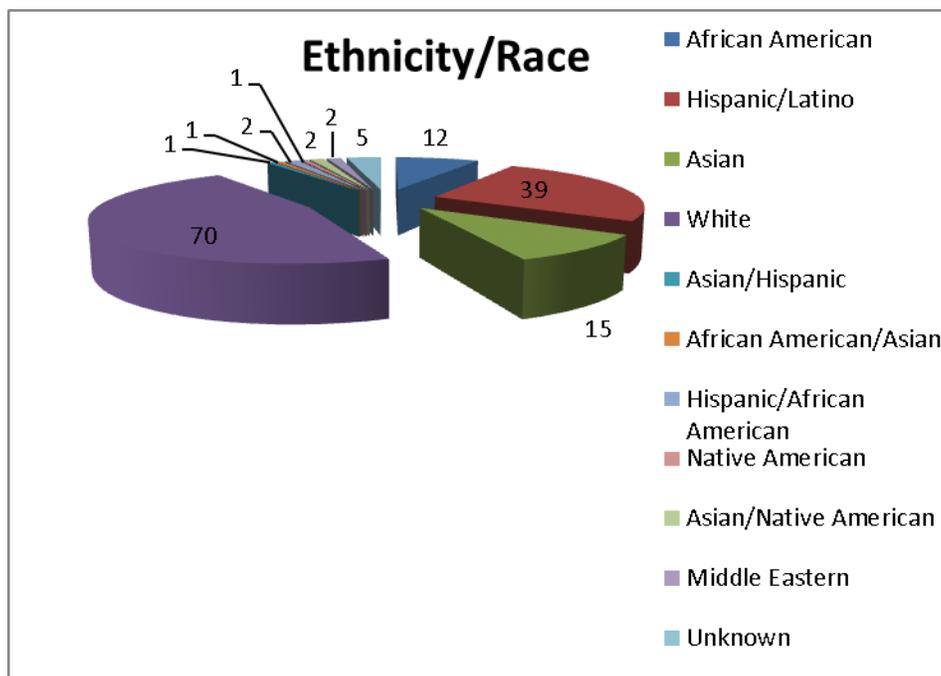
- *Define public health and its obligations.*
- *Explain how public health differs from health care.*
- *Give examples of how a local health agency carries out the essential services of public health.*

This interactive course incorporates simulated e-mail messaging, assignment of tasks, interviews, and tests.

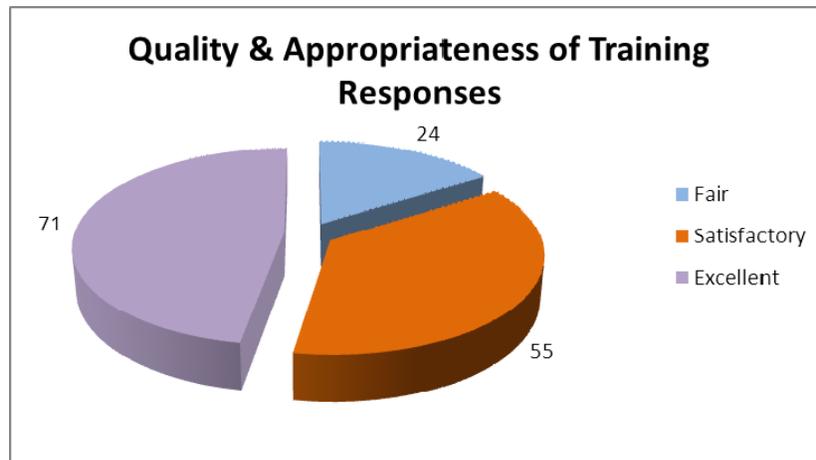
There were 150 undergraduate students that completed both the training and evaluation.



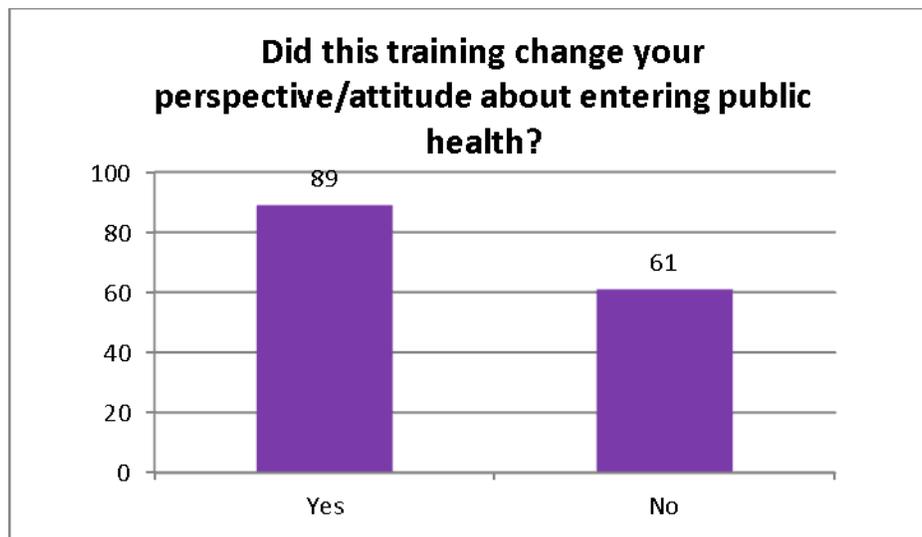
Out of the 150 undergraduate students that completed both the training and evaluation, 70 of these students were White, 39 Hispanic, 12 African American, 15 Asian, 1 Asian Hispanic, 1 African American/Asian, 2 Hispanic/African American, 1 Native American, 2 Middle Eastern, 2 Asian/Native American, and 5 did not disclose their race.



On a scale of 1 to 5 (where 1 = poor and 5 = excellent), 71 participants rated the appropriateness and quality of this training as excellent.



When asked if the training changed their perspective/attitude about entering public health, 89 out of the 150 participants responded in the affirmative.



Each participant was also asked what (if any) relevancy these trainings have in relation to their career goals. As a result of their responses, it is recommended that the students participating in this project be monitored/tracked in future years to see if they follow through and enroll in a public health degree program and/or pursue a public health career. Data analysis of each individual university begins on *page 26* of this document.

To develop better career access for minorities in the public health field, innovative measures to introduce public health prior to graduate education is important. It is evident from the limited data collected in this initiative, that utilizing TRAIN as a mechanism to introduce students to the field of public health has proven to be one such measure that may potentially have an impact on increasing the number minorities who enter a public health career.

For future research, PHF proposes that utilizing TRAIN to introduce students to the field of public health be implemented at the high school level. During 2012 – 2013, PHF proposes to partner with the Health Occupations Students of America (HOSA) to conduct this initiative with their students.

Appendix

Distributed Flyers, Emails and Other Documents

Throughout the tenure of this initiative, flyers, emails and other documents were distributed. A sampling of these documents is contained in this appendix. In addition to written documents, FIU and UA met with staff members, instructors and department chairs) to market this initiative. One professor from FIU and two professors from UA created mandatory assignments (completing one of the introductory public health courses offered through TRAIN) for class. The result of these marketing strategies increased the number of students that participated in this initiative

GET INVOLVED

Channel Your Success
Without Changing Your Passion



Join us on 1/26/2011, 3:00 -4:30 in (Room) pm to learn more. RSVP @ 312-942- 7777

The flyer (above) was posted and disseminated by FIU.

The following documents were disseminated to students who participated in the initiative as well as a list of potential public health internships in Florida, Maryland, and Arizona.

Instructions for Completing the Evaluation for the Minority Outreach Initiative

Please follow the instructions to **mark your module as complete** and fill in the **evaluation** by **[End Date]**. We want to make sure everyone is accounted for when we order the jump drives. You will only be eligible for a jump drive and other incentives if you mark your module as complete **and** complete the evaluation that is on the website.

NOTE: Our evaluation is different than the one that was given immediately after the completion of the module. Please use the instructions that follow to **mark your module as complete** and fill in **our evaluation**:

1. Log-in to your account and click *My Learning* from the right-hand side of the screen.
2. On the resulting page, click the *M* (manage) *icon* and the course registration management will load.
3. Click *Completed*
4. Click *OK* on the resulting warning sign
5. Select *Back* on the next page (there is no completion score for this course).
6. Click on the *Home tab* at the top of the screen.
7. Click on *There are pending evaluations* text that has appeared on the right hand side, above the My Learning Record box.
8. On the following page, click on the *evaluation for the course*.
9. A pop-up window will load. Click *Start Evaluation* and proceed through all evaluation questions. Click *close* when you have completed the final question. The completed course can now be found in your Transcript on your TRAIN account.

Remember, students completing a module will be eligible for a jump drive, a listing of public health internships, and a listing of public health resources. In order to receive the jump drive and other incentives, your status must be marked complete and you must complete the evaluation.

If you have any questions/concerns or to make sure that your status is complete, please feel free to email Erin Bougie (ebougie@phf.org).

Minority Outreach – Evaluation Questions

1. Name: _____
2. Gender: _____
3. Age: _____
4. Race/Ethnicity: _____
5. Academic Institution: _____
6. Area of Study/Declared Major: _____
7. Academic Year: _____
8. Which training did you complete? (Please select one)
 - a. **What is Public Health**, Course ID# 1010190 (Midwest Center for Life-Long Learning in Public Health)
 - b. **Orientation to Public Health**, Course ID# 1000614 (New York-New Jersey Public Health Training Center)
9. How was the quality and appropriateness of the training you are evaluating?
Please rate on a scale of 1 to 5 where 1 = poor and 5 = excellent.

1	2	3	4	5
---	---	---	---	---
10. List three (3) things you learned about public health from the training.
 - a.
 - b.
 - c.

11. Did this training change your perspective/attitude about entering public health?

If **YES**, how did it change your perspective/attitude?

a. If **NO**, what could potentially change your perspective/attitude?

12. What is the relevancy of these trainings to your career goals?

[Date]

Dear Participant,

Minority populations including African Americans, Hispanics, American Indians, and certain segments of the nation's Asian/Pacific Islander population, are not present in significant numbers in our public health workforce. While there are some outstanding minorities in this career path, access to a health profession remains unequal for minorities.

To ensure that minorities are efficiently represented in the public health field, Public Health Foundation (PHF) has collaborated with [School Name] under a cooperative agreement awarded by the Centers for Disease Control and Prevention (CDC) to develop and implement a program designed to increase the number of minority undergraduate students who pursue a career in public health.

As a participant in this outreach initiative, you have worked to pave the way for others who through this outreach mechanism may potentially pursue a career in public health. Although this, the first phase has been completed, we request your participation in the follow-up phase. To show the full impact of this initiative, we will be contacting you (via email) over the next year requesting you to complete a short survey which will assist us in tracking project participants. Your continued participation and support will serve as a model for minority outreach throughout our country.

PHF, CDC, and [School Name] would like to thank you for your participation in this outreach pilot project. Your contribution has provided invaluable information that will help fuel this initiative so that it may be replicated in other schools nationwide.

Again, thank you for your participation in this initiative. We wish you much success in your career.

Sincerely,

Lois D. Banks, D. Min
TRAIN Director

Certificate of Participation

This certificate is awarded to

Jane P. Health

For participation in the

Minority Outreach Project

increasing the number of minorities who pursue a career in public health



TRAIN

Lois D. Banks, DMin, TRAIN Director, Public Health Foundation

March 27, 2012

Undergraduate Public Health Resources

Reports, Guides and Curricular Materials

- *Morbidity and Mortality Weekly Report* CDC publication of “essential findings” of the Consensus Conference on Undergraduate Public Health Education, October 19, 2007 The full consensus conference report is available at www.ccas.net under publications
- The Recommendations for Undergraduate Public Health Education are available at <http://www.aptrweb.org/resources/pdfs/Recommendations.pdf> and http://www.aacu.org/public_health/index.cfm
- The Curriculum Guide to Undergraduate Public Health Education, version 3.0 is available at http://www.aptrweb.org/resources/pdfs/Curriculum_Guide_Version3.pdf and http://www.aacu.org/public_health/index.cfm
- The Association of Schools of Public Health provides information on undergraduate majors and minors and curricular materials at: www.pathwaystopublichealth.org and www.thisispublichealth.org.
- The Association for Prevention Teaching and Research’s Prevention Education Resource Center (PERC) provides syllabi, curriculum materials and other curriculum resources at www.teachprevention.org

Press and Publications

- CDC Podcast on undergraduate public health education with Dr. Julie Gerberding, former Director of CDC, available at <http://www2a.cdc.gov/podcasts/player.asp?f=8696>
- *Inside Higher Education*: Epidemiology as an Undergraduate Mainstay <http://www.insidehighered.com/news/2007/11/07/health>
- *Liberal Education*: AAC&U “[Back to the Pump Handle: Public Health and the Future of Undergraduate Education](http://www.aacu.org/liberaleducation/le-fa07/le_fa07_perspectives1.cfm)” Albertine S, Persily NA, and Riegelman.R http://www.aacu.org/liberaleducation/le-fa07/le_fa07_perspectives1.cfm
- *Journal of Public Health Management and Practice* Who Will Keep the Public Healthy? The Case for Undergraduate Public Health Education: A Review of Three Programs; Jan-Feb 2008 Bass SB, Guttmacher S, Nezami E www.jphmp.com

- *Academic Medicine*- April 2008 Theme issue on population health including an article on Evidence-Based Public Health as Preparation for Medical School www.academicmedicine.org
- *American Journal of Preventive Medicine*-September 2008 Theme issue on undergraduate public health education www.ajpm-online.net.
- *Public Health Reports*, Articulation of Undergraduate and Graduate Education in Public Health Lee J. http://www.publichealthreports.org/userfiles/123_8/12-17.pdf
- *Washington Post*- For a Global Generation, Public Health Is a Hot Field front page September 18, 2008 <http://www.washingtonpost.com/wp-dyn/content/article/2008/09/18/AR2008091804145.html?hpid=topnews>
- *Peer Review*- AAC&U- [Intentionality and Integration in Undergraduate Global Public Health Education](http://www.aacu.org/peerreview/index.cfm) Bernheim RG et. al. Fall 2008 <http://www.aacu.org/peerreview/index.cfm>
- *Inside Higher Education*-For Undergrads, A Shot of Public Health. April 3, 2009 <http://www.insidehighered.com/news/2009/04/03/publichealth>
- *The Nation's Health*: Connecting with the Colleges May 2009 <http://www.apha.org/publications/tnh/current/May09/Affiliates/undergradsAffiliates.htm>
- *Peer Review*- AAC&U- Summer 2009 Issue on Undergraduate Public Health Education through the support of the Josiah Macy Jr. Foundation available at <http://www.aacu.org/peerreview/index.cfm>

National Public Health Organizations

American Public Health Association (APHA)

800 I Street, NW
Washington, DC 20001
T: (202)777- 2742
F: (202) 777-2534
<http://www.apha.org/>

The American Public Health Association is the oldest and most diverse organization of public health professionals in the world and has been working to improve public health since 1872. The Association aims to protect all Americans, their families and their communities from preventable, serious health threats and strives to assure community-based health promotion and disease prevention activities and preventive health services are universally accessible in the United States. APHA represents a broad array of health professionals and others who care about their own health and the health of their communities.

Association of State and Territorial Health Officials (ASTHO)

2231 Crystal Drive, Suite 450
Arlington, VA 22202
T: (202) 371-9090
F: (571) 527-3189
<http://www.astho.org/>

ASTHO is the national nonprofit organization representing public health agencies in the United States, the U.S. Territories, and the District of Columbia, and over 100,000 public health professionals these agencies employ. ASTHO members, the chief health officials of these jurisdictions, formulate and influence sound public health policy and ensure excellence in state-based public health practice. ASTHO's primary function is to track, evaluate, and advise members on the impact and formation of public or private health policy which may affect them and to provide them with guidance and technical assistance on improving the nation's health.

Centers for Disease Control and Prevention (CDC)

1600 Clifton Rd
Atlanta, GA 30333
T: (800)-232-4636
<http://www.cdc.gov/>

CDC.gov is CDC's primary online communication channel. CDC.gov provides users with credible, reliable health information on:

- Data and Statistics
- Diseases and Conditions
- Emergencies and Disasters
- Environmental Health
- Healthy Living
- Injury, Violence and Safety
- Life Stages and Populations
- Travelers' Health
- Workplace Safety and Health

Environmental Protection Agency (EPA)

Ariel Rios Building
1200 Pennsylvania Avenue, N.W.
Washington, DC 20460
T: (202) 272-0167
<http://www.epa.gov/>

The mission of EPA is to protect human health and the environment.

Health Resources and Services Administration (HRSA)

5600 Fishers Lane
Rockville, MD 20857
T: (888) 275-4772
<http://www.hrsa.gov/index.html>

The Health Resources and Services Administration (HRSA), an agency of the U.S. Department of Health and Human Services, is the primary Federal agency for improving access to health care services for people who are uninsured, isolated or medically vulnerable. Comprising six bureaus and nine offices, HRSA provides leadership and financial support to health care providers in every state and U.S. territory. HRSA grantees provide health care to uninsured people, people living with HIV/AIDS, and pregnant women, mothers and children. They train health professionals and improve systems of care in rural communities.

Medical Reserve Corps (MRC)

Office of the Civilian Volunteer Medical Reserve Corps
Office of the Surgeon General
U.S. Department of Health and Human Services
5600 Fishers Lane, Room 18C-14
Rockville, MD 20857
T: (301) 443-4951
F: (301) 480-1163
<http://www.medicalreservecorps.gov/HomePage>

The mission of the MRC is to engage volunteers to strengthen public health, emergency response and community resiliency. MRC volunteers include medical and public health professionals such as physicians, nurses, pharmacists, dentists, veterinarians, and epidemiologists. Many community members—interpreters, chaplains, office workers, legal advisors, and others—can fill key support positions.

National Association of County and City Health Officials (NACCHO)

1100 17th Street, NW, Seventh Floor
Washington, DC 20036
T: (202) 783-5550
F: (202) 783-1583
<http://www.naccho.org/>

NACCHO’s vision is health, equity, and well-being for all people in their communities through public health policies and services. NACCHO’s mission is to be a leader, partner, catalyst, and voice for local health departments in order to ensure the conditions that promote health and equity, combat disease, and improve the quality and length of lives.

National Association of Local Boards of Health (NALBOH)

1840 East Gypsy Lane Road
Bowling Green, OH 43402
T: (419) 353-7714
F: (419) 352-6278
<http://www.nalboh.org/>

As an organization committed to strengthening and empowering boards of health through education and training, the National Association of Local Boards of Health (NALBOH) is committed to representing the American ideals and principles of our democratic society.

National Institutes of Health (NIH)

9000 Rockville Pike
Bethesda, Maryland 20892
T: (301) 496-4000
<http://www.nih.gov/>

The National Institutes of Health, a part of the U.S. Department of Health and Human Services, is the nation's medical research agency—making important discoveries that improve health and save lives. NIH is made up of 27 Institutes and Centers, each with a specific research agenda, often focusing on particular diseases or body systems.

Public Health Accreditation Board (PHAB)

1600 Duke Street, Suite 440
Alexandria, VA 22314
T: (703) 778-4549
F: (703) 778-4556
<http://www.phaboard.org/>

PHAB is a nonprofit organization dedicated to advancing the continuous quality improvement of Tribal, state, local, and territorial public health departments. PHAB works to promote and protect the health of the public by advancing the quality and performance of all public health departments in the US through national public health department accreditation.

Public Health Foundation (PHF)

1300 L Street, Suite 800
Washington, DC 20005
T: (202) 218-4400
F: (202) 218-4409
www.phf.org

The Public Health Foundation (PHF) is dedicated to achieving healthy communities through research, training, and technical assistance. For more than 40 years, this national, non-profit organization has been creating new information and helping health agencies and other community health organizations connect to and more effectively use information to manage and improve performance, understand and use data, and strengthen the workforce.

**Pew Charitable Trusts:
Philadelphia Office**
One Commerce Square
2005 Market Street, Suite 1700
Philadelphia, PA 19103
T: (215) 575-9050 F: (215) 575-4939

Washington, DC
901 E St. NW
Washington, DC 20004
T: (202) 552-2000
F: (202) 552-2299

The Pew Charitable Trusts is driven by the power of knowledge to solve today's most challenging problems. Pew applies a rigorous, analytical approach to improve public policy, inform the public and stimulate civic life.

U.S. Department of Health and Human Services (HHS)

200 Independence Avenue, S.W.
Washington, D.C. 20201
T: (877) 696-6775
<http://www.hhs.gov/>

The Department of Health and Human Services (HHS) is the United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves. HHS works closely with state and local governments, and many HHS-funded services are provided at the local level by state or county agencies, or through private sector grantees. The Department's programs are administered by 11 operating divisions, including eight agencies in the U.S. Public Health Service and three human services agencies. The department includes more than 300 programs, covering a wide spectrum of activities. In addition to the services they deliver, the HHS programs provide for equitable treatment of beneficiaries nationwide, and they enable the collection of national health and other data.

Trust for America's Health

1730 M St. NW
Suite 900
Washington, DC 20036
T: (202) 223-9870
F: (202) 223-9871
<http://healthyamericans.org/>

Trust for America's Health (TFAH) is a non-profit, non-partisan organization dedicated to saving lives by protecting the health of every community and working to make disease prevention a national priority.

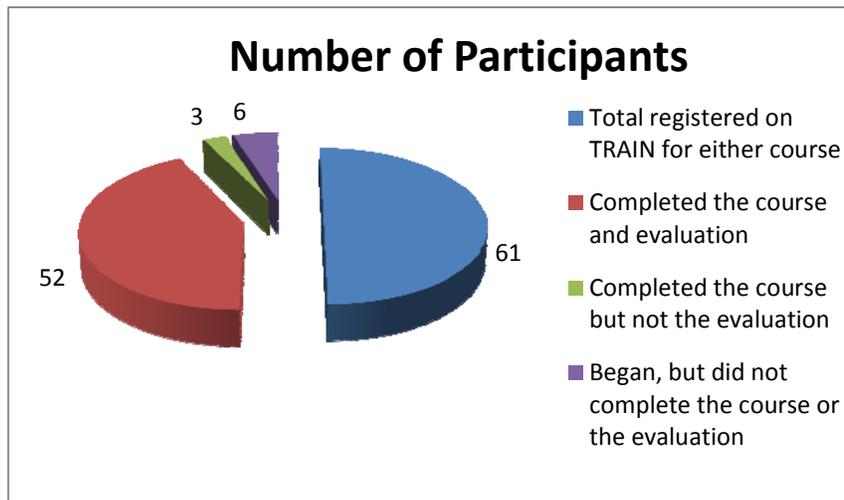
Individual University Results

Florida International University

Analyzing the Data

Prior to the implementation of this initiative, it was determined by the CDC (Office of State, Tribal, Local and Territorial Support) that this pilot project would be successful if at least 35 students registered on TRAIN, completed at least one of the two introductory public health trainings, and completed the evaluation.

The response to this initiative exceeded the anticipated goals. The data shows that there were a total of 61 students who registered on TRAIN to participate in this initiative. Out of this number, 52 students completed the course and evaluation (35 students completed both introductory trainings), three students completed the course, but not the evaluation (note: these three students are not included in the total number of students that completed the course, as they did not complete the evaluation), and six students began but did not complete the course or evaluation.



What is Public Health

Course ID #1010190

Course Provider: Midwest Center for Life-Long Learning in Public Health

Course Description:

This course presents basic public health concepts including:

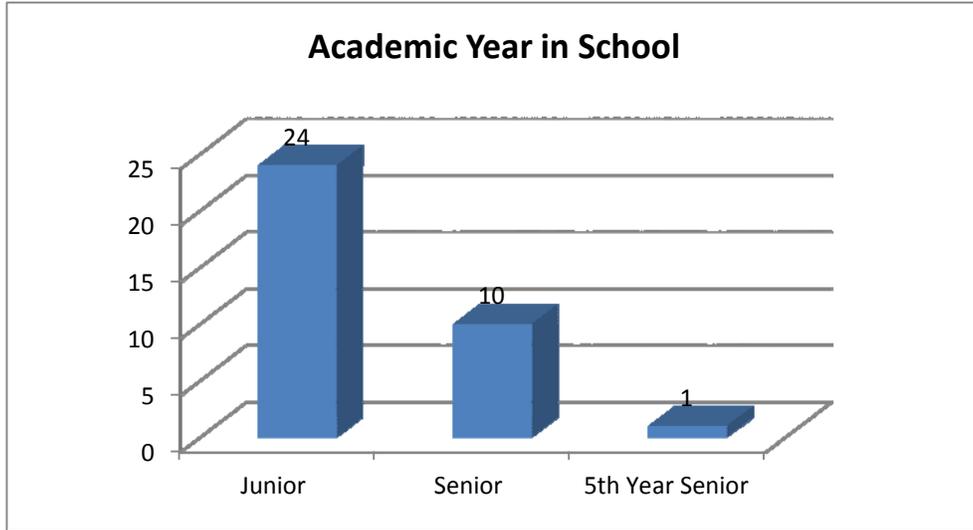
- *The principles of public health*
- *Essential Services of Public Health*
- *The importance of collaboration across governmental and private sector entities*
- *Achievements and future challenges of public health*
- *Cultural Competency*

Application of these elements is stressed through two case studies:

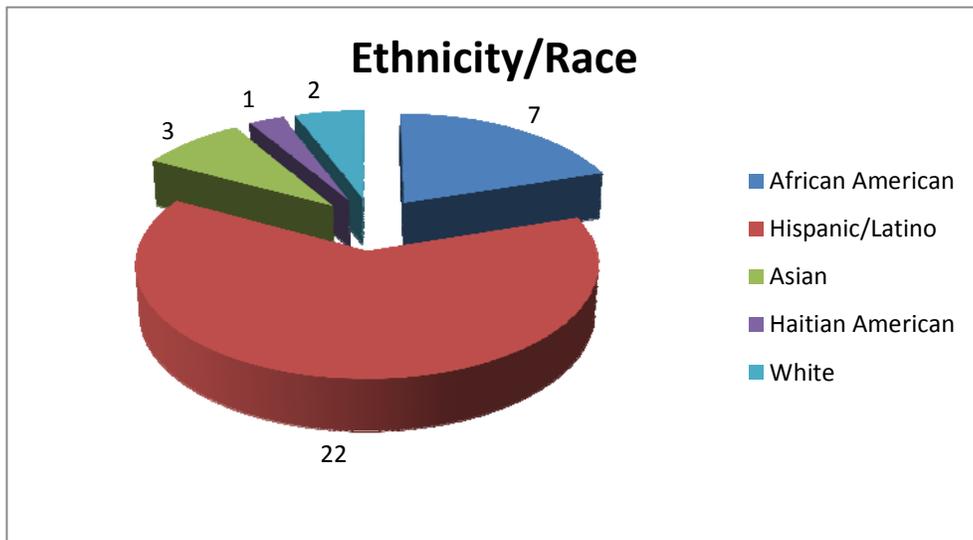
- *Public health emergency response to an anhydrous ammonia spill.*

- *An American Indian community that is faced with increasing obesity and diabetes rates among school-age children*

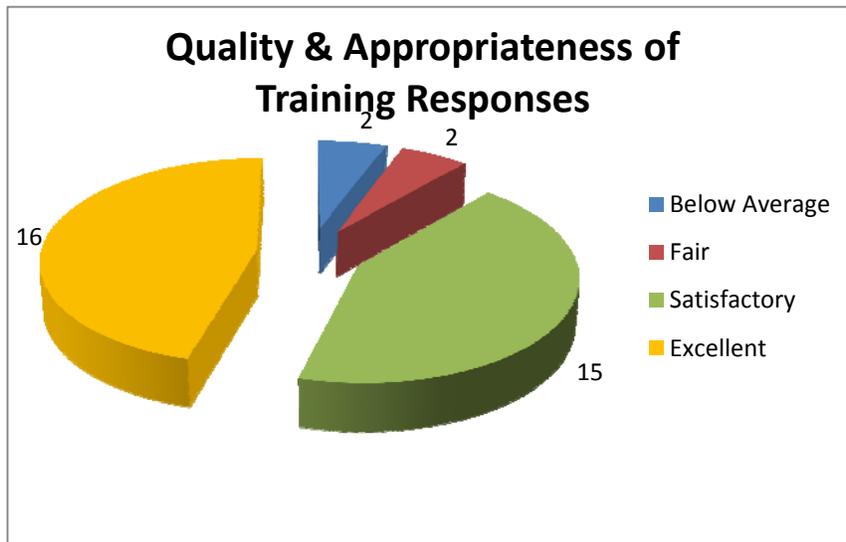
There were 35 undergraduate students that completed both the training and evaluation. Additional demographics can be found in FIU's Appendix A.



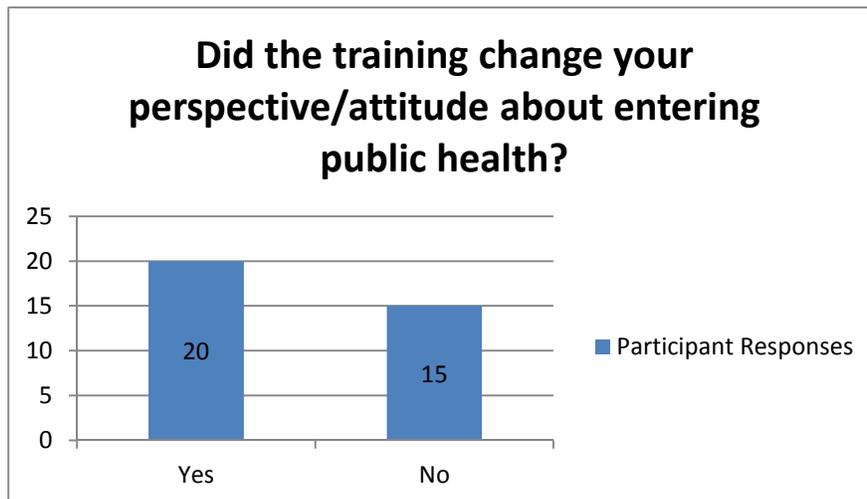
Out of the 35 undergraduate students that completed both the training and evaluation, 22 of these students were Hispanic.



On a scale of 1 to 5 where 1 = poor and 5 = excellent, 16 participants rated the appropriateness and quality of this training as excellent.



When asked if the training changed their perspective/attitude about entering public health, 20 out of the 35 respondents answered in the affirmative.



Orientation to Public Health

Course ID# 1000614

Course Provider: New York-New Jersey Public Health Training Center

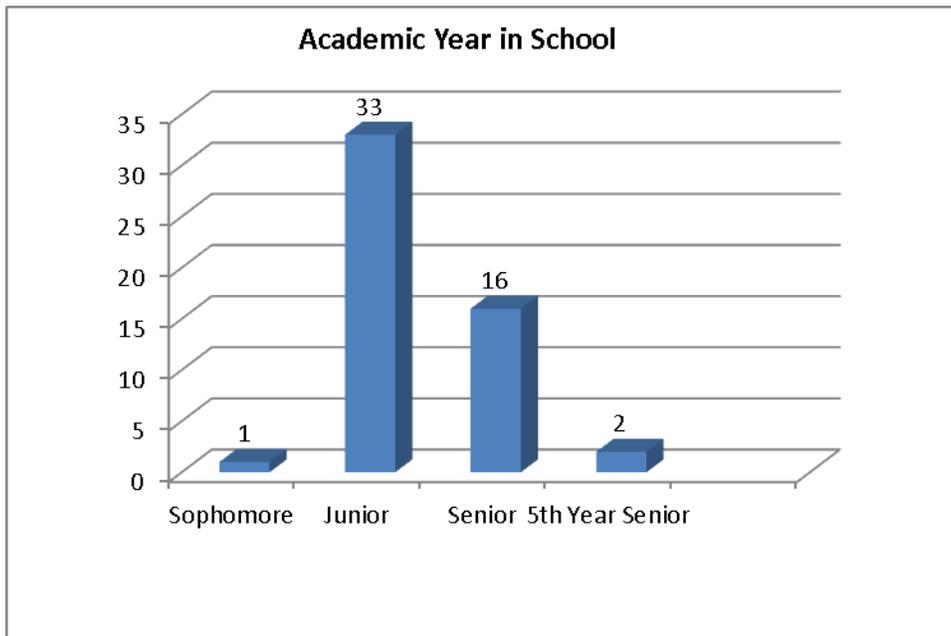
Course Description:

This web-based course is designed for support and technical staff in public health agencies. It would be helpful for anyone new to public health practice. The course can be incorporated into routine orientation programs. Course objectives: As a result of taking this course, participants will be able to:

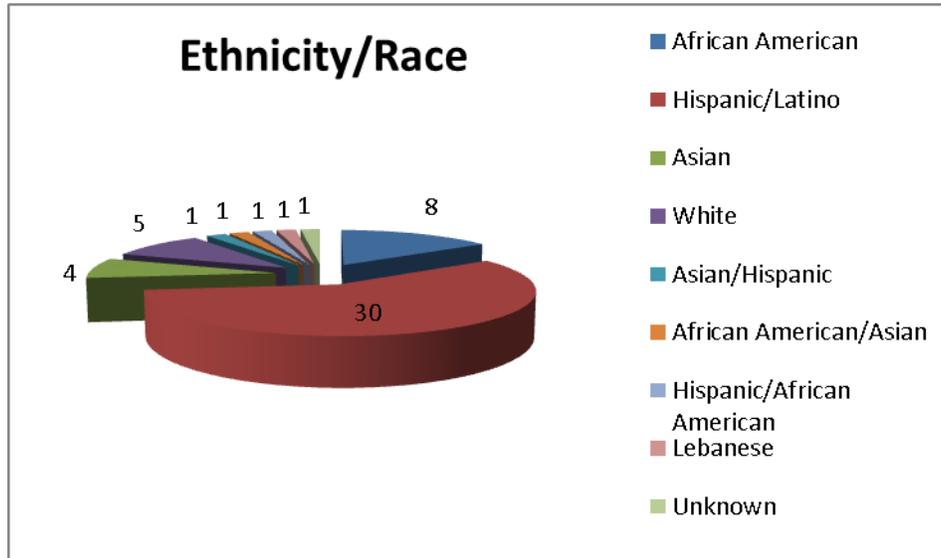
- *Define public health and its obligations.*
- *Explain how public health differs from health care.*
- *Give examples of how a local health agency carries out the essential services of public health.*

This interactive course incorporates simulated e-mail messaging, assignment of tasks, interviews, and tests.

There were 52 undergraduate students that completed both the training and evaluation. Additional demographics can be found in FIU's Appendix A.



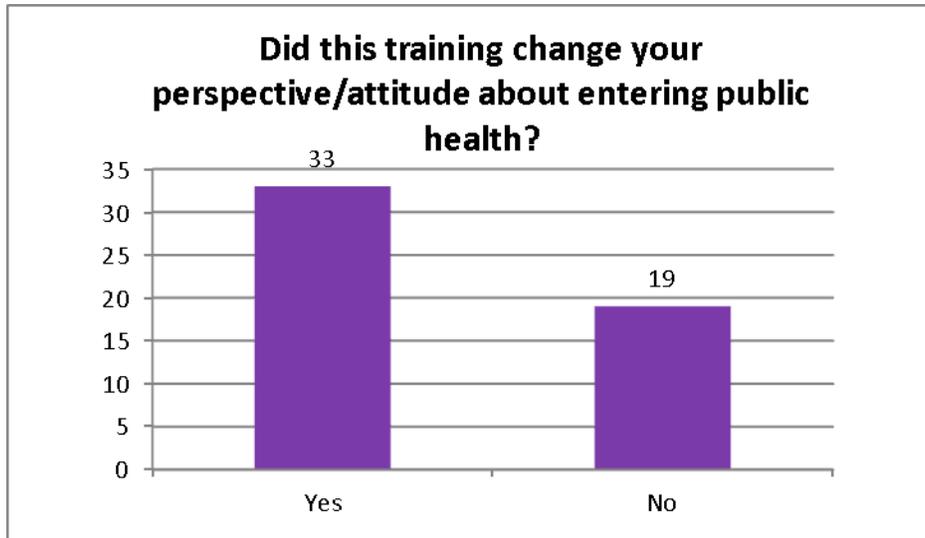
Out of the 52 undergraduate students that completed both the training and evaluation, 30 of these students were Hispanic.



On a scale of 1 to 5 (where 1 = poor and 5 = excellent), 28 participants rated the appropriateness and quality of this training as excellent.



When asked if the training changed their perspective/attitude about entering public health, 33 out of the 52 participants responded in the affirmative.



Appendix A

Evaluation Cumulative Responses

Total Number of Undergraduate Students Participating in this Training: 35¹

Gender: Female – 23; Male - 12

Age: 21-34 years of age

Academic Year in School: Senior – 10; Junior – 24; 5th Year Senior - 1

Training: **What is Public Health**, Course ID# 1010190 (Midwest Center for Life-Long Learning in Public Health)

1. How was the quality and appropriateness of the training you are evaluating?
Please rate on a scale of 1 to 5 where 1 = poor and 5 = excellent.
 - 5 (16)
 - 4 (15)
 - 3 (2)
 - 2 (2)

2. List three (3) things you learned about public health from the training.
 - Prevent disease, injury and disability (5)
 - Promote physical and mental health (3)
 - Deal with bioterrorism attacks (3)
 - Very broad field (3)
 - How various agencies work together to achieve public health
 - The history of public health (9)
 - The culture aspect of public health (5)
 - The main roles of professionals working in public health (5)
 - Different ways to handle problems in public health
 - The different sections in public health (7)
 - Reactions of public health in emergency (2)
 - It's concerned about safety of the population and prevention of them
 - It does research about illness of population
 - Needs to be improved
 - Learned a timeline of major healthcare innovations
 - It is hard to explain to other people what public health is

¹ The 35 students completed both introductory courses.

- Many things happen behind the scenes to make sure the community stay healthy
 - Incidents that occurred in which public health was involved
 - Introduced to the six principles of public health and their roles (5)
 - One of the core functions involves policy development (3)
 - Media disseminates public health messages as public service
 - Public health focuses on the health of the whole community
 - Learned about the 10 essential services
3. Did this training change your perspective/attitude about entering public health? If YES, how did it change your perspective/attitude?

YES (20)

- I learned the many ways to promote health and quality of life.
- To really know what career to follow.
- It enhanced my perspective of public health.
- It made me aware of all the things public health covers.
- The training has changed my perspective in the way I will communicate with others of different backgrounds and beliefs.
- It changed my perspective, by learning what public health really means. I did not know the exact meaning, so I confused public health thinking that it was only related to diseases in the population.
- Now I can be involved in conversations when others are discussing public health.
- Yes it made me learn about how diseases have always affected humankind since the beginning of existence.
- It made my view more positive.
- Seeing it with my own eyes.
- I like that different agencies work together and that there are so many different levels of public health.
- I was unaware of how much public health protects us.
- Public Health is a never stop task that needs to be performed in order to maintain the community safe.
- I want to take more training in public health.
- No answer (6)

If NO, what could potentially change your perspective/attitude?

NO (15)

- It went well with my perspective that I already have.
- I drop in starting salary would be the only way my perspective would change on HSA.

- It didn't change because public health it's not my major even though I am studying health services administration and they relate because it's the access part in public health. I am still not interested.
- Nothing can!
- I already want to enter the public health field.
- No answer (11)

4. What is the relevancy of these trainings to your career goals?

- To give me a realistic experience of what it would be like to work in the public health field.
- I know what are exactly the different tasks that a professional working for public health can develop and that might be interesting for my future.
- It will give me a good insight about how to handle different problems in the health care field.
- It made me learn the history of diseases.
- It helps me to get more knowledge in my way learning in order to develop good skills in my future performance.
- I will be working for the well-being of my community every day.
- Public health relate to my major to a certain point. I believe an epidemiologist will relate more to public health that an administrator in a hospital. This was an assignment for an epidemiology class.
- I may get a master's in public health.
- I get to learn more about terms, and everything in general related to my career.
- It helped get a better understanding of public health.
- It helped me learn about what my future job will be like.
- To give me a real life simulation of what public health is about.
- It taught me the benefits of public health and how I can utilize them as a resource.
- Very relevant as the roles and responsibilities can be applied to everyday life.
- I want to learn more about public health.
- Make my case more positive about human health.
- To have a better understanding of each branch the health profession.
- No answer (19)

Evaluation Cumulative Responses

Total Number of Undergraduate Students Participating in this Training: 52²

Gender: Female – 36; Male – 16

Age: 19-34 years of age

Academic Year in School: Senior – 16; Junior – 33; Sophomore – 1; 5th Year Senior - 2

Training: **Orientation to Public Health**, Course ID# 1000614 (New York-New Jersey Public Health Training Center)

1. How was the quality and appropriateness of the training you are evaluating?
Please rate on a scale of 1 to 5 where 1 = poor and 5 = excellent.
 - 5 (28)
 - 4 (21)
 - 3 (3)

2. List three (3) things you learned about public health from the training.
 - Organizing and allocating documents in the right category of health departments and organizations.
 - How the 10 essential public health services relate to the 3 core functions. (8)
 - More details about the history of public health. (7)
 - That in addition to their more obvious duties, such as investigating pollution and assessing the cleanliness of restaurants, environmental health workers also is the ones to respond to complaints about rabid animals.
 - Different organizations to contact for certain issues. (4)
 - I learned how Public Health is different from local hospitals.
 - Cultural competency, planning and how to implement.
 - I learned about the different sections of Public health. (6)
 - I learned that Public health needs people with different backgrounds to help more people.
 - It's concerned with the health of population. (5)
 - The population is their patient.
 - I learned different duties an HSA person has to go through there's different aspects of managing a healthcare facility it really helped me understand more my career choice.
 - There are many different ways to educate people on public health. (3)
 - Public health includes on field duties, not just a desk job.
 - There are 6 departments of Public Health. (9)

² 35 of the 52 students completed both introductory courses.

- They handle everything from epidemics to health forums.
 - How the government is involved in public health.
 - Promote physical and mental health.
 - Prevent disease, injury and disability. (3)
 - Public Health is very broad.
 - The importance of public health during natural disasters.
 - Many things are done behind the scenes to help keep the community healthy.
 - When it comes down to public health issues or diseases there are many factors to consider.
 - It doesn't just refer to diseases issues but also to other factors that affect the public (like seat belts).
 - What the different areas of public health entail, how they work together and how they work with the public.
 - Inform, educate and empower people about health issues.
 - Division of public health sectors.
 - How important individual injury is to the field of public health.
 - What it is, and the different branches of public health, and that it deals with injuries (didn't know this).
3. Did this training change your perspective/attitude about entering public health? If YES, how did it change your perspective/attitude?

YES (34)

- It changed my perspective, by teaching me the real meaning of public health.
- Generally based just improved my perspective.
- My perspective was reinforced by this presentation, and cleared up certain things I was not sure about.
- It changed my perspective because there are different fields that deal with public health that can be fulfilling and interesting.
- I see Public Health as a more serious matter to take when it comes to how many issues are out in the community and be able to help and assist other achieve their goals in getting help.
- It changes my perspective by learning how I have to be more responsible in the health care industry.
- I realized how broad it was.
- I saw some fields that actually interested me.
- I don't quite understand what degree to get and what positions will "X" degree get me.
- It could potentially change my perspective and attitude if it was not so interesting.
- Found it to be interesting.
- Motivated me to get more training in public health.

- It changed the way I view public health in terms of how much they impact the community.
- I didn't know exactly what public health was but once I took the train course I completely understood its purpose.
- It made me even more excited about the field and it makes me want to enter the program here at FIU.
- I learned that there are more aspects to public health than I once thought.
- I didn't know public health involved such a broad spectrum.
- If the starting salary went down then I would probably change my attitude towards the major.
- I was not aware of all the different ways public health protects our life.
- It changed my attitude in a way that public health is a good thing. Now that I'm actually studying public health I like to get more involved in helping the communities by preparing and help organizing health fairs. So the people of the community can be more motivated and get involved about their health, also I like the study of diseases. I see myself working in the health dept.
- One thing that has changed is that now I am able to discern public health issues from ones that are more related to personal health.
- It made me think differently about public health and my options for my master degree. I could see myself as a public health agent.
- I am more concerned of the role of public health, which I was very unfamiliar.
- Taught me more about the history about public health. I was unaware how far back the history went.
- I didn't realize how expansive the public health sector was.
- Now I'm more knowledgeable about what public health is and when I hear people talking about public health I may be involved in the conversation.
- It showed me all the different jobs available in the field and how I can help people in a variety of ways.
- Yes it did change my perspective as an HSA because it helped me learn the different duties it takes into managing a healthcare facility. And all the people you have to deal with in other departments on a daily basis.
- I did not see it the way I do now because public health has an important role for the community in order to keep us safe.
- It changed my perspective by showing how specialized public health can be and not one person does everything.
- There are more procedures in controlling communicable diseases than I thought was needed.
- Yes, there is so many way to promote physical and mental health, and prevent diseases and injury.
- I know what my field is about in a different perspective that I only learned through train.
- I understand now that working in this particular field requires a team effort and a team that is dedicated to helping each other out and steering me and

others in the right direction in terms of how to deal with a certain health issues or emergency events.

If NO, what could potentially change your perspective/attitude?

NO (18)

- I'm already very interested in entering into the field of Public health for my career.
- I already want to enter the public health field; this module neither reinforced nor drove me away from the field.
- I am not really interested with public health. I found it very broad and complicated. I was going to take a minor on public health but taking epidemiology class changed my mind.
- Nothing really
- I already am in the public health field, so this question was not really applicable to me.
- No answer (14)

4. What is the relevancy of these trainings to your career goals?

- I plan on working in a hospital that deals with administrative duties and responsibilities as a team and coordinating with different departments on how to complete certain tasks and objectives.
- This was a great review of the essential tenets of public health. I will use this information during my summer internship at the local health department.
- Public health has everything to do with my major and maybe might do a minor on public administration.
- Since I am going into the health field, knowing different areas of specializations can help me refer a person to better help.
- I would like to get a master's in public health so very relevant.
- I think to get more knowledge about the field in my career.
- It helped me learn the different duties I will do on a daily basis as an HSA major.
- It gave me a decent understanding of the field and the daily workings of public health officials.
- I may get a master's in public health.
- To perform my job as a hospital administrator, I will be in contact with many public health officials.
- It will help to identify how to deal with different problems in the health sector.
- I know I have another area where I can work, looking after populations health in general.
- It gives me more information.
- I want to be a health service administrator and having knowledge on public health will give me better skills to run an organization.

- The training helped by showing me how to research things properly to reach a reliable conclusion.
- The training that I took really showed me the whole outlook of public health, yes I like the training because it kind of help me with extra information I wanted to know, the more I know the better so by attending these trainings will help be to be determine to set my goals.
- It puts you in a realistic simulation of what your job can entail being a public health worker.
- It goes hand and hand with what I'm studying.
- It has to do with the community and health.
- It educates me more about general knowledge I need to know for public health.
- It helps me learn what to do in certain situations in public health.
- It is very important, I am study Health Services Administration, which is related to public health, but I really want to study Public Health. This has always been my intent.
- The relevancy of these trainings to my career goals is that it has prepared me at much higher level for my major in the sense of understanding how vital public health is to the population in order to prevent sickness and educate on how to prevent it.
- Working for an HCO in the future requires some knowledge of public health.
- It helps me somehow because health services are somehow related to public health but Public health it's not my major. Epidemiology class is a requirement for health services administration.
- To learn and be help me more successful in the career field of health service administration.
- I will be working for the wellbeing of community every day.
- When I become a health service administrator, it ties a lot with being a public health official they are very similar in the sense that I would have to be a leader.
- I have to understand how public health affects the community.
- Opened my mind to new ways of handling and evaluating day to day scenarios.
- Help me more about the vision of public health.
- It is very relevant as I pursue to work as an administrator at a health related facility and knowledge in public health is very helpful.
- I want to be a health administrator, and working in the health field, you are collaborating with professionals in public health.
- Relates in very different areas to my major and what I plan on doing for a living.
- I'm in the Health Field and Public Health deals with exactly what I am looking to do.
- This helps me to get a better understanding of my future in this career.
- Incredibly, I aspire to be an epidemiologist, hopefully working on projects on a national or international level.

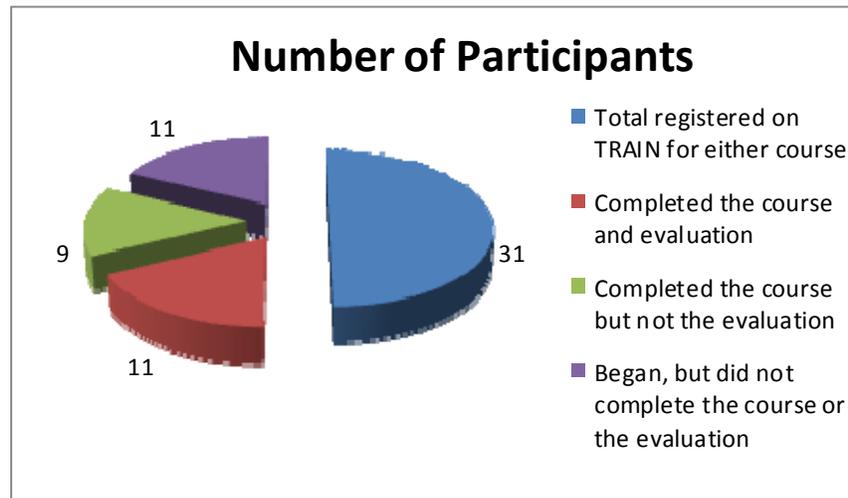
- Very relevant. (7)
- No answer (9)

Morgan State University

Analyzing the Data

Prior to the implementation of this initiative, it was determined by the CDC (Office of State, Tribal, Local and Territorial Support) that this pilot project would be successful if at least 35 students registered on TRAIN, completed at least one of the two introductory public health trainings, and completed the evaluation.

The data shows that there were a total of 31 students who registered on TRAIN to participate in this initiative. Out of this number, 11 students completed the course and evaluation (one student completed both introductory trainings), and nine students completed the course, but not the evaluation (note: these nine students are not included in the total number of students that completed the course, as they did not complete the evaluation), and 11 began but did not complete the course or evaluation.. However, out of the 11 students that completed the course and evaluation, six were graduate students. These students were not included in the detailed course results as this initiative was designed for undergraduate students.



What is Public Health

Course ID #1010190

Course Provider: Midwest Center for Life-Long Learning in Public Health

Course Description:

This course presents basic public health concepts including:

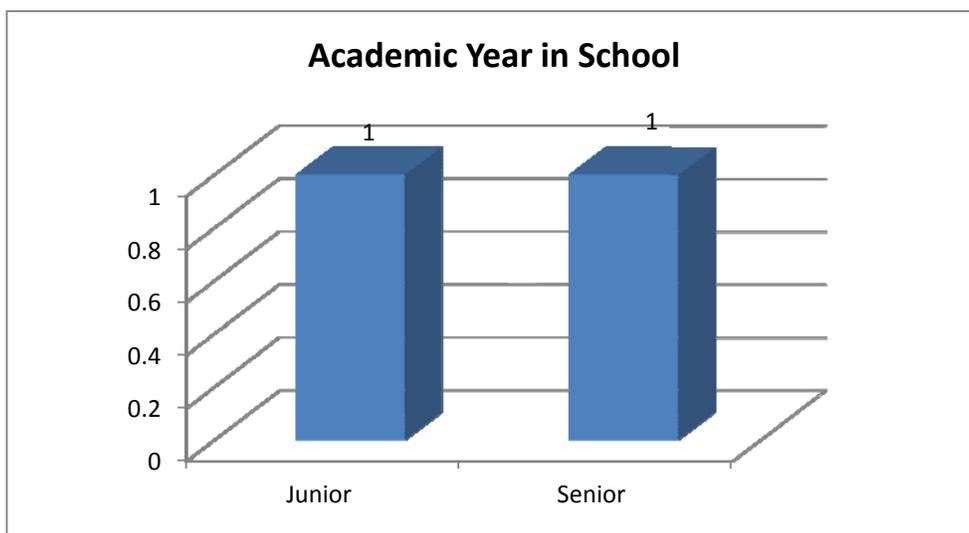
- *The principles of public health*
- *Essential Services of Public Health*
- *The importance of collaboration across governmental and private sector entities*
- *Achievements and future challenges of public health*
- *Cultural Competency*

Application of these elements is stressed through two case studies:

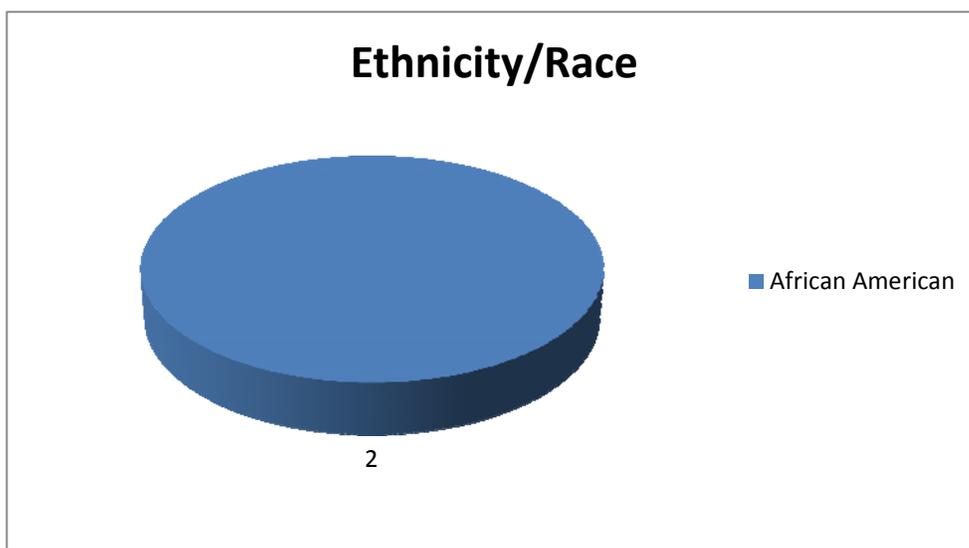
- *Public health emergency response to an anhydrous ammonia spill.*

- *An American Indian community that is faced with increasing obesity and diabetes rates among school-age children*

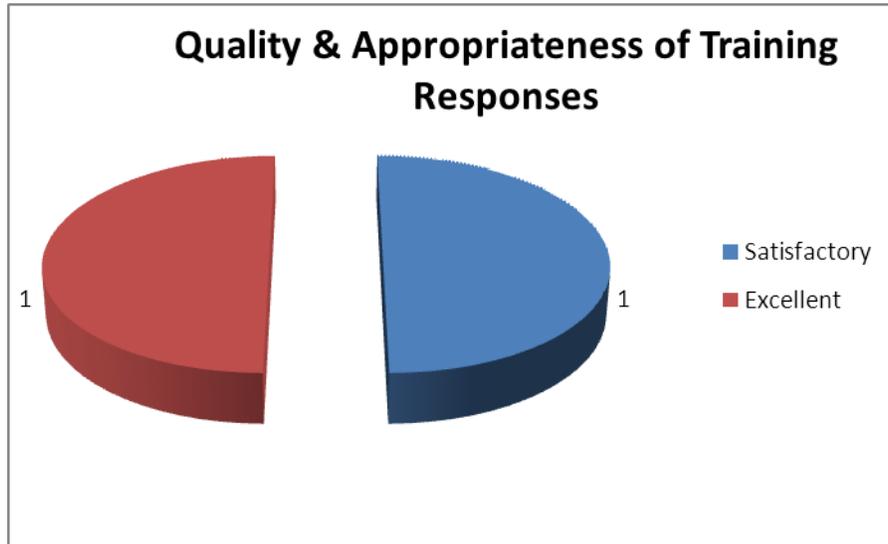
There were two undergraduate students that completed both this training and evaluation. Additional demographics can be found in MSU's Appendix A.



Both of the undergraduate students that completed both the training and evaluation, were African American.



On a scale of 1 to 5 where 1 = poor and 5 = excellent, two participants rated the appropriateness and quality of this training as excellent.



When asked if the training changed their perspective/attitude about entering public health, one of the two respondents answered in the affirmative.



Orientation to Public Health

Course ID# 1000614

Course Provider: New York-New Jersey Public Health Training Center

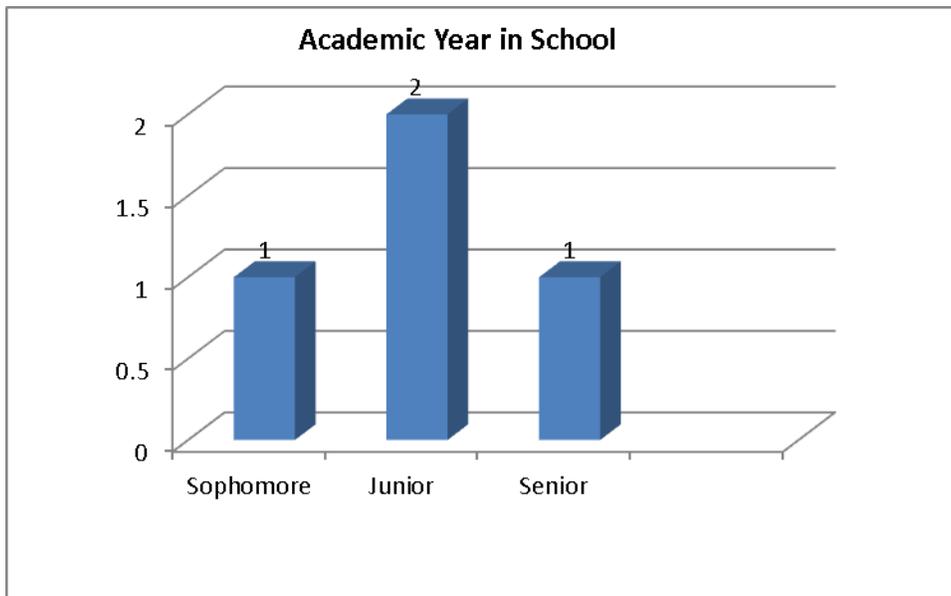
Course Description:

This web-based course is designed for support and technical staff in public health agencies. It would be helpful for anyone new to public health practice. The course can be incorporated into routine orientation programs. Course objectives: As a result of taking this course, participants will be able to:

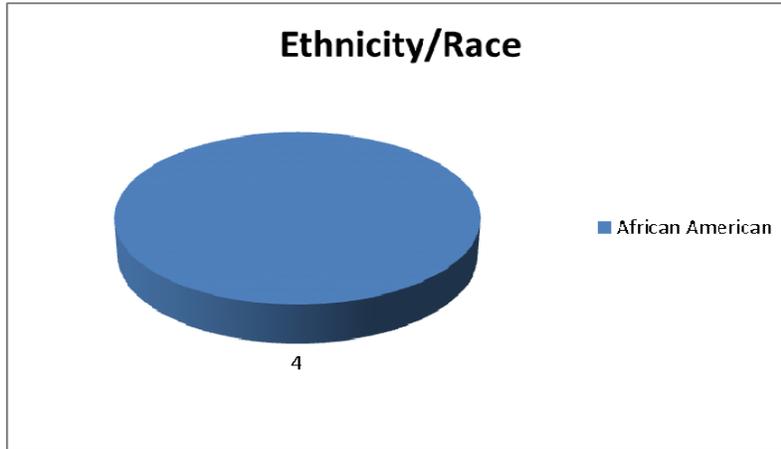
- *Define public health and its obligations.*
- *Explain how public health differs from health care.*
- *Give examples of how a local health agency carries out the essential services of public health.*

This interactive course incorporates simulated e-mail messaging, assignment of tasks, interviews, and tests.

There were four undergraduate students that completed both the training and evaluation. Additional demographics can be found in MSU's Appendix A.



Out of the four undergraduate students that completed both the training and evaluation, all were African American.



On a scale of 1 to 5 (where 1 = poor and 5 = excellent), four participants rated the appropriateness and quality of this training as excellent.



When asked if the training changed their perspective/attitude about entering public health, three out of the four participants responded in the affirmative.



Appendix A

Evaluation Cumulative Responses

Total Number of Undergraduate Students Participating in this Training: 2³

Gender: Female – 2

Age: 20-22 years of age

Academic Year in School: Junior – 1; Senior – 1

Training: **What is Public Health**, Course ID# 1010190 (Midwest Center for Life-Long Learning in Public Health)

5. How was the quality and appropriateness of the training you are evaluating? Please rate on a scale of 1 to 5 where 1 = poor and 5 = excellent.
 - 5 (1)
 - 4 (1)
6. List three (3) things you learned about public health from the training.
 - How important the role of the health educator is, what types of things are important to public health officials and which area of public health I am not interested in.
 - The definition of public health, the cultural determinants of health, and the factors that make up the public health system.
7. Did this training change your perspective/attitude about entering public health? If YES, how did it change your perspective/attitude?

YES (1)

 - No answer.

NO (1)

 - It did not change my perspective, because public health is my passion. The only thing that would change my attitude is if there is no need for public health officials any longer.
8. What is the relevancy of these trainings to your career goals?
 - They keep the concepts fresh in my mind.
 - These trainings provide the information that should be memorized and understood as a health educator.

³ One of the five undergraduate students completed both introductory courses.

Evaluation Cumulative Responses

Total Number of Undergraduate Students Participating in this Training: 4

Gender: Female – 4

Age: 19-27 years of age

Academic Year in School: Sophomore – 1; Junior – 2; Senior – 1

Training: **Orientation to Public Health**, Course ID# 1000614 (New York-New Jersey Public Health Training Center)

1. How was the quality and appropriateness of the training you are evaluating?
Please rate on a scale of 1 to 5 where 1 = poor and 5 = excellent.
 - 5 (4)
2. List three (3) things you learned about public health from the training.
 - I learned that Public Health is a collaborative effort. I learned that the use of vaccinations has greatly increased the life span. I learned that cholera was prevented through the public health area of epidemiology.
 - I learned the different areas of public health. I learned more information about the Spanish Flu epidemic. That stopping injuries was a form of public health.
 - How to prevent the spread of infectious diseases. The importance of public health and how it keeps everyone safe. There are many different types of health care workers/providers
 - Public Health has subdivisions such as health education, access to quality health services, and prevention and planning
3. Did this training change your perspective/attitude about entering public health? If YES, how did it change your perspective/attitude?

YES (3)

 - It has changed my attitude, because it taught me that there are many different areas of public health.
 - This training gives you an insight on the various opportunities public health training has to offer.
 - It changed my perspective/attitude because I now take public health more seriously than I did before completing the course.

NO (1)

 - Nothing could change my attitude towards public health except the income of potential jobs.

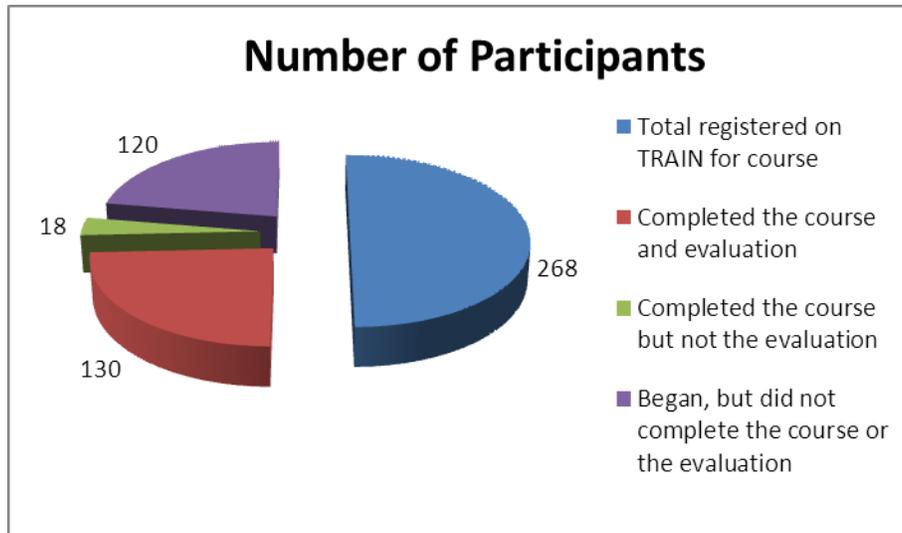
4. What is the relevancy of these trainings to your career goals?
- These trainings give me a feel for where I may want to be placed in terms of public health careers.
 - The training is relevant towards future goals and policy writing for the DHHS.
 - These trainings are very relevant to my careers goals because I aspire to become a nurse and many of the skills and knowledge that I learned about will greatly benefit me. These trainings will help me to be a better nurse because I will need to know about diseases, disease prevention, and health.
 - These trainings help implement other factors into any decision making or problem solving objective. Thus creating a point of reference with valuable information at hand.

University of Arizona

Analyzing the Data

Prior to the implementation of this initiative, it was determined by the CDC (Office of State, Tribal, Local and Territorial Support) that this pilot project would be successful if at least 35 students registered on TRAIN, completed at least one of the two introductory public health trainings, and completed the evaluation. UA decided to specifically market *Orientation to Public Health* to students due to the course's 1-hour timeframe.

The response to this initiative exceeded the anticipated goals. The data shows that there were a total of 268 students who registered on TRAIN to participate in this initiative. Out of this number, 130 students completed the course and evaluation, and 18 students completed the course, but not the evaluation (note: these 18 students are not included in the total number of students that completed the course, as they did not complete the evaluation), and 120 began but did not complete the course or evaluation.



Orientation to Public Health

Course ID# 1000614

Course Provider: New York-New Jersey Public Health Training Center

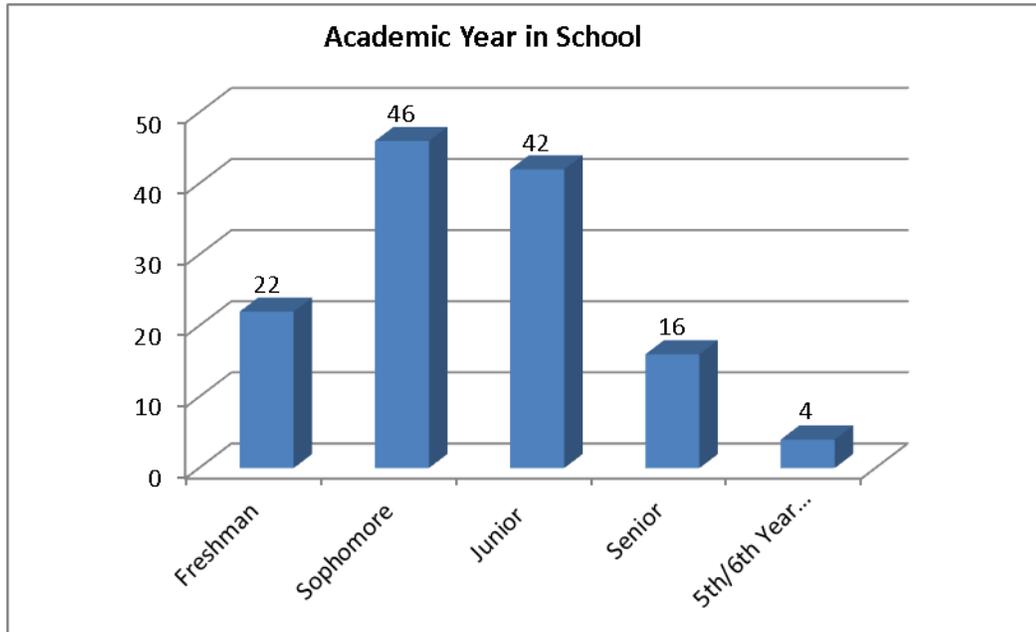
Course Description:

This web-based course is designed for support and technical staff in public health agencies. It would be helpful for anyone new to public health practice. The course can be incorporated into routine orientation programs. Course objectives: As a result of taking this course, participants will be able to:

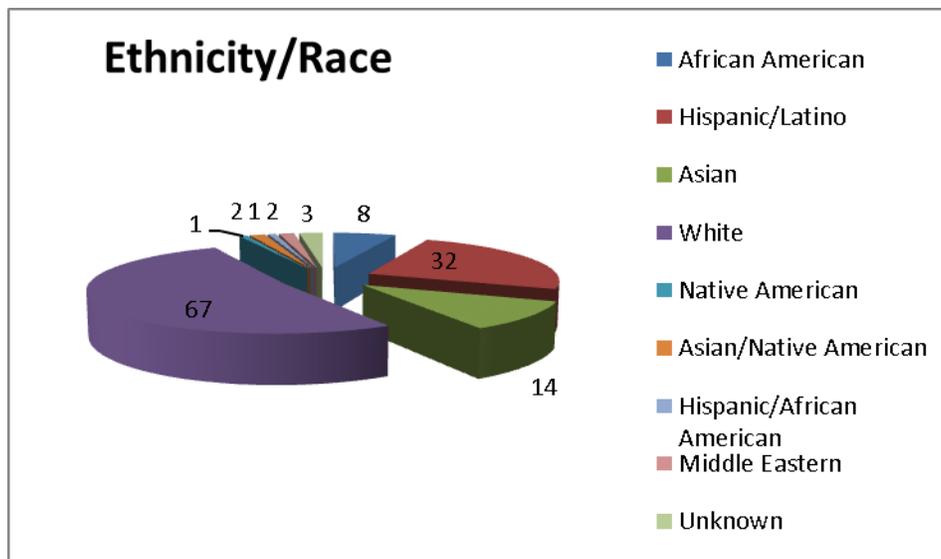
- *Define public health and its obligations.*
- *Explain how public health differs from health care.*
- *Give examples of how a local health agency carries out the essential services of public health.*

This interactive course incorporates simulated e-mail messaging, assignment of tasks, interviews, and tests.

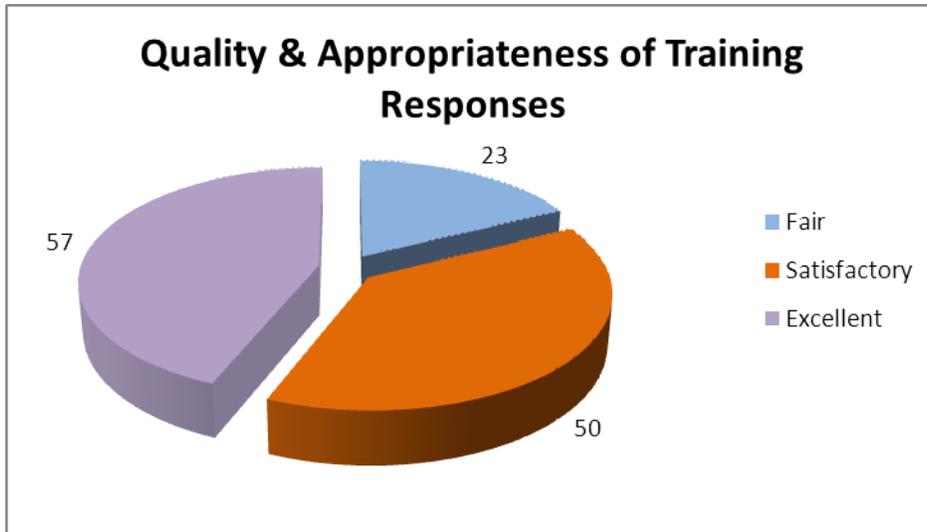
There were 130 undergraduate students that completed both the training and evaluation. Additional demographics can be found in UA's Appendix A.



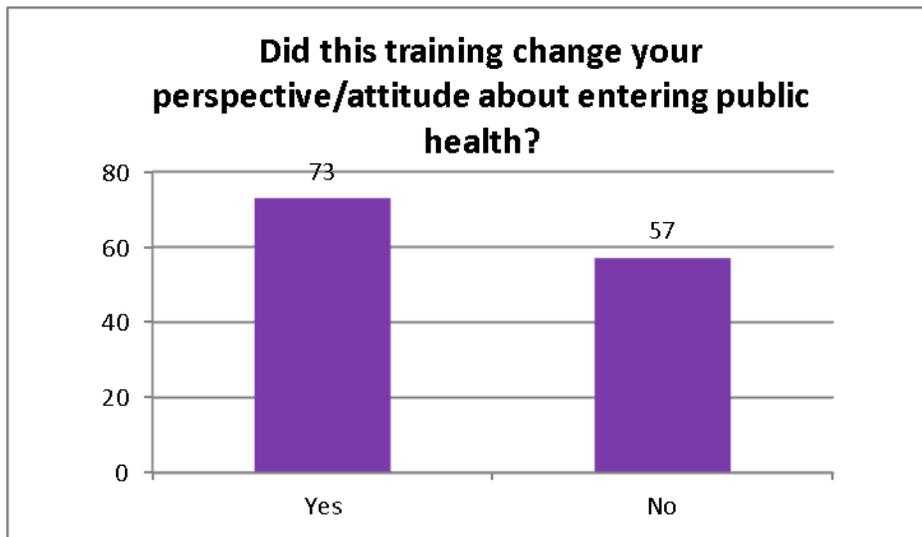
Out of the 130 undergraduate students that completed both the training and evaluation, 67 of these students were White, 32 Hispanic, 8 African American, 14 Asian, 1 Native American, 2 Native American/Asian, 2 Hispanic/African American, 4 did not disclose their ethnicity/race.



On a scale of 1 to 5 (where 1 = poor and 5 = excellent), 130 participants rated the appropriateness and quality of this training as excellent.



When asked if the training changed their perspective/attitude about entering public health, 73 out of the 130 participants responded in the affirmative.



Appendix A

Evaluation Cumulative Responses

Total Number of Undergraduate Students Participating in this Training: 130

Gender: Female – 106; Male - 24

Age: 18 - 50 years of age

Academic Year in School: Senior – 16; Junior – 42; Sophomore – 46; Freshman – 22;
5th/6th Year Senior – 4

Training: **Orientation to Public Health**, Course ID# 1000614 (New York-New Jersey Public Health Training Center)

9. How was the quality and appropriateness of the training you are evaluating?
Please rate on a scale of 1 to 5 where 1 = poor and 5 = excellent.

- 5 (50)
- 4 (57)
- 3 (23)

10. List three (3) things you learned about public health from the training.

- What public health is/origin (22)
- Essential public health services (13)
- Necessity of public health professions
- Health evaluation and monitoring (3)
- Multiple fields of public health/jobs (38)
- Policy regulations (7)
- I learned that the care of the individual is not considered public health. I also learned about how health programs can work with schools in poverty struck areas and the impact of disaster preparedness in relation to public health.
- Monitoring animal deaths to evaluate the spread of disease. Always be prepared and have a plan. There are simple measures we can take to prevent common injuries.
- How the community is affected by lack of resources.
- There are many different aspects of public health. There are professionals in a variety of places trying to help the public. I didn't realize how many different issues public health professionals deal with on a daily basis. I thought it was more just helping people to eat healthy and exercise.

- Globalization has linked our health more closely to one another than ever before. The rapid movement of people and food across borders means that a disease can travel from a remote village to an urban hub at breakneck speed. Global public health meets the rising health challenges that transcend national boundaries.
- Public health helps to ensure healthy behaviors; public health is EVERYWHERE; public health helps gather info on the community.
- There are so many things we can do to improve overall health. We cannot do it ourselves, we need the help of other individuals such as the government to help fund and aid other individuals in need. In general, a greater understanding of public health.
- Making public health access available to everyone is essential. Prevention is key in many cases. Emergency action plans are essential during an emergency/natural disaster.
- Public Health is very important. Public Health is not just nationally based it is international. Public Health is interesting.
- Public health focuses on prevention. There are many different health agencies that work together. Public health isn't all about prevention.
- There is a checks & balances system. There must be a link between departments. There must be a way to get people health care.
- Focuses on the community as whole as well as individual populations. Measure for causation and risk assessment. Public health deals with multiple treatment plans for example health promotion and primary prevention
- Public health involves the practice of improving the collective health of a community. This could involve preventing disease, prolonging life, and/or promoting health. Health professionals have a goal to empower, educate, and inform the citizens about public health policies.
- Public health is community based. Public health includes epidemiology. Public Health is everywhere.
- That it is a complex system and it requires the communication from many different departments as well as proper training to ensure that correct information is given and received.
- Public health can be used or applied in a class room and a business corporation; there a lot of things you can do with public health. And environment health is included in Public Health.
- I learned the different aspects of health. I learned about folic acid. I learned about John Snow.
- The three core functions of public health are: assessment, policy development, and assurance. The overarching goal of public health is to encourage physical and mental health, and to prevent disease, injury, and disability. Public health professionals should stay up-to-date on areas pertaining to emergency response.
- Public Health has a larger impact on society than I originally thought. Public Health is involved with eliminating environmental Health hazards. Public Health is involved in providing care in rural areas; I did not think it was so hands on.

- Public health is about community health, not individual health. Public health encompasses many areas, such as environmental health education. Part of public health is working with other areas, such as an environmental association working with health education to educate teenagers about smoking.
- Public Health includes: disaster response, injury prevention, health promotion.
- What public health professionals do, why public health is important, which public health departments take care of what problems.
- All the areas public health covers, the services it provides, and that the environment is included too.
- Public health is about: Linking people with proper health care, protecting people from environmental hazards, and protecting people from infectious diseases.
- Public health helps improve the health and well-being of people. Prevents health problems before they occur. Improves the health of communities through education.
- Environmental safety, bioterrorism readiness, research involvement.

11. Did this training change your perspective/attitude about entering public health? If YES, how did it change your perspective/attitude?

YES (73)

- Increased interest in public health (6)
- Reinforced interest in public health (7)
- Now I want to be in public health (5)
- Better understanding of what public health is (9)
- More areas of public health than I was aware of (9)
- Gained more knowledge about public health careers (5)
- I think that it changed my perspective that a lot of people should know about public health and get the word out there.
- It gave me a better idea of what to do with a public health degree
- I am more comfortable addressing the subject of public health and will be able to articulate it to my peers.
- It just made me realize more how big of an impact I will be able to have when entering into a job in Public Health.
- I want to continue to strive for public health work especially dealing with educational awareness of health.
- It showed me how much public health affects my life and how it improves the world.
- I found how important it is to have public health professionals.
- It showed me how much public health affects the community.
- The difficulty of the field and how hard it may be to get into.
- I feel as though I have a very clear understanding.
- It made me more aware of the issues going on in the health field.

- I realize now that Public Health has more involvement in the health field than I originally thought. There are many professions associated with Public Health.
- It improved my understanding on the different areas of public health practice.
- It taught me a lot about public health and therefore because I am more knowledgeable, I am able to be more informed when talking about the field. I understand how they relate to so many different parts of our community.
- I think very highly of public health. I think it is very important all ready for a community and for the world. public health is becoming very important in one's life.
- It made me more aware of how integrated public health is in our health systems.
- It really helped me understand the job of a person studying public health. It is a very important field to pursue.
- That public health is very interesting and there is a lot to learn.
- Made me want to learn more about the health delivery track of public health.
- Because I was able to learn more about Public Health and read about things that I was not aware were issues of Public Health.
- Programs or policies that public health is involved with that negatively affect the health of the population.
- I realized how interconnected everything is.

If NO, what could potentially change your perspective/attitude?

NO (57)

- Already set in career path.
- I already knew most of the information given.
- No, because I'm already interested in public health. (13)
- It would take a major shift in the role healthcare providers play to change my attitude. My perspective could be changed, but only in regard to area of specialization, with further information on areas of specialization.
- As a public health student, I have already studied the material presented in this module and have already developed a favorable attitude towards public health (if that's what the question was asking). I guess the only thing that could potentially change my perspective on public health would have to be a situation that involved public health that was in some way 'unconventional'.
- I don't think that simulated online workshops make a difference. I believe that public health needs to be taught hands on.
- I have a very positive perspective on entering the field of public health because of the positive influence it has on people and communities as

wholes. Only some sort of negative information could change my outlook on public health.

- No answer (38)

12. What is the relevancy of these trainings to your career goals?

- Not at all relevant. (3)
- Somewhat relevant. (4)
- Very relevant. (71)
- Got me interested in epidemiology. (5)
- Learned more about careers. (6)
- Helps me decide which part I would like to focus in.
- It educates you on all aspects of public health.
- This training provided me with basic information about public health that will definitely be a good resource.
- Understanding effective methods of education in making a difference in lower socioeconomic areas.
- I plan on pursuing my degree in medicine after my undergraduate. I would like to become a public health physician and therefore learning about the roles of public health is useful to ensure that I demonstrate them.
- My ultimate career goal is to be an executive at a hospital after working as a CRNA. Public health will give me a different perspective on health in general than most common majors taken at the university, ex. physiology
- I want to educate future generations the importance of health behavior
- It helped me see that there are other departments of Public Health I might be more interested in.
- My ultimate goal is to get a Masters in Health Economics. These trainings are a good introduction to what I would be expected to be a part of in the future.
- It was relevant to help me understand how essential communication is in the field.
- I want to either teach people about public health or work with children whether it be with medicine or not.
- If I now understand more about it, I feel more prepared if someone asks me a Public Health Question.
- Well, it helped me to decide which field I would like to go into, and which field I feel would be a benefit for me.
- Determining what kind of Department I would like to go into when I graduate.
- I want to be more aware of health issues and eventually attend medical school and if not continue with public health and be part of health awareness and education.
- I wish to gain greater knowledge on the prevention of disease outside of clinical practice in nursing.
- I want to become a public health educator or public health nutritionist.
- I want to work in clinical health, so it showed me how clinicians work closely with public health officials.

- It was great and gave me an idea of what job opportunities are available in the Public Health field.
- Allow me to know what my exact goals are as a professional.
- I would like to attend med school so I got to know which department of public health I would be working in.
- It helps people just like I had planned on doing no matter what career I went into in the health profession, except this is a preventative career rather than helping those already ill or hurt.
- Further education regarding public health.
- Because I want to become a pharmacist, these trainings helped me to learn more about how I can connect with my future patients and not just focus on dispensing drugs.