

Syllabus

Course Overview

One of the most significant changes in public health practice over past few years is the growing movement to use evidence-based practice (EBP). It started with the mission of Healthy People 2020, which asked for action "to strengthen policies and improve practices that are driven by the best available evidence and knowledge" (Centers for Disease Control and Prevention, n.d.). This approach fundamentally means that when faced with a crisis, the first approach should be to first look for the best evidence already available to try and solve the crisis.

In this course, you will learn how to find that kind of evidence and how it is evaluated to make sure it is the best evidence available. You will also see how EBP can be used in planning a community intervention or a quality improvement policy. And finally, you will pick an issue in your own community and develop a plan and an evaluation strategy that uses EBPs.

Finally, when you couple community evidence-based planning with a preventative approach, focused on promoting health and well-being, you will begin to understand how public money might be more wisely invested, and how a quicker and more effective public health response might be initiated.

Kaltura Media

As part of this course, you are required to record audio narration for a PowerPoint presentation using Kaltura Media or similar software. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

Reference

Centers for Disease Control and Prevention, National Center for Health Statistics. (n.d.). Healthy People 2020. Retrieved from https://www.cdc.gov/nchs/healthy_people/hp2020.htm

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Plan evidence-based practice interventions for improvement of the health of individuals and communities.
- 2 Explain the role of community collaborations in promoting population health and well-being.
- 3 Describe the importance of collecting community and environmental information regarding the health and well-being of populations.
- 4 Identify the return on public investments in a preventative health and well-being approach based on evidence-based practice.
- 5 Communicate public health information in oral and written forms through a variety of media to diverse audiences.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Once the [Capella University Bookstore](#) opens for the quarter, as a registered learner you will receive an e-mail containing a direct link you can use to obtain your materials. Please follow the instructions provided to you by the bookstore to download digital materials. Some materials are available only in hard-copy format and will be shipped to you. The bookstore will indicate any materials that may involve shipping.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Hardware for Kaltura

- Headset with microphone
- Broadband Internet connection

Book

Perrin, K. M. (2016). *Essentials of planning and evaluation for public health*. Burlington, MA:Jones & Bartlett Learning. ISBN: 9781284050196.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Banke-Thomas, A. O., Madaj, B., Charles, A., & van den Broek, N. (2015) [Social return on investment \(SROI\) methodology to account for value for money of public health interventions: A systematic review](#). *BMC Public Health*, 15(1), 1–14.
- Conner, B. T. (2014). [Differentiating research, evidence-based practice, and quality improvement](#). *American Nurse Today*, 9(6), 26–31.

- Corbie-Smith, G., Akers, A., & Bluementhal, C. (2010). Intervention mapping as a participatory approach to developing an HIV prevention intervention in rural African American communities [PDF]. *AIDS Education and Prevention*, 22(3), 184–202.
- Demby, H., Gregory, A., Broussard, M., Dickherber, J., Atkins, S., & Jenner, L. W. (2014). Implementation lessons: The importance of assessing organizational "fit" and external factors when implementing evidence-based teen pregnancy prevention programs. *Journal of Adolescent Health*, 54(3), S37–S44.
- Fink, A. (2013). Evidence-based public health practice. Thousand Oaks, CA: Sage.
- Freudenberg, N., & Tsui, E. (2014). Evidence, power, and policy change in community-based participatory research. *American Journal of Public Health*, 104(1), 11–14.
- Frieden, T. R. (2015). Shattuck lecture: The future of public health. *The New England Journal of Medicine*, 373(18), 1748–1754.
- Frost, J. J., Sonfield, A., Zolna, M. R., & Finer, L. B. (2014). Return on investment: A fuller assessment of the benefits and cost savings of the US publicly funded family planning program. *Milbank Quarterly*, 92(4), 696–749.
- Garba, R. M., & Gadanya, M. A. (2017). The role of intervention mapping in designing disease prevention interventions: A systematic review of the literature. *PLoS One*, 12(3), 1–18.
- Hanquet, G., Stefanoff, P., Hellenbrand, W., Heuberger, S., Lopalco, P., & Stuart, J. M. (2015). Strong public health recommendations from weak evidence? Lessons learned in developing guidance on the public health management of meningococcal disease. *Biomed Research International*, 2015, 1–10.
- Hardy, L. J., Bohan, K. D., & Trotter, R. T., II. (2013). Synthesizing evidence-based strategies and community-engaged research: A model to address social determinants of health. *Public Health Reports*, 128(6, Supplement 3), 68–76.
- Kohatsu, N. D., Robinson, J. G., & Torner, J. C. (2004). Evidence-based public health: An evolving concept. *American Journal of Preventive Medicine*, 27(5), 417–421.
- Li, Y., Kong, N., Lawley, M., Weiss, L., & Pagán, J. A. (2015). Advancing the use of evidence-based decision-making in local health departments with systems science methodologies. *American Journal of Public Health*, 105(S2), S217–S222.
- Lovelace, K. A., Aronson, R. E., Rulison, K. L., Labban, J. D., Shah, G. H., & Smith, M. (2015). Laying the groundwork for evidence-based public health: Why some local health departments use more evidence-based decision-making practices than others. *American Journal of Public Health*, 105(S2), S189–S197.
- Mann, C. M., Ward, D. S., Vaughn, A., Neelon, S. E. B., Vidal, L. J. L., Omar, S., . . . stbye, T. (2015). Application of the intervention mapping protocol to develop Keys, a family child care home intervention to prevent early childhood obesity [PDF]. *BMC Public Health*, 15(1227), 1–13.
- Oliver, K., Innvar, S., Lorenc, T., Woodman, J., & Thomas, J. (2014). A systematic review of barriers to and facilitators of the use of evidence by policymakers [PDF]. *BMC Health Services Research*, 14(2), 1–12.
- Schuchter, J., & Jutte, D. P. (2014). A framework to extend community development measurement to health and well-being. *Health Affairs*, 33(11), 1930–1938.
- Stea, T. H., Haugen, T., Berntsen, S., Guttormsen, V., Overby, N. C., Haraldstad, K., . . . Abildsnes, E. (2016). Using the intervention mapping protocol to develop a family-based intervention for improving lifestyle habits among overweight and obese children: Study protocol for a quasi-experimental trial [PDF]. *BMC Public Health*, 16(1092), 1–15.
- Voogt, C. V., Poelen, E. A. P., Kleinjan, M., Lemmers, L. A. C. J., & Engels, R. C. M. E. (2014). The development of a web-based brief alcohol intervention in reducing heavy drinking among college students: An intervention mapping approach. *Health Promotion International*, 29(4), 669–679.
- Whittington, M. D., Bradley, C. J., Atherly, A. J., Campbell, J. D., & Lindrooth, R. C. (2017). Value of public health funding in preventing hospital bloodstream infections in the United States. *American Journal of Public Health*, 107(11), 1764–1769.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- AHRQ. (2010). State quality tools: ROI calculator – Webinar transcript. Retrieved from <https://www.ahrq.gov/cpi/centers/ockt/kt/webinars/roicaltrans/index.html>
- Centers for Disease Control and Prevention. (n.d.). CDC. Retrieved from <https://www.cdc.gov/>
- Daudelin, D. H., Kulick, E. R., D'Amore, K., Lutz, J. S., Barrientos, M. T., & Foell, K. (2013). The Massachusetts Emergency Medical Service Stroke Quality Improvement Collaborative, 2009–2012. Retrieved from https://www.cdc.gov/pcd/issues/2013/13_0126.htm
- Elliott, L., McBride, T. D., Allen, P., Jacob, R. R., Jones, E., Kerner, J., & Brownson, R. C. (2014). Health care system collaboration to address chronic diseases: A nationwide snapshot from state public health practitioners. Retrieved from https://www.cdc.gov/pcd/issues/2014/14_0075.htm
- Hennepin County Minnesota. (n.d.). Public health data. Retrieved from <https://www.hennepin.us/publichealthdata>
- Institute for Healthcare Improvement. (2018). Science of improvement: Establishing measures. Retrieved from <http://www.ihi.org/resources/Pages/HowtoImprove/ScienceofImprovementEstablishingMeasures.aspx>
- Institute for Healthcare Improvement. (n.d.). Changes to improve chronic care. Retrieved from <http://www.ihi.org/resources/Pages/Changes/ChangestoImproveChronicCare.aspx>
- Isasi, F., Tewarson, H., & Pandit, S. (2015). Health investments that pay off: Strategies for addressing asthma in children [PDF]. Retrieved from <https://www.nga.org/files/live/sites/NGA/files/pdf/2015/1504HealthInvestmentsThatPayOff.pdf>
- Jacobs, J. A., Jones, E., Gabella, B. A., Spring, B., & Brownson, R. C. (2012). Tools for implementing an evidence-based approach in public health practice. Retrieved from http://www.cdc.gov/pcd/issues/2012/11_0324.htm

- Marcille, J. A. (Ed.). (2005). *The future of public health: What will it take to keep Americans healthy and safe?* [PDF]. Retrieved from https://www.cdc.gov/nceh/ehs/EPHLI/Resources/CARE_public_health_suppl.pdf
- Miller, T. R., & Hendrie, D. (2008). *Substance abuse prevention dollars and cents: A cost-benefit analysis* [PDF]. Retrieved from <https://www.samhsa.gov/sites/default/files/cost-benefits-prevention.pdf>
- NACCHO. (2017). *Health in All Policies: Experiences from local health departments* [PDF]. Retrieved from https://www.naccho.org/uploads/downloadable-resources/NACCHO-HiAP-Report_Experiences-from-Local-Health-Departments-Feb-2017.pdf
- NACCHO. (n.d.). *Integrating evidence-based resources for chronic disease prevention*. Retrieved from <http://ebprevention.org/>
- NACCHO. (n.d.). *Mobilizing for Action Through Planning and Partnerships (MAPP)*. Retrieved from <http://www.naccho.org/topics/infrastructure/mapp/index.cfm>
- NACCHO. (n.d.). *The community guide toolkit*. Retrieved from <http://www.ebprevention.org/cg/>
- National Association of County and City Health Officials (NACCHO). (2019). *Home page*. Retrieved from <https://www.naccho.org/>
- Office of Disease Prevention and Health Promotion. (n.d.). *Healthy people 2020*. Retrieved from <https://www.healthypeople.gov/2020/default>
- Stellefson, M., Dipnarine, K., & Stopka, C. (2013). *The Chronic Care Model and diabetes management in US primary care settings: A systematic review*. Retrieved from https://www.cdc.gov/pcd/issues/2013/12_0180.htm
- The Community Guide. (n.d.). *The Community Guide in action*. Retrieved from <https://www.thecommunityguide.org/content/the-community-guide-in-action>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- CDC. (n.d.). *CDC – A to Z Index*. Retrieved from <https://search.cdc.gov/search/#>
- Centers for Disease Control and Prevention. (2016). *Behavioral Risk Factor Surveillance System – Prevalence data & data analysis tools*. Retrieved from https://www.cdc.gov/brfss/data_tools.htm
- Cochrane Public Health. (n.d.). *Resources and guidance*. Retrieved from <http://ph.cochrane.org/resources-and-guidance>
- *National Cancer Institute*. (n.d.). Retrieved from <http://www.cancer.gov/>
- U.S. Department of Health & Human Services, Agency for Healthcare Research and Quality. (2018). *Clinical guidelines and recommendations*. <https://www.ahrq.gov/professionals/clinicians-providers/guidelines-recommendations/index.html>

Projects

Project » Evidence-Based Practices in Planning and Evaluation of Public Health Programs

Project Overview

For the final project, you will create a hypothetical evidence-based, intervention case study, based on a real public health issue in your community. Each of the following assignments applies best practices used in the field to build an evidence-based case in support of a public health intervention.

- Community Intervention: Topic and Stakeholder Identification (Unit 3).
- Evidence-based Practices: Summary and Implications (Unit 5).
- Intervention Mapping (Unit 7).
- Community Intervention Case Study Presentation (Unit 9).

You will choose an important local issue, research EBP interventions that have been used successfully with your issue, and then employ a comprehensive intervention mapping (IM) model to make the case you will present (hypothetically) in a written and oral form to local stakeholders in your community.

What you do in this class is what public health departments do every day across the country—determine needs, engage communities as partners, find solutions that have already been proven to be successful, determine outcomes that can be measured, show positive returns on public health investments, make sure there are no major ethical concerns, and develop reliable evaluation strategies.

Good luck on this journey of discovery.

Unit 1 >> Introduction to Evidence-Based Practice

Introduction

Evidence-based public health practice is concerned with reducing risks and promoting health regardless of the disease. It focuses on what interventions or policies are currently working successfully in communities and in larger populations. The primary assumption of this approach is that if there is a public health issue or problem, someone, somewhere has already figured out how to deal with it. And, it is possible to customize that successful intervention in any setting. It will be your job in this course to test that assumption out and see if it is correct.

In this unit, you will be introduced to EBP and to the three best forms of evidence that are considered valid in public health:

- Peer-reviewed studies evaluating interventions and quality improvement processes and policies.
- White paper or other position papers from respected institutions such as the American Public Health Association.
- Carefully evaluated interventions or quality improvement practices that have not been published but are being used because they have proven to be effective.

You will also be given information on the leading sources for finding EBP.

Public health discretionary funding is always in jeopardy. EBP can be useful in diminishing concerns about whether public funds are a good investment. Public health leaders can point to the fact that EBPs are less risky, even when they are customized for a different community setting, because of their greater likelihood for success.

There are often long gaps between successful research and practice. Having a whole discipline such as public health searching for the best evidence is a good strategy for shortening that gap.

Learning Activities

u01s1 - Studies

Readings

Note: You may be required to provide references in unit discussions and assignments from these required readings.

Evidence-Based Practice

Use your course text and the Capella University Library to read the following. These readings will give you an overview of the processes involved in EBP in public health program planning and evaluation.

- Fink, A. (2013). *Evidence-based public health practice*. Thousand Oaks, CA: Sage.
 - Read Chapter 1, "Introduction," pages 1–22.
- Perrin, K. M. (2016). *Essentials of planning and evaluation for public health*. Burlington, MA: Jones & Bartlett Learning.
 - Read Chapter 1, "Introduction," pages 1–8 and pages 38–44.

Evidence-Based Decision Making

Use the Capella library to read the following. These articles provide a broad framework on the importance of EBP and how decisions are made.

- Hardy, L. J., Bohan, K. D., & Trotter, R. T., II. (2013). [Synthesizing evidence-based strategies and community-engaged research: A model to address social determinants of health](#). *Public Health Reports*, 128(6, Supplement 3), 68–76.
- Li, Y., Kong, N., Lawley, M., Weiss, L., & Pagán, J. A. (2015). [Advancing the use of evidence-based decision-making in local health departments with systems science methodologies](#). *American Journal of Public Health*, 105(S2), S217–S222.
- Lovelace, K. A., Aronson, R. E., Rulison, K. L., Labban, J. D., Shah, G. H., & Smith, M. (2015). [Laying the groundwork for evidence-based public health: Why some local health departments use more evidence-based decision-making practices than others](#). *American Journal of Public Health*, 105(S2), S189–S197.

Government Websites for Evidence-Based Practices

The following document provides guidance on searching the government websites.

- [Tips on Navigating Public Health Websites \[PDF\]](#).

The following are examples of resources practicing public health practitioners turn to for finding EBPs. In this unit, take some time to become familiar with the information provided on these websites.

- Jacobs, J. A., Jones, E., Gabella, B. A., Spring, B., & Brownson, R. C. (2012). [Tools for implementing an evidence-based approach in public health practice](#). Retrieved from http://www.cdc.gov/pcd/issues/2012/11_0324.htm
- NACCHO. (n.d.). [The community guide toolkit](#). Retrieved from <http://www.ebprevention.org/cg/>
- Office of Disease Prevention and Health Promotion. (n.d.). [Healthy people 2020](#). Retrieved from <https://www.healthypeople.gov/2020/default>
- Centers for Disease Control and Prevention. (n.d.). [CDC](#). Retrieved from <https://www.cdc.gov/>

Optional Readings

Other Excellent Public Health Internet Resources

You may want to refer to these resources throughout the course to expand your exploration of evidence-based public health resources. Some of these sites will already be familiar to you from previous Capella courses in the public health specialty. Some will be new. All of these sites will expand your familiarity and understanding of the field.

- AHRQ. (2014). [Clinical guidelines and recommendations](#). Retrieved from <http://www.ahrq.gov/clinic/prevenix.htm>
- CDC. (n.d.). [CDC – A to Z Index](#). Retrieved from <https://search.cdc.gov/search/#>
- Centers for Disease Control and Prevention. (2016). [Behavioral Risk Factor Surveillance System – Prevalence data & data analysis tools](#). Retrieved from https://www.cdc.gov/brfss/data_tools.htm
- Cochrane Public Health. (n.d.). [Resources and guidance](#). Retrieved from <http://ph.cochrane.org/resources-and-guidance>
- [National Cancer Institute](#). (n.d.). Retrieved from <http://www.cancer.gov/>

u01s1 - Learning Components

- Understand the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations.
- Locate, use and evaluate public health information.

u01s2 - Discussion Preparation

At various times during this course, you will be asked to answer discussion questions by stepping into the shoes of various people such as:

- A public health investigator.
- A public health outreach worker.
- A concerned member of your own community.
- A public health evaluation specialist.
- A community outreach worker.
- A public health accountant.
- A community stakeholder with interests in your selected public health issue.
- Yourself.

In addition to unit readings, you will also need to use the Capella library and the Internet to locate additional resources and cite them in APA format. Refer to the following resources to help you in this work:

- [Public Health Undergraduate Library Research Guide](#).
- [How Do I Find Peer Reviewed Articles?](#).
- [APA Style and Format](#).

Unit 1 Discussion Preparation

Role: Public Health Investigator

For the discussion in this unit:

- Search the Internet using the term "public health investigator" to see what they do.
- Create a list of (for yourself) 3–5 questions a public health investigator is most likely to ask during an investigation. This will help you start thinking like an investigator.

As you move through the course, you will change roles in unit discussions. Continue the habit of learning to think and respond from the perspective of that role.

u01s2 - Learning Components

- Learn how to locate, use, evaluate and synthesize public health information.

u01s3 - Kaltura Media

Your Unit 9 assignment requires you to record audio narration for a PowerPoint presentation using Kaltura Media or similar software. Refer to the [Using Kaltura \[PDF\]](#) tutorial for directions on recording and submitting your recording in the courseroom.

If you have not already done so, set up and test your headset, using the installation instructions provided by the manufacturer. Then practice using it to ensure the audio quality is sufficient.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

u01d1 - Gathering Evidence

Preparation

In addition to the unit readings, you will need to use the Capella library and the Internet to complete the following:

- **Role: Public Health Investigator:** In this discussion, you will write the post from an investigator's viewpoint. Search the job title "public health investigator" to see what they do.
- **Topic: Obesity in Children:** As a public health investigator, locate examples of two evidence-based interventions that show how to prevent obesity in grade-school children in a community.

Discussion Questions

Answer the following questions in your post:

- What were the assumptions of the authors of the two evidence-based interventions you found for this discussion?
- What are the outcomes the authors were looking for when it comes to reducing obesity in grade-school children?
- What were the strengths and weaknesses of each approach?
- What additional information might be useful for you to help reduce obesity with children?

Use what you learned in the unit readings to support your position in the discussion. Cite at least two different references in your post. You are also free to compare your own personal experiences to what you have read in this unit.

Be sure to complete this discussion using APA-appropriate in-text citations as well as references.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the helpful Campus links in the resources as necessary.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Public Health Undergraduate Library Research Guide](#)

[How Do I Find Peer Reviewed Articles?](#)

[APA Module](#)

u01d1 - Learning Components

- Understand community dynamics, teamwork and cultural contexts in which public health professionals work
- Practice using APA style and format in scholarly discussions.
- Practice academic writing skills in discussion posts.

Unit 2 >> What Is Good Evidence?

Introduction

You have all seen courtroom dramas on TV or in the movies. Lawyers argue about the quality of the evidence and if the evidence is convincing. There is often eye witness, forensic expert, and deposition evidence presented to support or challenge a particular position. The role of the lawyers is not much different from a public health worker trying to determine whether a successful EBP might work in their own community. Usually, the key is to ask the right questions.

In this unit, you will receive some general guidelines on how to approach and evaluate public health EBP. You will also be given a critical checklist, which you may also see in other courses, to help you evaluate how good the evidence is. Finally, you will always be urged to seek out critical viewpoints on the Internet and in the peer-reviewed literature on whatever EBP you are considering.

Learning Activities

u02s1 - Studies

Readings

How to Determine Good Evidence

Use your course text and the Capella library to read the following:

- Fink, A. (2013). *Evidence-based public health practice*. Thousand Oaks, CA: Sage.
 - Read Chapter 6, "The Best Available Evidence: Quality, Strength, Implementation, and Evaluation," pages 211–228.
- Perrin, K. M. (2016). *Essentials of planning and evaluation for public health*. Burlington, MA: Jones & Bartlett Learning.
 - Read Chapter 1, "Introduction," pages 10–13.
- Conner, B. T. (2014). *Differentiating research, evidence-based practice, and quality improvement*. *American Nurse Today*, 9(6), 26–31.

- Hanquet, G., Stefanoff, P., Hellenbrand, W., Heuberger, S., Lopalco, P., & Stuart, J. M. (2015). Strong public health recommendations from weak evidence? Lessons learned in developing guidance on the public health management of meningococcal disease. *Biomed Research International*, 2015, 1–10.
- Kohatsu, N. D., Robinson, J. G., & Torner, J. C. (2004). Evidence-based public health: An evolving concept. *American Journal of Preventive Medicine*, 27(5), 417–421.

Capella Resource

Review the following resource:

- [Public Health Undergraduate Library Research Guide.](#)

Multimedia

Click **What Is Good Evidence?** to view an example of how to determine if evidence is good or not.

Course Resources

What Is Good Evidence?

u02s1 - Learning Components

- Study examples of the processes, approaches and interventions that address the health-related needs and concerns of populations.
- Study the underlying science of human health and disease, including opportunities for promoting and protecting health
- Study the fundamental concepts and features of project implementation and evaluation.

u02d1 - Evaluating the Evidence-Based Practice

Preparation

Use the Capella library and the Internet to complete the following:

- **Role: Public health outreach worker:** In this discussion, you will write the post from an outreach worker's viewpoint. Search the job title "public health outreach worker" to see what they do.
- **Topic: Obesity in children:** Refer to the same the childhood obesity intervention articles you used in the Unit 1 discussion.

Discussion Questions

For this discussion, imagine yourself in the role of a public health outreach worker. You were given two articles that describe the interventions. (**Note:** These are the articles you used in Unit 1 discussion.) Your supervisor has asked you to do a more extensive evaluation of the two EBPs that are currently being considered for your community.

You will use a critical evidence-based checklist to further evaluate the EBPs. Answer the following questions in your post for each of the two interventions you located for the Unit 1 discussion:

Critical Evidence-Based Checklist

Address the following:

- Was the goal of the EBP clearly stated?
- How was the community involved in the evidence that was gathered?
- Do we know what outcomes were expected?
- Were the outcomes realized?
- Who was conducting the study and why were they qualified?
- Was the study more than five years old, if the study contained timely data?
- Who funded the EBP study and was bias possible?
- Are the results and interpretations fair and supported with graphics or concluding statements?
- Can you rule out an alternative explanation for the results?
- Do the conclusions have practical applications for other communities?

Be sure to complete this discussion using APA-appropriate in-text citations as well as references.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the helpful Campus links in the resources as necessary.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Public Health Undergraduate Library Research Guide](#)

[How Do I Find Peer Reviewed Articles?](#)

[APA Module](#)

u02d1 - Learning Components

- Learn how to locate, use, evaluate and synthesize public health information.
- Study the underlying science of human health and disease.
- Practice using APA style and format in scholarly discussions.

Unit 3 >> The Role of Community in Evidence-Based Practice

Introduction

In this unit, you will be choosing a significant community issue in your own local community to focus on for the rest of this course. Using your local county health department's Community Health Assessment (CHA), you will pick an issue that is important to your local community. And once you have chosen that issue, you will do some local research to find two stakeholders—besides the local public health agency—who are most interested in the issue you have chosen.

It is important when discussing your local community that you have a broad perspective on what the word community means at your local level. The reality is that there are many smaller communities that make up your local community. Some of these smaller communities or self-interest groups might have more interest in what you are focusing on than others.

Public health realizes that a self-empowered local community, with few health or social disparities, will pose less of a public health risk. A local area focused on promoting prevention and well-being will also make wiser public investments in all groups and special interests based on best EBPs.

Learning Activities

u03s1 - Studies

Readings

Sample Community Health Assessment

Use the Capella library and the Internet to read or review the following:

- Hennepin County Minnesota. (n.d.). [Public health data](#). Retrieved from <https://www.hennepin.us/publichealthdata/>
- Freudenberg, N., & Tsui, E. (2014). [Evidence, power, and policy change in community-based participatory research](#). *American Journal of Public Health, 104*(1), 11–14.

Key Websites

NACCHO and the CDC websites are the two most important websites to dig into during this course. In this unit, review the following NACCHO pages:

- National Association of County and City Health Officials. (n.d.). [NACCHO](https://www.naccho.org/). Retrieved from <https://www.naccho.org/>
 - This website provides a wealth of information on local needs. The organization promotes EBP as the approach that should be adopted by public health agencies.
- NACCHO. (n.d.). [The community guide toolkit](http://www.ebprevention.org/cg/). Retrieved from <http://www.ebprevention.org/cg/>
- NACCHO. (n.d.). [Mobilizing for Action Through Planning and Partnerships \(MAPP\)](http://www.naccho.org/topics/infrastructure/mapp/index.cfm). Retrieved from <http://www.naccho.org/topics/infrastructure/mapp/index.cfm>

u03s1 - Learning Components

- Identify the fundamental characteristics and organizational structures of the US health system
- Locate, use and evaluate public health information.

u03a1 - Community Intervention: Topic and Stakeholder Identification

Overview

Write a 3–5-page paper, identifying a public health problem in your community and making a case for why it is important to address the problem from a personal and a community perspective. You will need to support your case with the most recent data and references.

Preparation

Gather Your Evidence

Complete the following:

- **Identify a priority issue:** Since most of you are in the public health field, identifying a public health problem in your community should not be a problem. If you have a personal connection to the problem, it is fine to include that experience in your paper.
 - Almost all public health departments have a CHA you can use to help identify priority issues.

Note: Remember to cite yourself as a source whenever you offer information from personal experiences.

Important: Back up your personal experience with evidence from a peer-reviewed source.

Instructions

Identify a local public health issue that aligns with a county community health assessment. After you have identified a public health problem, show why it is important in your community, using data you have collected from a public website.

- Describe evidence-based practices related to the public health issue.
- Identify and present two significant community stakeholders, excluding a public health agency, in your community who are also interested in this problem. **Note:** You can cite their websites, and present information from these sites that demonstrates their interest in the problem.
- Give one hypothetical example of how these stakeholders can collaborate with a public health agency around the issue or problem you identified. You need to suggest one asset each stakeholder can bring to the collaboration.
 - Select a stakeholder best equipped to lead a collaboration with public health, based on the stakeholder's mission.
 - Analyze the role of community collaborations in promoting population health.

Review the Community Intervention: Topic and Stakeholder Identification Scoring Guide carefully to fully understand how this assignment will be graded.

Submission Requirements

Your assignment should meet the following requirements:

- **APA format:** Resources and citations are formatted according to current APA style and formatting.
- **Number of references:** A minimum of three peer-reviewed resources.
- **Length of paper:** 3–5 typed, double-spaced pages of content plus cover and reference pages and any appendices.
- **Font and font size:** Times New Roman, 12 point.

Submit your paper as an attachment to the assignment area.

[APA Style and Format](#)

[Public Health Undergraduate Library Research Guide](#)

u03d1 - Community Health Needs Assessment

Preparation

Use what you learned in the unit readings to support your position in the discussion. You are also free to compare your own personal experiences to what you have read in this unit.

Discussion Questions

In this discussion, you will assume the role of a concerned member of your own community. Look at your local community health needs assessment. It is usually found at your local county health department, and pick an issue that is personally interesting to you. Finally, use the Internet to find some local stakeholders who might be interested in doing something about the public health issue you have chosen. (A sample community health needs assessment from Hennepin County, Minnesota, is provided in the required readings in this unit.)

Now, answer these questions in your post:

- Why did you choose the particular issue?
- What additional evidence, besides the community health needs assessment information, did you find that supports the fact that your issue is important in your community?
- Which are the various *communities* within your own local community? (You only need to identify three.) Briefly describe them.
- What are the gaps in your understanding of your own community? (In other words, what more could you learn about your community that would enhance your understanding of the health issue you chose?)
- What are the assumptions you made about the stakeholders you have identified around your community issue?
- What have you learned in this unit so far that might help you better understand your current employment position, and your personal experiences in community?

Be sure to complete this discussion using APA-appropriate in-text citations as well as references.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the Faculty Expectations for Response Guidelines.

u03d1 - Learning Components

- Understand community dynamics, teamwork and cultural contexts in which public health professionals work
- Practice using APA style and format in scholarly discussions.
- Apply the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations.

Unit 4 >> Community Collaboration

Introduction

The word *collaborate* literally means to work with someone else. In public health, the word usually means two or more organizations doing joint work and using joint resources to meet a common objective. The antonyms (opposites) of collaboration are separate, independent, and one way.

According to the National Association of County & City Health Officials (NACCHO, n.d.), collaboration is different than community engagement, networking, coordination, or even cooperation. Collaboration can include all of the above, but it is more precise to define a collaboration as including the following characteristics:

- Collaborators are equally respected for the assets they bring to the collaboration.
- There is a clear definition of the collaboration, including roles and responsibilities.
- The benefits for each of the collaborators are understood.
- The challenges of the collaboration are identified.
- The factors that will make the collaboration successful are delineated.
- The success (or lack of) the collaboration can be evaluated.
- There is an exit strategy for each collaborator.

Public health, because of limited budget and resources, relies on community collaborations to make EBPs work at local, regional, state, and national levels.

Reference

NACCHO. (n.d.). Pulling together 5 – Section two: Building collaboration. Retrieved from
<http://archived.naccho.org/topics/environmental/pullingtogether/sectiontwo.cfm>

Learning Activities

u04s1 - Studies

Readings

Collaboration

Use the Internet to read or review the following:

- Daudelin, D. H., Kulick, E. R., D'Amore, K., Lutz, J. S., Barrientos, M. T., & Foell, K. (2013). [The Massachusetts Emergency Medical Service Stroke Quality Improvement Collaborative, 2009–2012](https://www.cdc.gov/pcd/issues/2013/13_0126.htm). Retrieved from https://www.cdc.gov/pcd/issues/2013/13_0126.htm
 - Quality improvement collaboratives are a popular model used to address gaps between EBP and patient care. Little is known about use of such collaboratives in emergency medical services, particularly for improving prehospital stroke care.
- Elliott, L., McBride, T. D., Allen, P., Jacob, R. R., Jones, E., Kerner, J., & Brownson, R. C. (2014). [Health care system collaboration to address chronic diseases: A nationwide snapshot from state public health practitioners](https://www.cdc.gov/pcd/issues/2014/14_0075.htm). Retrieved from https://www.cdc.gov/pcd/issues/2014/14_0075.htm
 - Until recently, health care systems in the United States often lacked a unified approach to prevent and manage chronic disease. Recent efforts have been made to close this gap through various calls for increased collaboration between public health and health care systems to better coordinate provision of services and programs. Currently, the extent to which the public health workforce has responded is relatively unknown. The objective of this study is to explore health care system collaboration efforts and activities among a population-based sample of state public health practitioners.
- The Community Guide. (n.d.). [The Community Guide in action](https://www.thecommunityguide.org/content/the-community-guide-in-action). Retrieved from <https://www.thecommunityguide.org/content/the-community-guide-in-action>
 - This website contains stories that will be used in the unit discussion.

Health in All Policies

Use the Internet to read the following:

- NACCHO. (2017). *Health in All Policies: Experiences from local health departments* [PDF]. Retrieved from https://www.naccho.org/uploads/downloadable-resources/NACCHO-HiAP-Report_Experiences-from-Local-Health-Departments-Feb-2017.pdf

Optional Resources

The following resource will help you locate peer-reviewed articles for completing activities in this course:

- [How Do I Find Peer Reviewed Articles?](#)

u04s1 - Learning Components

- Understand community dynamics, teamwork and cultural contexts in which public health professionals work
- Study the fundamental concepts and features of project implementation and evaluation.

u04d1 - Effective Collaboration Practices

Preparation

In this discussion, you will assume the role of a public health evaluation specialist. (Search for "public health evaluation specialist job description.") Answer the discussion questions from this person's perspective.

Use what you learned in the unit readings to support your position in the discussion. Cite at least two different references in your post. You are also free to compare your own personal experiences to what you have read in this unit.

Discussion Questions

You have been given the task of determining the effectiveness of a community collaboration using an EBP approach. From the *The Community Guide in Action* website (linked in the resources), select a story of collaboration and answer the following questions:

- What were the assets various parties brought to the CDC Collaborative?
- What is the EBP used in this collaboration? Describe.
- What were the roles and responsibilities of the collaborators?
- What were the benefits the collaborators achieved in this collaboration?
- What do you think the challenges were to have this kind of collaboration?
- What do you believe were the factors that made this collaboration successful?
- How did the collaborators evaluate their success?

Preparation for Final Assignment (Unit 9)

You will need to refer to the Unit 9 assignment scoring guide to answer this question:

- What did you learn in this discussion that will be helpful in your final project for this course?

Important: Do not include response to the above question in this post.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the helpful Campus links in the resources as necessary.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Public Health Undergraduate Library Research Guide](#)

[APA Module](#)

[How Do I Find Peer Reviewed Articles?](#)

[The Community Guide in Action](#)

u04d1 - Learning Components

- Understand the fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries.
- Apply the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations.
- Apply the basic concepts of public health-specific communication, including technical and professional writing

Unit 5 >> Measuring Outcomes in Evidence-Based Practice

Introduction

Carefully measuring outcomes of EBPs is critical to promoting a successful implementation of this process in public health. It is hard to convince a community or a funding agency to use an EBP approach without sound evidence that successful outcomes were achieved in places where it had previously been implemented. You will need to show how well the EBP worked.

To create a good evaluation of an evidence-based interventions, here are some things you need to consider:

- Describe the EBPs.
- Engage the stakeholders involved in the intervention.
- Focus the evaluation design (quantitative, qualitative, or mixed methods) so that it is appropriate for the intervention.
- Gather credible evidence.
- Justify outcome conclusions.

In addition to measuring and justifying outcomes, it is also useful to consider whether the EBP being considered for implementation has the capacity to reduce disparities in your local community.

Learning Activities

u05s1 - Studies

Readings

Chronic Care Model

Use the Internet to read the following:

- Institute for Healthcare Improvement. (n.d.). [Changes to improve chronic care](#). Retrieved from <http://www.ihi.org/resources/Pages/Changes/ChangestoImproveChronicCare.aspx>
- Stellefson, M., Dipnarine, K., & Stopka, C. (2013). [The Chronic Care Model and diabetes management in US primary care settings: A systematic review](#). Retrieved from https://www.cdc.gov/pcd/issues/2013/12_0180.htm

Improving Measures

Use the Internet to read the following:

- Institute for Healthcare Improvement. (n.d.). [Science of improvement: Establishing measures](#). Retrieved from <http://www.ihi.org/resources/Pages/HowtoImprove/ScienceofImprovementEstablishingMeasures.aspx>

Optional Resources

You are required to perform library and Internet search to complete the unit discussion. The following resources can assist you in conducting the search:

- [Public Health Undergraduate Library Research Guide](#).
- [How Do I Find Peer Reviewed Articles?](#).
- [APA Style and Format](#).

u05s1 - Learning Components

- Study examples of the processes, approaches and interventions that address the health-related needs and concerns of populations.
- Study the fundamental concepts and features of project implementation and evaluation.

u05a1 - Evidence-Based Practices: Summary and Implications

Overview

In this assignment, you will take on the role of a local public health outreach worker who has been assigned by the superior to prepare a 4–6-page analysis of at least three interventions that might work in your community.

Preparation

You have already chosen a local public health issue from your own community for your Unit 3 assignment. Now you will begin the search for an intervention that will help you address the issue you chose. Start by summarizing your problem statement.

Refer to your Unit 3 assignment, and complete the following:

- Create a one-paragraph summary of your community public health problem statement.
- Include the justification of why it is an issue that must be addressed.

Library and Internet Research

Search websites provided for you in this course and the Capella library using key words from your community problem to find multiple examples of evidence-based interventions that seem appropriate for addressing your community issue.

Use the following strategies to conduct your search:

- **Step 1 – Summarize problem statement:** In a paragraph, summarize your community public health problem statement and justification from the Unit 3 assignment.
- **Step 2 – Use key words for search:** Identify the key words from the problem you have identified. For example, if your problem was obesity in elementary school children in your community, the key words could be "obesity" and "elementary school" and "children." (When conducting searches for this course, include the words such as "EBP" or "evidence" along with your other terms to ensure you are finding appropriate data.)
 - Use your key words to find four (or more) EBP interventions in articles or white papers that have been successful in combating obesity in elementary school children. Make sure one article or white paper refers to public investment and EBP. **Note:** You will be narrowing down your selection to a total of three articles to analyze.

Instructions

Complete the following:

- Analyze the articles you have selected. Eliminate one and narrow down your analysis to only three articles to be discussed in this assignment.
- Compare and contrast the interventions in the selected articles and present your findings. (Provide a complete APA citation for your articles). In your analysis:
 - Provide a quick summary of each article, including how the authors evaluated the intervention.
 - Describe the different types of results you found when using key terms to locate interventions. **Note:** Include how you modified your search terms (if necessary) to help improve your search.
 - Discuss your thoughts on why each of the three interventions you finally selected might be helpful in solving your community problem.
 - You must provide a rationale explaining the reason why you think each intervention might or might not be useful in your local community.
 - Pick the intervention you will recommend as the best EBP, based on your analysis. Support your recommendation with relevant sources, cited in APA style.
 - Describe how collaboration between a public health agency and a community-based organization is a good public investment.

Review the Evidence-Based Practices: Summary and Implications Scoring Guide carefully to fully understand how this assignment will be graded.

Submission Requirements

- **APA format:** Resources and citations are formatted according to current APA style and formatting.
- **Number of references:** A minimum of three peer-reviewed resources.
- **Length of paper:** 4–6 typed, double-spaced pages of content plus cover and reference pages and any appendices.
- **Font and font size:** Times New Roman, 12 point.

Submit your paper as an attachment to the assignment area.

Course Resources

[APA Style and Format](#)

[Public Health Undergraduate Library Research Guide](#)

u05d1 - Projecting Outcomes

Preparation

In this discussion, you will once again assume the role of a community outreach worker. (Write your post from his or her perspective.)

Use what you learned in the unit readings to support your position in the discussion. Cite at least two different references in your post. You are also free to compare your own personal experiences to what you have read in this unit.

Discussion Questions

Write your initial discussion post as if you were discussing the projected outcomes of the intervention you have chosen in your community with a group of community stakeholders. Using your readings and the evidence-based interventions you have already gathered, answer the following challenges in your post. (Some of your answers and references may come from previous discussions and assignments. There is nothing wrong with reviewing what you have already done and using it to build your final project.)

- Provide a short summary of your local issue.
- Describe the stakeholders involved and what assets they bring to the table.
- Address the following:
 - What is the EBP intervention you are proposing in your local community?
 - What are the specific outcomes the intervention produced in other communities where it had been successfully employed? Describe.
 - How were these outcomes deemed to be successful? Be specific here and include the kind of methodology they used to evaluate success.
 - Are the results and interpretations fair and supported in your own opinion?
 - How would you compare the evaluations and outcome results to what you may anticipate happening in your own community?
 - What questions would you like your community stakeholders to address before moving forward?

Be sure to complete this discussion using APA-appropriate in-text citations as well as references.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the helpful Campus links in the resources as necessary.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

How Do I Find Peer Reviewed Articles?

Public Health Undergraduate Library Research Guide

APA Module

u05d1 - Learning Components

- Identify the fundamental characteristics and organizational structures of the US health system
- Practice using APA style and format in scholarly discussions.
- Apply the basic concepts of public health-specific communication, including technical and professional writing
- Practice academic writing skills in discussion posts.

Unit 6 >> Returns on Public Health Investments

Introduction

Some of you may have heard the expression, "What's the ROI on that?" ROI simply means return on an investment. It is really at the core of all business thinking, and now it is commonly used in government and in not-for-profit organizations.

But unlike an investment in a for-profit business, the return on a public health investment means how much money can we save if we invest public funds in an evidence-based intervention. In this unit, you will explore how you can determine the return on an investment of public funds.

The unit readings include case studies related to ROI. You may review these resources.

This unit will help you make a more powerful case for your evidence-based intervention in your final project.

Learning Activities

u06s1 - Studies

Readings

Return on Investment

Use the Capella library to read the following:

- Banke-Thomas, A. O., Madaj, B., Charles, A., & van den Broek, N. (2015) Social return on investment (SROI) methodology to account for value for money of public health interventions: A systematic review. *BMC Public Health*, 15(1), 1–14.
- Frost, J. J., Sonfield, A., Zolna, M. R., & Finer, L. B. (2014). Return on investment: A fuller assessment of the benefits and cost savings of the US publicly funded family planning program. *Milbank Quarterly*, 92(4), 696–749.
- Schuchter, J., & Jutte, D. P. (2014). A framework to extend community development measurement to health and well-being. *Health Affairs*, 33(11), 1930–1938.
- Whittington, M. D., Bradley, C. J., Atherly, A. J., Campbell, J. D., & Lindrooth, R. C. (2017). Value of public health funding in preventing hospital bloodstream infections in the United States. *American Journal of Public Health*, 107(11), 1764–1769.
- Miller, T. R., & Hendrie, D. (2008). Substance abuse prevention dollars and cents: A cost-benefit analysis [PDF]. Retrieved from <https://www.samhsa.gov/sites/default/files/cost-benefits-prevention.pdf>

Case Study

Use the Internet to read the following:

- Isasi, F., Tewarson, H., & Pandit, S. (2015). Health investments that pay off: Strategies for addressing asthma in children [PDF]. Retrieved from <https://www.nga.org/files/live/sites/NGA/files/pdf/2015/1504HealthInvestmentsThatPayOff.pdf>
 - This case study from the National Governor's Association shows a positive ROI using best EBPs and a prevention and well-being approach to childhood asthma.

ROI Calculator

Use the Internet to read the following:

- AHRQ. (2010). [State quality tools: ROI calculator – Webinar transcript](https://www.ahrq.gov/cpi/centers/ockt/kt/webinars/roicalctrans/index.html). Retrieved from <https://www.ahrq.gov/cpi/centers/ockt/kt/webinars/roicalctrans/index.html>
 - You can also use the AHRQ's asthma ROI calculator to explore potential savings. You will do an exercise using some components of the ROI calculator for your final project in the unit discussion using this webinar report.

Multimedia

Click [Return on Public Health Investment](#) to see an example of this calculation in context of public health.

Optional Resources

You may review the following resources:

- [Public Health Undergraduate Library Research Guide](#).
- [How Do I Find Peer Reviewed Articles?](#).

Course Resources

Return on Public Health Investment

u06s1 - Learning Components

- Understand community dynamics, teamwork and cultural contexts in which public health professionals work
- Study the concept of return on investment (ROI) in public health.

u06d1 - Calculating Returns on Investments

Preparation

For this discussion, you will assume the role of a public health accountant. Your supervisor has asked you to determine the ROI on the evidence-based intervention. Management wants to know how much money will be saved if it chooses to use this intervention.

Note: Use the case you are actually working on for your final project (your actual community issue and intervention).

Research

Use the Internet to find information about prevention assumptions related to your selected issue, data about the costs of treating the issue, and the estimated number of people in your community affected by the issue before you can calculate ROI.

Refer to the unit readings and the Internet to find the specific information you need to determine the return on your public health investment.

Discussion Activity

Follow the instructions in the Calculating Returns on Investments document linked in the resources to complete the ROI calculation. Include the following information in your post:

- **Prevention assumptions:** Describe the prevention assumptions for the public health issue you have chosen for your final project.
- **Costs to the community:** Include what it costs your community right now to deal with this issue.
- **ROI:** Estimate the ROI to the community if they improve prevention measures.
- **Learnings:** Include comments about what it was like to seek out the information you needed for this discussion and any take-home advice you (or your peers) should remember for the future.

Be sure to complete this discussion using APA-appropriate in-text citations as well as references.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the helpful Campus links in the resources as necessary.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Calculating Returns on Investments \[PDF\]](#)

[APA Module](#)

[Public Health Undergraduate Library Research Guide](#)

[How Do I Find Peer Reviewed Articles?](#)

u06d1 - Learning Components

- Apply critical thinking skills when studying public health processes and methodologies.
- Study the concept of return on investment (ROI) in public health.
- Practice using APA style and format in scholarly discussions.

Unit 7 >> Intervention Mapping

Introduction

During these final weeks of the course, you will be taking all of the work you have done so far and begin the process of incorporating it into a case study of the community and evidenced-based intervention you will be proposing. There are a number of frameworks used in public health to help synthesize and provide for an orderly presentation of both an important community issue and an intervention that can help the members of the community.

Intervention Mapping

We have chosen IM as the tool you will use for organizing your case study and audio/PowerPoint presentation.

IM is a step-by-step process that covers planning, implementation, and evaluation (Schwaller, 2013). It usually takes the form of a matrix. All matrices are different because all problems are different. IM uses EBP as its foundation for creating a guide leading to culturally sensitive community action.

Key elements of IM include:

- Who.
 - Stakeholders are brought together who have an interest in problem solution around a particular issue or problem.
 - Barriers are identified that might impede a collaboration.
- Issue and outcome.
 - A needs assessment is conducted to establish a defined gap or problem in practice.
 - Outcomes are identified that will lead to changes to help solve the problem.
- Research and best practices.
 - Research is conducted to find the best EBPs currently being used to address the gap or problem.
 - Stakeholders decide on the best intervention possible and what resources and collaboration it will take to implement the intervention.
- Ethical issues.
 - Ethical issues are discussed and accounted for.
- Implementation.
 - An evaluation design is created to see if outcomes are successful.
 - Implementations begin with a time frame.
- Intervention evaluation and report.
 - Evaluation takes place and data are gathered and analyzed.
 - A community report with recommendations is created.

There are many variations included in IM such as role playing, weekly check-ins, and visual charts but all you need to focus on are the key elements. This is an excellent framework to help you organize your final project.

Reference

Schwaller, S. (2013). Health promotion – Intervention mapping. Retrieved from <http://isecn.org/2013/11/02/health-promotion-intervention-mapping/>

Learning Activities

u07s1 - Studies

Readings

Intervention Mapping

Use the Capella library to read the following:

- Corbie-Smith, G., Akers, A., & Bluementhal, C. (2010). [Intervention mapping as a participatory approach to developing an HIV prevention intervention in rural African American communities \[PDF\]](#). *AIDS Education and Prevention*, 22(3), 184–202.
- Garba, R. M., & Gadanya, M. A. (2017). [The role of intervention mapping in designing disease prevention interventions: A systematic review of the literature](#). *PLoS One*, 12(3), 1–18.
- Mann, C. M., Ward, D. S., Vaughn, A., Neelon, S. E. B., Vidal, L. J. L., Omar, S., . . . stbye, T. (2015). [Application of the intervention mapping protocol to develop Keys, a family child care home intervention to prevent early childhood obesity \[PDF\]](#). *BMC Public Health*, 15(1227), 1–13.
- Stea, T. H., Haugen, T., Berntsen, S., Guttormsen, V., Overby, N. C., Haraldstad, K., . . . Abildsnes, E. (2016). [Using the intervention mapping protocol to develop a family-based intervention for improving lifestyle habits among overweight and obese children: Study protocol for a quasi-experimental trial \[PDF\]](#). *BMC Public Health*, 16(1092), 1–15.

Multimedia

Click **American Family – Helping Others** to view the presentation.

- In this multimedia interactive, the American Family story returns. Watch how the IM approach can be used to plan a community intervention.

Optional Resources

You may review the following resources:

- [Public Health Undergraduate Library Research Guide](#).
- [How Do I Find Peer Reviewed Articles?](#).

Course Resources

American Family – Helping Others

u07s1 - Learning Components

- Apply critical thinking skills when studying public health processes and methodologies.
- Study examples of the processes, approaches and interventions that address the health-related needs and concerns of populations.
- Study the fundamental concepts and features of project implementation and evaluation.

u07a1 - Intervention Mapping

Overview

This assignment will enable you to better understand and use IM for your final case study.

Preparation

You have already chosen a local public health issue from your own community in your Unit 3 assignment. You have also found an intervention that will help you address the issue you chose in the Unit 5 assignment. Now, you need to complete the process by understanding how IM is used in public health to assess the strengths and weaknesses of EBPs. This assignment will help you continue to build your final case study.

Take on the role of a local public health outreach worker who has been assigned by the superior to prepare a recommendation for a strategic intervention dealing with a public health issue.

Review the following articles from the unit readings:

- Voogt et al.'s 2014 article, "The Development of a Web-Based Brief Alcohol Intervention in Reducing Heavy Drinking Among College Students: An Intervention Mapping Approach."
- Corbie-Smith, Akers, and Blumenthal's 2010 article, "Intervention Mapping As a Participatory Approach to Developing an HIV Prevention Intervention in Rural African American Communities."

Instructions

Problem Statement Summary

In a paragraph, summarize your community public health problem statement and justification from the Unit 3 assignment.

Analysis of Intervention Mapping Approach

For this section, compare and contrast two articles provided that discuss IM.

- Write a summary of both articles that contains the following elements:
 - A description of how IM was used in these two articles.
 - The identification and analysis of the similarities and differences between the two different issues (drinking and HIV) involved.
 - A description of how IM is used as an advocacy strategy.
 - An assessment of the strengths and weaknesses you found in the IM approach. Support your reasoning with scholarly resources.
- Offer one suggestion on how one could improve the IM process.

Review the Intervention Mapping Scoring Guide carefully to fully understand how this assignment will be graded.

Thinking Ahead to Unit 9 Assignment

In this course, each assignment leads into the next assignment. As you prepare to submit this assignment, ask yourself the following questions:

- What do I know now about IM that I did not know before?
- How will my understanding of IM help me complete my final case study assignment?

Submission Requirements

Your assignment should meet the following requirements:

- **APA format:** Resources and citations are formatted according to current APA style and formatting.
- **Number of references:** A minimum of three peer-reviewed resources.
- **Length of paper:** 3–5 typed, double-spaced pages of content plus cover and reference pages and any appendices.
- **Font and font size:** Times New Roman, 12 point.

Submit your document as an attachment to the assignment area.

Course Resources

[Public Health Undergraduate Library Research Guide](#)

[The Development of a Web-Based Brief Alcohol Intervention in Reducing Heavy Drinking Among College Students](#)

[APA Style and Format](#)

[Intervention Mapping As a Participatory Approach to Developing an HIV Prevention Intervention \[PDF\]](#)

u07d1 - A Stakeholder's Perspective

Preparation

In this discussion, you will assume the role of a community stakeholder interested in your community issue. Please write the post from this perspective.

Use what you learned in the unit readings to support your position in the discussion. Cite at least two different references in your post. You are also free to compare your own personal experiences to what you have read in this unit.

As a community stakeholder, here are three components of information mapping you will raise in a longer-form memo with the local public health agency:

- Barriers the community sees to the collaboration.
- Possible ethical issues.
- How the community would like to see the evaluation of the proposed intervention proceed.

To be able to write about these three components, you may need to look at a few more examples of community evidence-based interventions.

Discussion Questions

This discussion about barriers is a beginning thinking on what you will be examining in more depth in Unit 8.

After you have spent some time considering the topic of barriers, answer these questions in your post:

- What are two hypothetical barriers the community needs to resolve before the intervention is implemented?
- What challenges exist for the community organizations to become real collaborators with the public health agency?
- What are the ethical implications of the suggested intervention? (Make sure you show how ethical implications will be dealt with.)
- What criteria will be used to evaluate the success of the intervention, and what role will the community and community organizations play in determining that criteria?

Be sure to complete this discussion using APA-appropriate in-text citations as well as references.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the helpful Campus links in the resources as necessary.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[APA Module](#)

[How Do I Find Peer Reviewed Articles?](#)

[Public Health Undergraduate Library Research Guide](#)

u07d1 - Learning Components

- Understand community dynamics, teamwork and cultural contexts in which public health professionals work
- Apply critical thinking skills when studying public health processes and methodologies.

Unit 8 >> Barriers to Evidence-Based Practices

Introduction

Nearly all public health interventions encounter barriers, and some of them are severe enough to limit or even stop the intervention. These barriers can include lack of funding, lack of necessary human resources, influence of special interest groups, lack of culturally sensitive EBPs, timeliness of the needed intervention, and lack of political will to carry out the practice, just to name a few.

Identifying possible barriers early is important in public health work because if these barriers present themselves later in a community intervention, they can delay the process, making it more expensive than planned, or they can be fatal to the project.

For your final case study, one of the sections you will need to present and document are two potential barriers for implementing your hypothetical EBP in your local community. You will also be asked in this section to provide recommendations for overcoming these barriers.

Now it is time to explore the *barriers* at a deeper level.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library and the Internet to read the following:

- Demby, H., Gregory, A., Broussard, M., Dickherber, J., Atkins, S., & Jenner, L. W. (2014). [Implementation lessons: The importance of assessing organizational "fit" and external factors when implementing evidence-based teen pregnancy prevention programs](#). *Journal of Adolescent Health*, 54(3), S37–S44.
- NACCHO. (n.d.). [Integrating evidence-based resources for chronic disease prevention](#). Retrieved from <http://ebprevention.org/>
- Oliver, K., Innvar, S., Lorenc, T., Woodman, J., & Thomas, J. (2014). [A systematic review of barriers to and facilitators of the use of evidence by policymakers \[PDF\]](#). *BMC Health Services Research*, 14(2), 1–12.

Optional Resources

You may review the following resources:

- [Public Health Undergraduate Library Research Guide](#).
- [How Do I Find Peer Reviewed Articles?](#)

u08s2 - Preparation for Final Assignment

Your final assignment in this course is the culmination of everything you have been studying and discussing throughout the course. Take some time at the end of this unit to summarize the main points of each of the previous assignments:

- Unit 3: Community Intervention: Topic and Stakeholder Identification.
- Unit 5: Evidence-Based Practices: Summary and Implications.
- Unit 7: Intervention Mapping.

Write down the gist of each assignment and the take-home lessons you learned about planning and evaluation in public health programs from each assignment. If there were any discussions in particular that left a strong impression, include that information as well in your notes.

You will be using technology in Unit 9. Make sure you are familiar with the tools and the academic resources available to you:

- [Microsoft Office Software](#).
- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
- [Using Kaltura \[PDF\]](#).
- [APA Style and Format](#).

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

u08s2 - Learning Components

- Practice using technology to communicate public health information.

u08d1 - Identifying and Overcoming Barriers

Preparation

Use what you learned in the unit readings to support your position in the discussion. Cite at least two different references in your post. You are also free to compare your own personal experiences to what you have read in this unit.

Discussion Questions

Most public health barriers deal with more vulnerable populations—the poor and low income. Health care disparities are a fact of life in most of our communities and they cannot be ignored. These disparities can involve transportation, functional literacy levels, and a lack of information, among others.

From one of the articles in your required readings, select a major barrier and answer the following:

- What have you learned about identifying and overcoming barriers from your readings?
- What are two critical questions you would ask yourself about your own project to identify a possible barrier?
- What are the possible implications, both positive and negative, about identifying barriers to your proposed community EBP intervention?
- How would you compare your own personal experiences to what you have learned in the unit readings?
- What personal challenges have you met trying to overcome a barrier?

Be sure to complete this discussion using APA-appropriate in-text citations as well as references.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the helpful Campus links in the resources as necessary.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Public Health Undergraduate Library Research Guide](#)

[APA Module](#)

[How Do I Find Peer Reviewed Articles?](#)

u08d1 - Learning Components

- Understand community dynamics, teamwork and cultural contexts in which public health professionals work
- Apply basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy when studying public health processes.
- Demonstrate an understanding of the factors that impact human health and contribute to health disparities

Unit 9 >> Putting It All Together

Introduction

Think about everything you have learned up to this point. In addition to roleplaying different public health and community positions, you have:

- Learned what public health EBPs are and how to evaluate the evidence.
- Identified and documented an important public health issue in your community.
- Found stakeholders who potentially interested in working on the issue.
- Explored what collaboration means at a community level.
- Identified a possible intervention for your community.

- Determined the outcomes you would like to see and how those outcomes could be evaluated.
- Examined why EBP is a good public investment.
- Used the popular IM tool to gather all of your materials together in a logical format.
- Identified possible barriers to your hypothetical community-based intervention and a strategy for overcoming them.

(If you have not completed the items above, now is the time to fill in what you have missed.)

You have done this work by exploring case studies of how other communities have implemented EBPs. Now it is time to pull all of your work together into your case study, making the strongest case you can for your community intervention.

Learning Activities

u09s1 - Studies

Readings

Use the Internet to read the following:

- NACCHO. (n.d.). [Integrating evidence-based resources for chronic disease prevention](http://ebprevention.org/). Retrieved from <http://ebprevention.org/>
 - Carefully check your work against the information and recommendations found in this resource.

Review the following document in preparation for the unit assignment:

- [Case Study Template \[DOC\]](#).

Optional Resources

You may review the following resources:

- [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).
- [APA Style and Format](#).
- [Public Health Undergraduate Library Research Guide](#)

u09s1 - Learning Components

- Apply critical thinking skills when studying public health processes and methodologies.
- Study the underlying science of human health and disease, including opportunities for promoting and protecting health
- Study the underlying science of human health and disease.

u09d1 - Personal Impact Stories

Preparation

Use what you learned in the unit readings to support your position in the discussion. Cite at least two different references in your post. You are also free to compare your own personal experiences to what you have read in this unit.

Discussion Questions

In your final case study, you will be asked to present two personal stories connected to the public health issue you have chosen. These stories put a real face on the data and evidence you have gathered. Use the Internet or the Capella library to find two personal stories and briefly share them with the class. If you have personally been connected to your community issue, you can use your own story as one of the two.

In your presentation of the personal stories, remember to cover to following:

- Describe the context the person who was dealing with the public health issue faced.
- Address the following questions:
 - What advice would you have given them, if you were there with them?
 - What are the questions you would have asked about the issue if you were the person affected?
 - Did you feel the person in the story received a satisfactory outcome? Why or why not?

Be sure to complete this discussion using APA-appropriate in-text citations as well as references.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the helpful Campus links in the resources as necessary.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Apply critical thinking skills when studying public health processes and methodologies.

u09a1 - Community Intervention Case Study Presentation

Overview

Why a Case Study?

Case studies provide a real-life context for a public health issue or concern. In this final assignment, you will continue to develop your case study, using your chosen issue in your community. You are now required to create a PowerPoint presentation of your evidence-based analysis of the issue that supports your recommendations for a community-based intervention to address the issue, record audio narration for the presentation, and present it to a hypothetical real-world audience.

Write for Your Intended Audience

When you are presenting information to community stakeholders, policy makers, and potential funders, your case study must be complete and well documented but also not too long as to make people lose interest. In terms of the course and in real life, this is both a summary of the work you have done up to this point and a final chance for you to make *your case*.

Instructions

There are two parts to this final assignment.

Written Case Study

Using the Case Study Template linked in the resources, create an 8–10-page case study of your chosen local public health issue, applying an IM approach as the foundation upon which you will analyze the issue. In the case study:

- Present your case for the issue and why it is important in the community, supported by references.
- Address the following:
 - Who is the major stakeholder in your community who will take the lead in addressing the problem? Why were they chosen? How will they collaborate with other stakeholders and public health agencies?
 - What are the outcomes you hope to achieve by addressing this problem?
 - What are the barriers you foresee in approaching this community public health problem?
 - What are the EBPs you have identified and how would you see them being applied?
 - How will you evaluate whether or not your outcomes will be met?
 - How will the public investment in your proposed intervention save money in the long run?

PowerPoint Presentation and Audio Recording

Create an 8–10-slide PowerPoint presentation, and record a 5–7-minute audio narration for the presentation using Kaltura Media or similar software, which will be presented to a meeting of community stakeholders most interested in your issue. **Note:** You will only be recording the audio narration; you will not be actually presenting it.

Review the Community Intervention Case Study Presentation Scoring Guide carefully to fully understand how this assignment will be graded.

Submission Requirements

Case Study

Your written case study should meet the following requirements:

- **APA format:** Resources and citations are formatted according to current APA style and formatting.
- **Number of references:** A minimum of three peer-reviewed resources.
- **Length of paper:** 8–10 typed, double-spaced pages of content plus cover and reference pages and any appendices.
- **Font and font size:** Times New Roman, 12 point.

PowerPoint Presentation and Audio

Your PowerPoint presentation and audio recording should meet the following requirements:

- **PowerPoint presentation:** A minimum of 8–10 slides.
- **Speaker notes:** Include your speaker notes in the notes section of each slide. APA-formatted in-text citations can be included here, if they are not added to the slide content. (Imagine that an audience member might ask you to back up your information.)
- **Resources:** At least three scholarly resources other than the course text or assigned articles. Include citations in a final slide at the end of the presentation.
- **APA format:** Resources and citations are formatted according to current APA style and format.
- **Font and font size:** Select a font that is appropriate for the audience you are addressing. Font size and weight for presentation is generally 24–28 points for headings and no smaller than 18 points for bullet list. For tips on creating PowerPoint presentations, refer to the Guidelines for Effective PowerPoint Presentations linked in the resources.
- **Audio recording:** 5–7 minutes in length, with a note or a transcript to ensure accessibility to everyone. Only your voice is required. No video of you (as the presenter) is needed.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Course Resources

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[Disability Services](#)

[Public Health Undergraduate Library Research Guide](#)

[Using Kaltura \[PDF\]](#)

[Case Study Template \[DOC\]](#)

[Microsoft Office Software](#)

Unit 10 >> The Future of Evidence-Based Practice in Public Health

Introduction

In 2005, the CDC sponsored a forum on the Future of Public Health. In 2015, another lecture was given on the same topic. A comparison of these two perspectives are included in your required readings in this unit. It is always interesting to see if the future the experts on this panel predicted was accurate and what issues, if any, would need to be added to their discussion today.

We know that deep cuts for public health are being proposed by the Trump administration and also know that EBP is becoming a dominant paradigm in public health work. Given all you have read in this course, and especially in this unit, what are your thoughts on what factors need to be considered when we think about the future of public health and EBP?

Learning Activities

u10s1 - Studies

Readings

The Future of Public Health

Use the Capella library and the Internet to read the following:

- Frieden, T. R. (2015). Shattuck lecture: The future of public health. *The New England Journal of Medicine*, 373(18), 1748–1754.
- Marcille, J. A. (Ed.). (2005). The future of public health: What will it take to keep Americans healthy and safe? [PDF]. Retrieved from https://www.cdc.gov/nceh/ehs/EPHLI/Resources/CARE_public_health_suppl.pdf

Optional Resources

You may review the following resources:

- [Public Health Undergraduate Library Research Guide](#).
- [How Do I Find Peer Reviewed Articles?](#)

u10s1 - Learning Components

- Apply critical thinking skills when studying public health processes and methodologies.
- Discuss the future of evidence-based practices in public health.

u10d1 - What Is the Future for EBP?

Preparation

Use what you learned in the unit readings to support your position in the discussion. Cite at least two different references in your post. You are also free to compare your own personal experiences to what you have read in this unit.

Discussion Questions

Discuss the two required articles in this unit. Please make sure to cover the following points:

- What were the similarities and differences between the two articles?
- Why is EBP seen as critical to the future of public health in the United States?
- What have you learned in this comparison and contrasting discussion that will be helpful to you in your public health future?
- What were two lessons you learned in this class that you feel will help prepare you for a future in public health?

Be sure to complete this discussion using APA-appropriate in-text citations as well as references.

Response Guidelines

Respond to posts that have had few responses thus far. Include most or all of the following:

- Engage your peer. Tell him or her specifically why you chose to respond to the post.
- Seek clarification. Talk about what is unclear. Ask questions. Offer suggestions.
- Make it real. Include personal examples or work experiences that add perspective to your reply.
- Be a practitioner-scholar. In addition to your personal or work experience, include one academic reference in your reply. Use current APA style and formatting appropriate to the type of reference you provide.

Refer to the helpful Campus links in the resources as necessary.

Refer to the Faculty Expectations for Response Guidelines.

Course Resources

Undergraduate Discussion Participation Scoring Guide

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