

Evidence-Based Public Health for Local Health Practice: A Partnership Between Two Practice Communities and Academia



Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu

Edward Waltz, Ph.D.

Associate Director, Prevention Research Center
University at Albany

Cate Bohn, MPH

Public Health Information Group

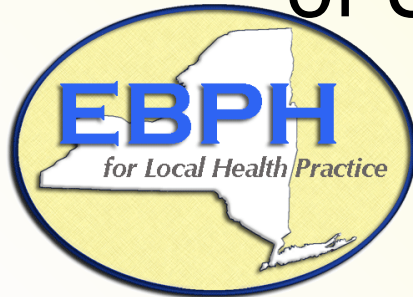
Christopher Maylahn, MPH

Division of Chronic Disease

New York State Department of Health

Other Contributors

- Our *ad hoc* Advisory Group of Local Health Department Representatives
- Local Health Departments staff
- Mike Medvesky, Priti Irani, and Joan Pivorun of NYS DOH
- Diane Dewar and Carol Young of UA-SPH



Funding

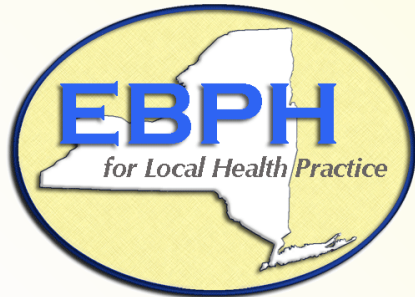
- This project has been supported by the CDC Prevention Research Centers program (UA-SPH), the CDC Assessment Initiative Cooperative Agreement with NYS DOH, and the NYS Department of Health.



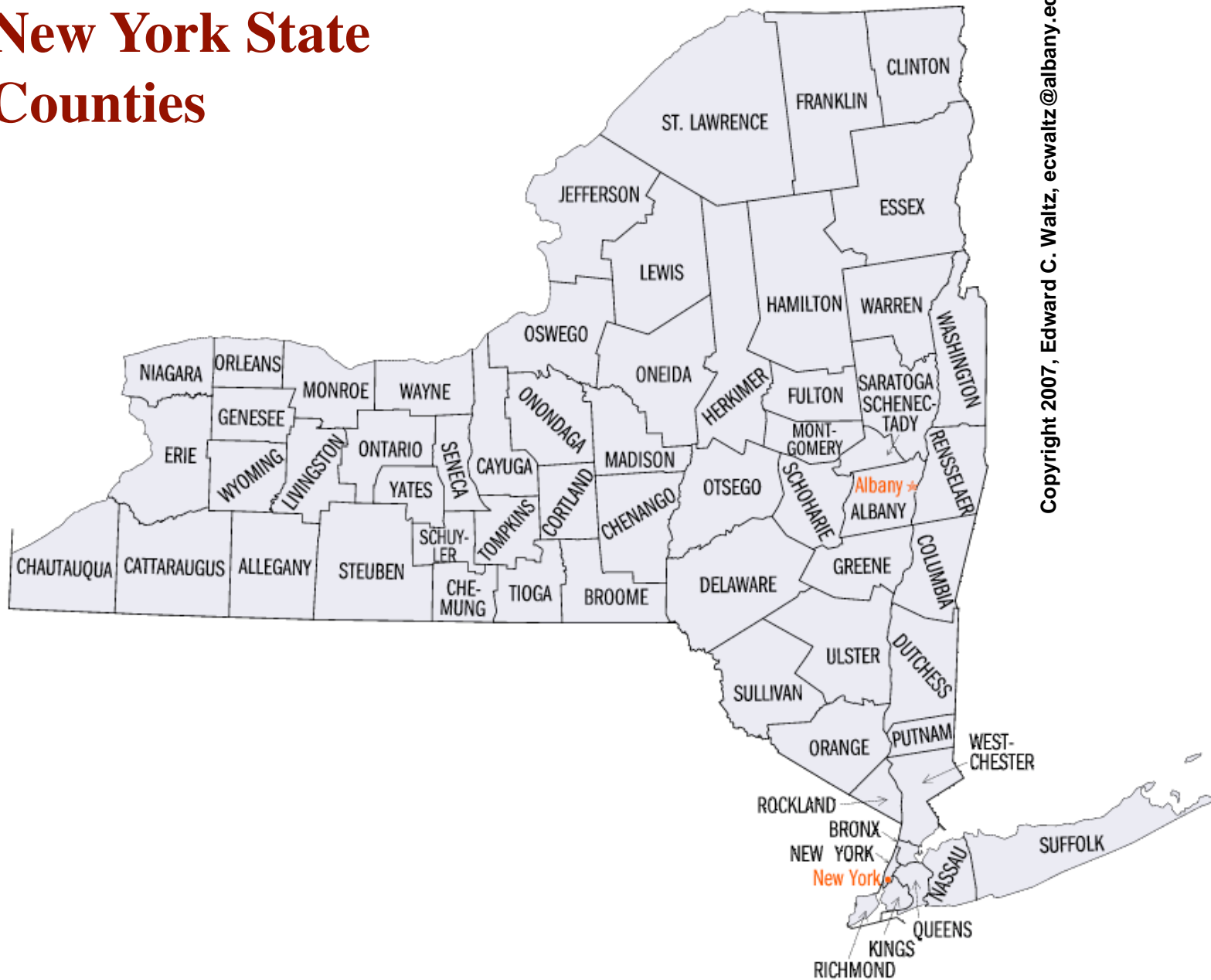
Development of EBPH-LHP

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu

- Modeled after Evidence-Based PH training developed at the St. Louis Univ. PRC
- Team members participated in development (Maylahn) or as trainees (Bohn, Waltz) of the course @ SLU
- We thank Ross Brownson, Beth Baker, Garland Land, and their colleagues in St. Louis for their ongoing consultation in development of this course



New York State Counties

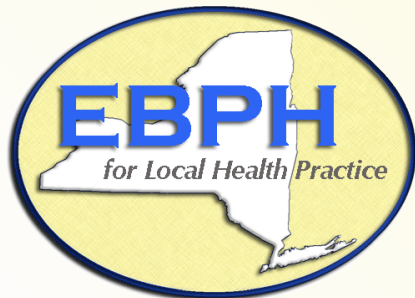


Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu

Local Health Practice in New York State

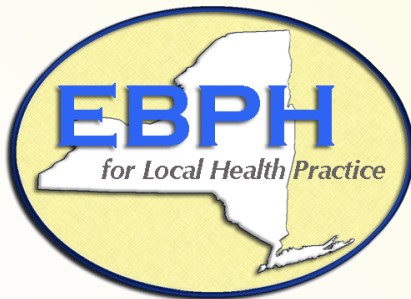
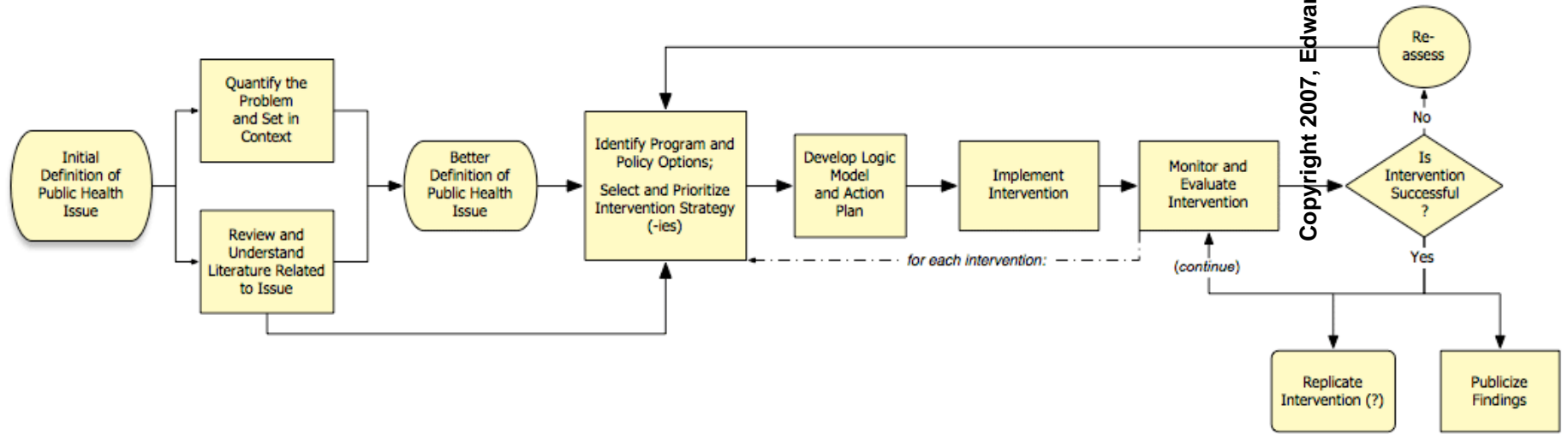
Copyright © 2007, Edward C. Waltz, ecwaltz@albany.edu

- 58 local departments, 37 are full-service
- Approx. 12,900 local health employees
(approx. 7,700 outside of NYC)
Median dept. size = 83 employees
- Requirement for community health
assessment and services plan
documents



The EBPH Model

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu

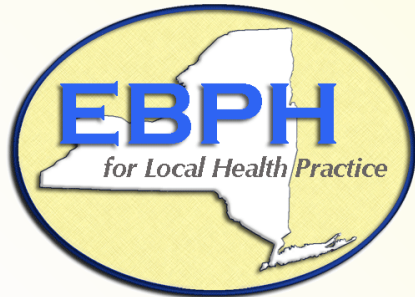


Based on Brownson *et al.*, 2002

Focus on Competencies

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu

- Addresses competencies principally in two domains for Senior Staff and Management
 - Analytic Assessment
 - Policy Development/ Program Planning
- Also: several in Basic Public Health Sciences



Tailoring the Course for Local Health Practitioners

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu



Tailoring the Course for Local Health Practitioners

- Content issues for local health practice
 - Program development emphasized (vs. policy development)
 - Small area analysis data issues



Tailoring the Course for Local Health Practitioners

- Content issues for local health practice
 - Program development emphasized (vs. policy development)
 - Small area analysis data issues
- Logic Model development emphasized



Tailoring the Course for Local Health Practitioners

- Content issues for local health practice
 - Program development emphasized (vs. policy development)
 - Small area analysis data issues
- Logic Model development emphasized
- Emphasis on consumer perspective

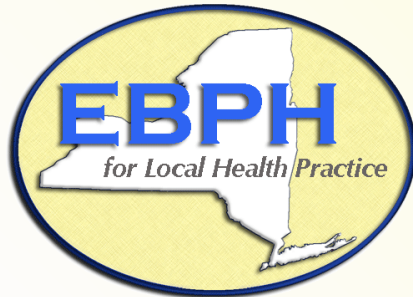
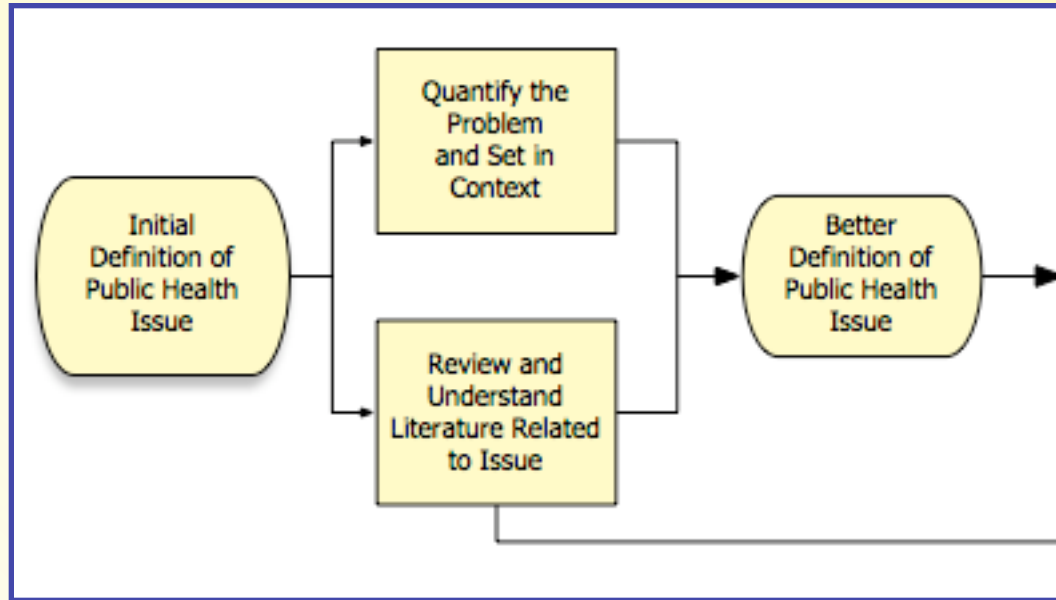


Tailoring the Course... *(continued)*

- Course Delivery & Logistics
 - Two day maximum duration
 - In-person training at various locations around NYS
 - Team approach (2-4 per county)
 - Emphasis on active learning exercises
 - Travel scholarships

Developing the EBPH Model (Day 1)

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu

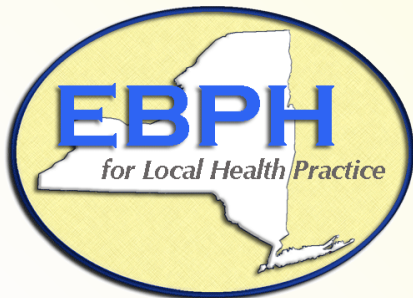


Day 1 Schedule

- 9:00 – 10:15 Introduction and Philosophy *
- 10:15 – 11:15 Quantitative and Qualitative Tools
for
Descriptive Epidemiology
- 11:30 – 12:30 Finding Data [computer lab exercise]
- 1:30 – 2:15 Reviewing Data *
- 2:15 – 2:45 Overview of Research Methods
- 3:00 – 4:00 Searching the Literature for Evidence
[computer lab exercise]
- 4:00 – 4:30 Wrap up and Discussion of Exercises
* Didactic session includes practical exercise

Computer Lab Exercises

- Require a computer lab with live Internet connections
- Implications
 - More difficult to identify local training venues and may add to costs
 - Restricts class size to 24 (or lab size)



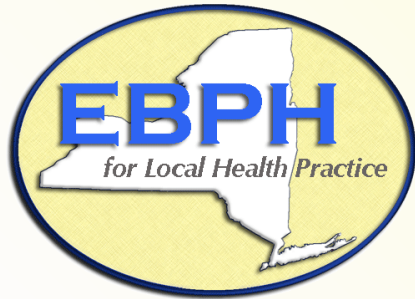
Day 2 Schedule

- 9:00 – 10:00 Cost Related Issues
- 10:00 – 11:15 Identifying and Selecting Interventions Supported by Evidence *
- 11:30 – 12:30 Program Planning and the Logic Model
- 1:30 – 2:30 Developing a Logic Model [exercise]
- 2:40 – 3:25 Monitoring & Evaluation
- 3:25 – 3:45 Evaluation video exercise
- 3:45 – 4:15 Case Study Wrap-Up
- 4:15 – 4:30 Course Evaluation & Post-test

* Didactic session includes practical exercise

Selection of Teaching Examples

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu



Selection of Teaching Examples

Consistent examples to “build”
understanding of the model



Selection of Teaching Examples

Consistent examples to “build”
understanding of the model

--versus--



Selection of Teaching Examples

Consistent examples to “build”
understanding of the model

--versus--

Diverse examples to make it relevant
to diverse audience



Selection of Teaching Examples

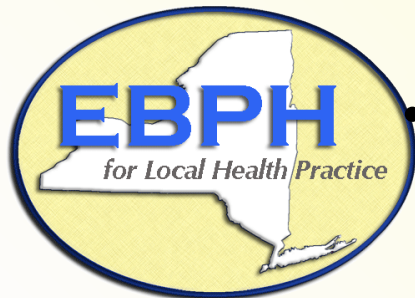
Consistent examples to “build”
understanding of the model

--versus--

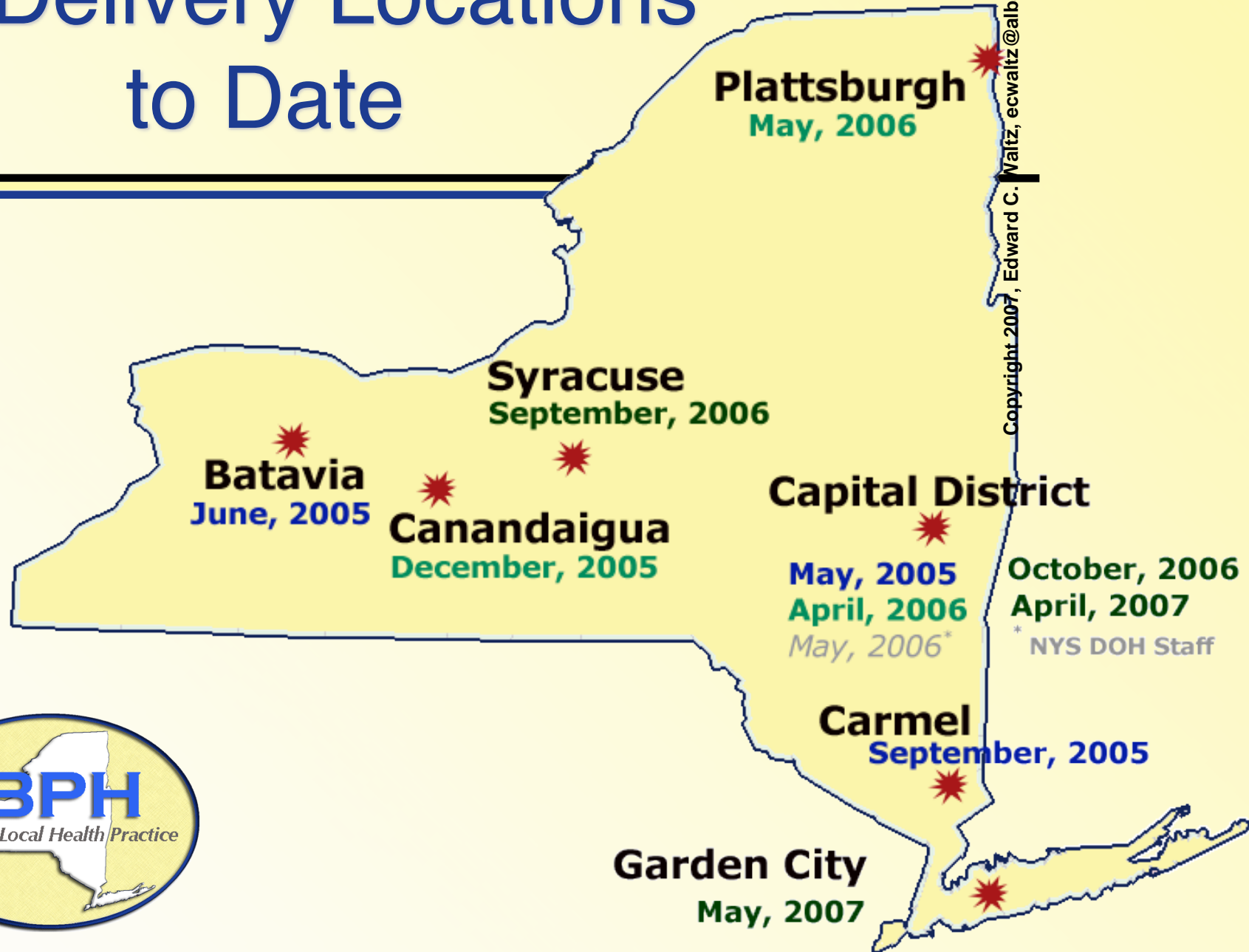
Diverse examples to make it relevant
to diverse audience

Balance:

- Exercises for data analysis & program planning use consistent topic of obesity prevention / promoting consumption of fruits & vegetables
- Diverse examples brought in through case studies (“Back to Sleep” and Clean Indoor Air) and didactic sessions



Delivery Locations to Date



Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu



Local PH Audience To Date

	<u>2004-05</u>	<u>2005-06†</u>	<u>2006-07</u>	<u>Total</u>
# Persons	71	93	95	259
# LHD Teams	24	23	18	65
# CBO teams	0	0	12	12

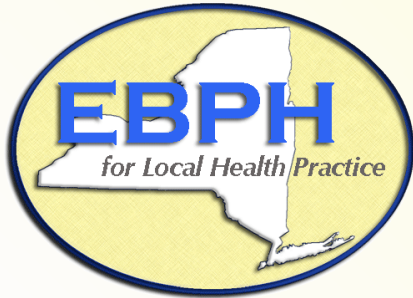
† plus two State Departments: Vermont and New York

Audience to Date *(continued)*

- Local health departments range from the largest:
New York City w/ 5,246 staff to...
the smallest:
Hamilton County w/ 5,382 **residents**
- Two state health departments:
Vermont Dept. of Health (1 team of 4)
NYS Department of Health (25 staff)
- Participants range from front-line nurses and health educators to commissioner/
public health director level

Immediate Evaluation Results

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu



Immediate Evaluation Results

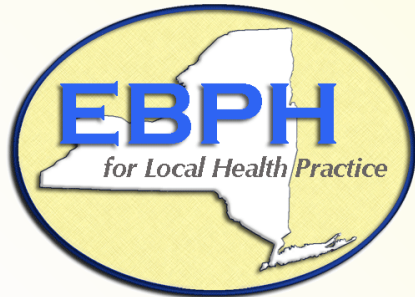
Participants tell us ...



Immediate Evaluation Results

Participants tell us ...

- 91% Likely to disseminate to others



Immediate Evaluation Results

Participants tell us ...

- 91% Likely to disseminate to others
- 75% Would recommend course to others

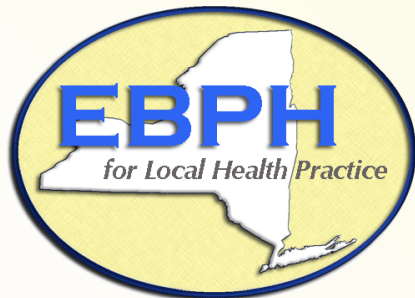


Immediate Evaluation Results

Copyright 2007, Edward C. Waltz, ewaltz@albany.edu

Participants tell us ...

- 91% Likely to disseminate to others
- 75% Would recommend course to others
- 77% Perform job more effectively



Immediate Evaluation Results

Copyright 2007, Edward C. Waltz, ewaltz@albany.edu

Participants tell us ...

- 91% Likely to disseminate to others
- 75% Would recommend course to others
- 77% Perform job more effectively
- 75% Rate binder materials “Very Useful”



Immediate Evaluation Results

Copyright 2007, Edward C. Waltz, ewaltz@albany.edu

Participants tell us ...

- 91% Likely to disseminate to others
- 75% Would recommend course to others
- 77% Perform job more effectively
- 75% Rate binder materials “Very Useful”
- Average of 10 Modules:

60% rate module as “Very Useful”

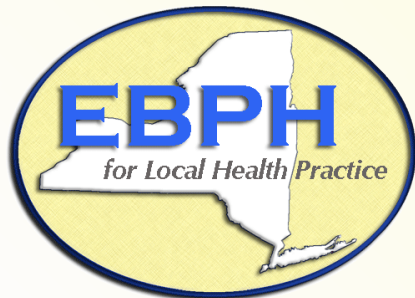
31% rate as “Somewhat Useful”



Most Useful Modules

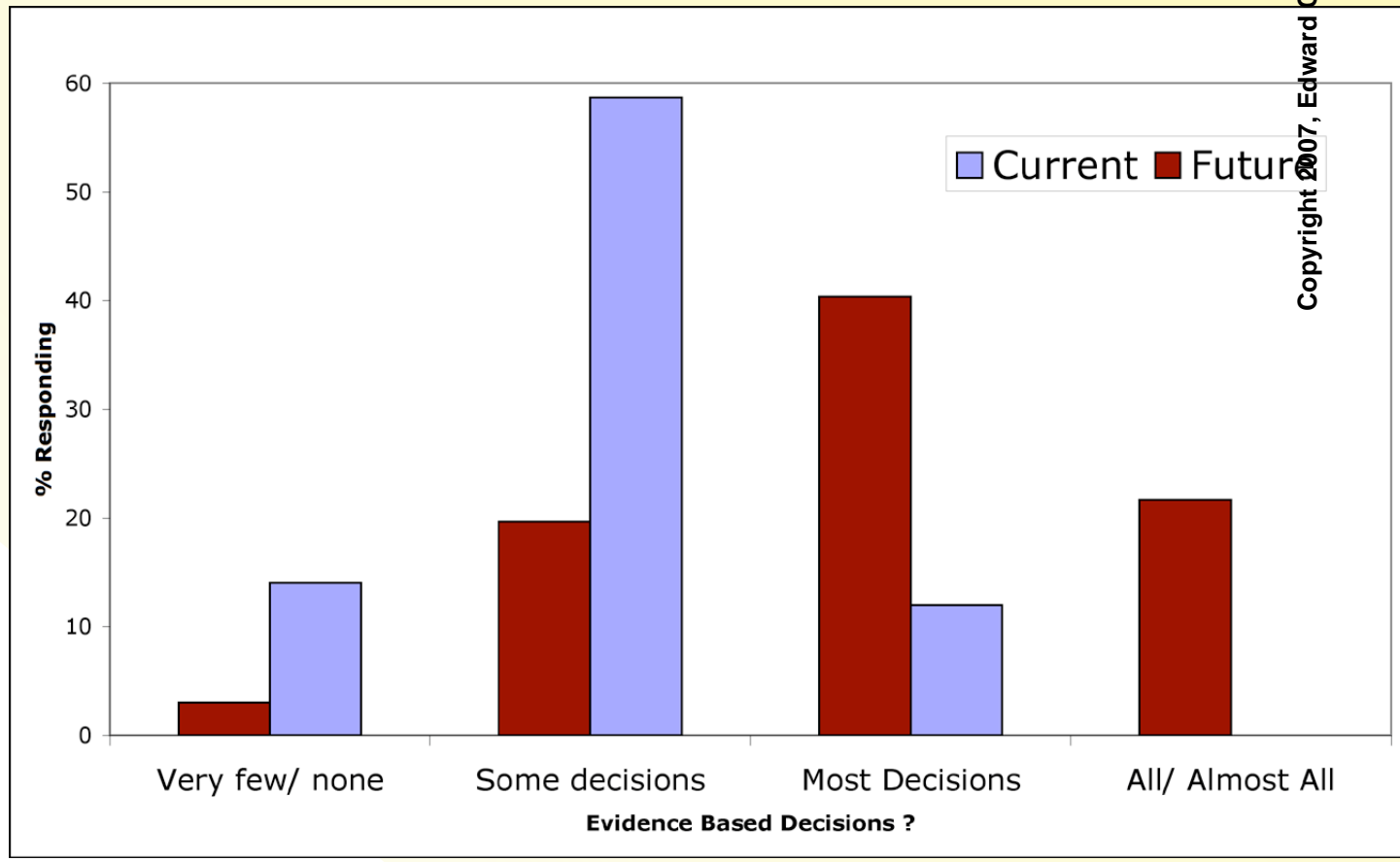
(Percent responding “*Very Useful*”)

- Program Planning & Logic Module 90%
- Two computer labs 70%
- Identifying Options /
Selecting Interventions 65%
- Monitoring & Evaluation 65%
- Epidemiology/ Reviewing Data 63%



Current vs. Future Use of E-B Decision Making

Waltz, ecwartz@albany.edu



Copyright © 2007, Edward C. Waltz

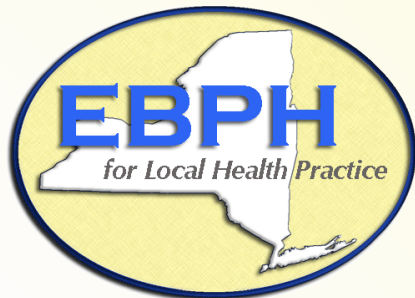
Immediate Evaluation: Two Summary Questions

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu



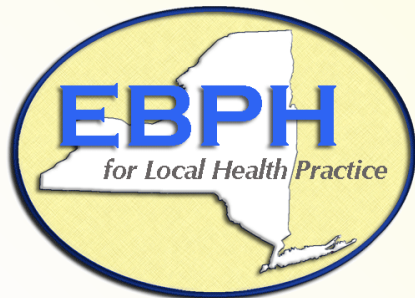
Immediate Evaluation: Two Summary Questions

- “The knowledge gained from this program will help me perform my job more effectively.”

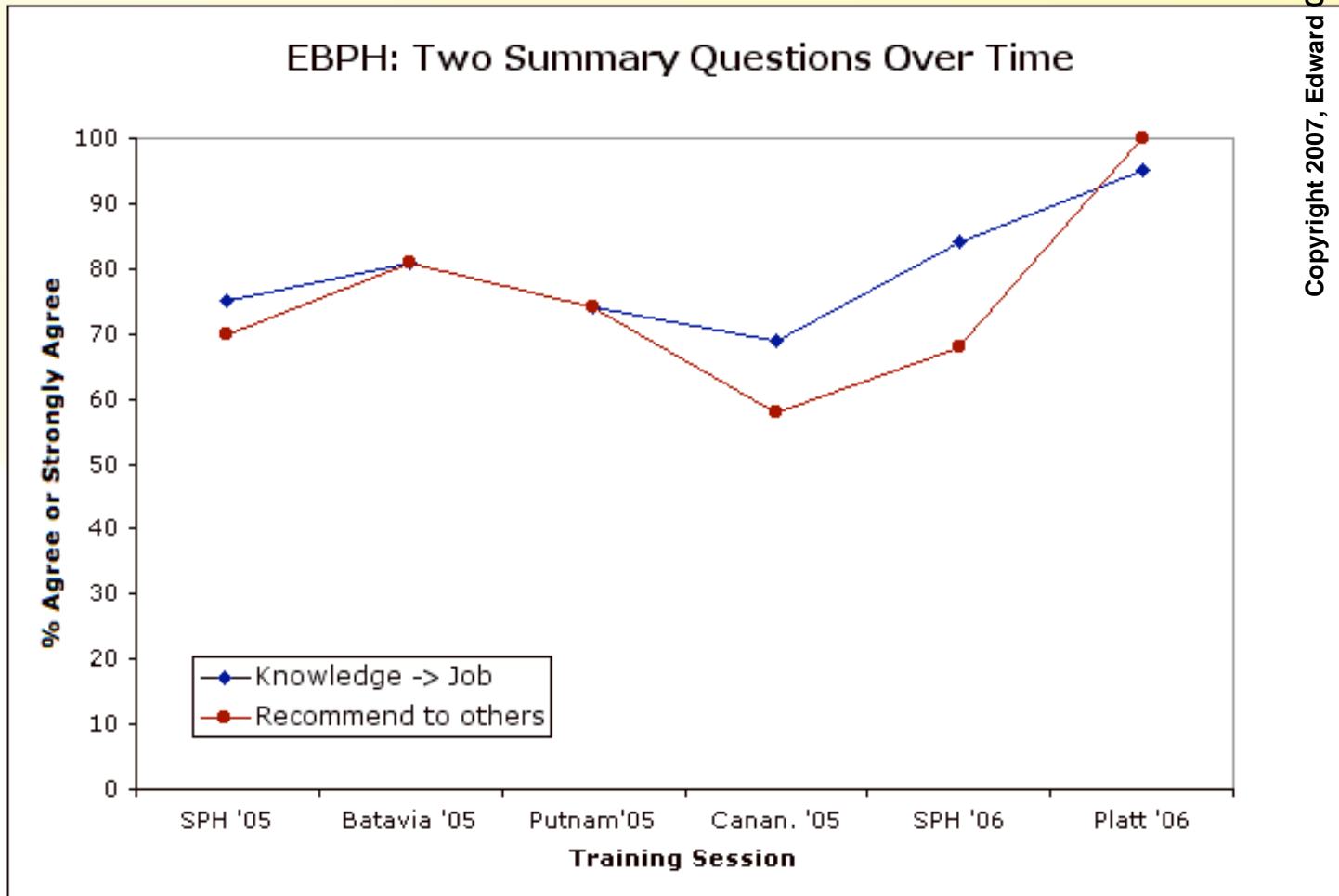


Immediate Evaluation: Two Summary Questions

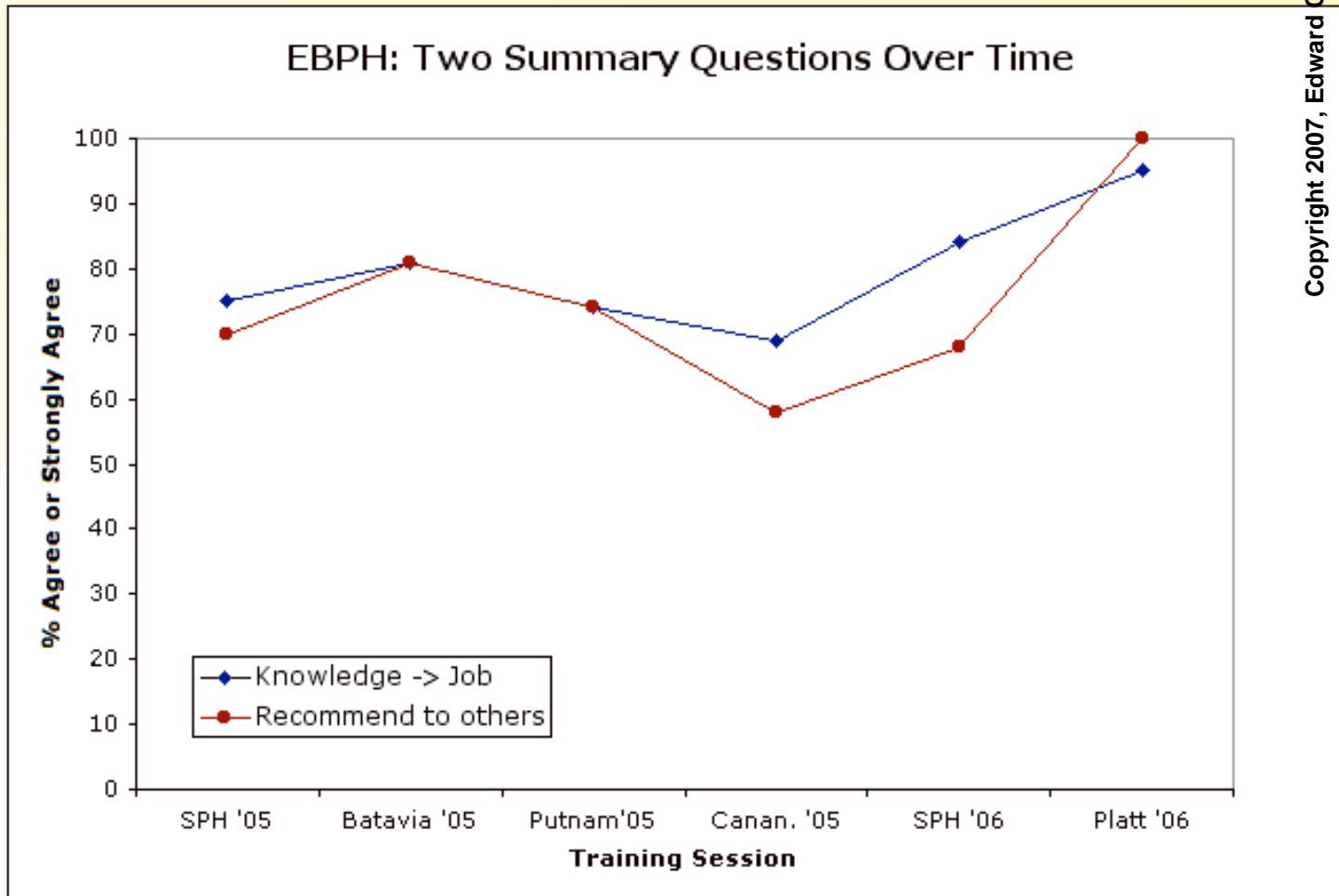
- “The knowledge gained from this program will help me perform my job more effectively.”
- “I would recommend this program for employees in positions similar to mine.”



Immediate Evaluation Results

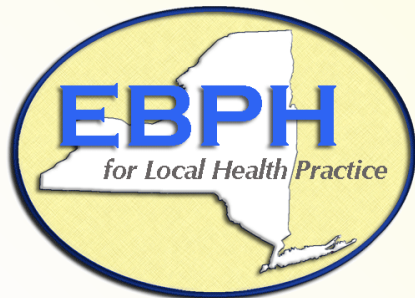


Immediate Evaluation Results



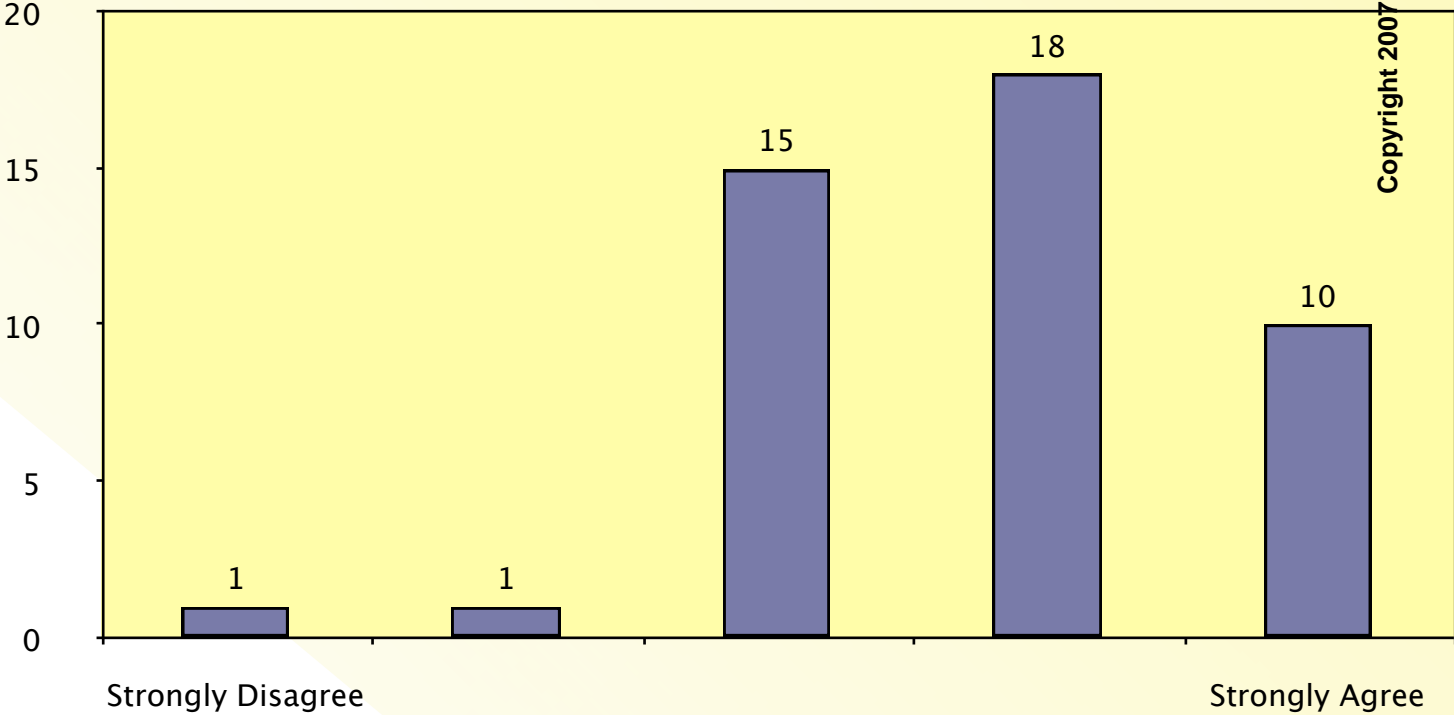
Follow-up Evaluation

- Long-term follow up (6 to 9 months later) evaluation has been initiated.
- Focus is on use of EBPH skills in the workplace, as well as personal and programmatic impacts
- Response rate is below expectations



Follow-up Evaluation Results

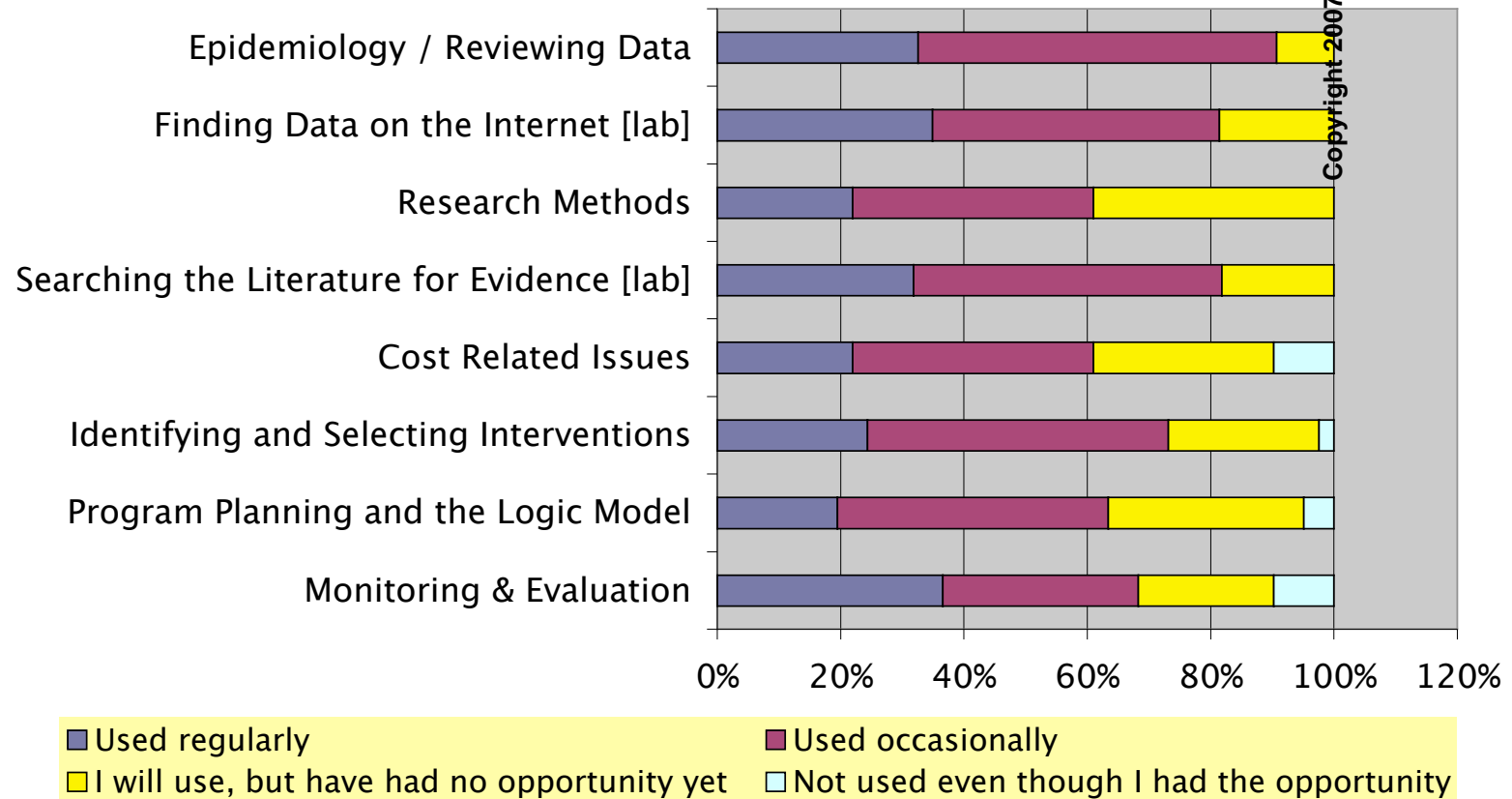
Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu



Follow-up Evaluation Results

(continued)

Use of EBPH Skills in Workplace



Follow-up Evaluation Results *(continued)*

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu

Question: 13) Has your agency's use of evidence-based public health practices increased since the EBPH training?

Number Who Answered: 61 [View Details](#)

Yes	26	43 %
No	6	10 %
Not sure	29	48 %

Question: 14) If yes, to what extent was the change influenced by the EBPH training ?

Number Who Answered: 46 [View Details](#)

substantial influence from the training	14	30 %
the training had only a small influence	12	26 %
the training had no influence	2	4 %
Don't know/ not sure	18	39 %

Unsolicited Feedback

Waltz, ecwaltz@albany.edu

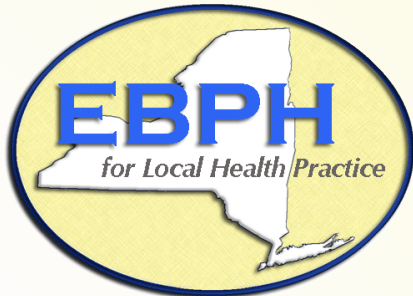
Copyright © 2007, Edward C.

Hello Cate -

I wanted to reiterate how pleased I was with the recent training in Batavia, what a great way to orient Local Health Unit workforce to the topic! The training was well-organized, succinct and relevant. I let [our] Commissioner know how beneficial I found it and he suggested I check with you to see if it might be offered again Regionally (Buffalo/Rochester) so we can perhaps send other staff members.

Thanks again,

[Public Health Administrator]



Unsolicited Feedback

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu

Hello Cate -

I wanted to reiterate how pleased I was with the recent training in Batavia. what a great way to orient

Reminder:
The plural of 'anecdote' is not 'data'.

- *Original Author Unknown*

Thanks again,

[Public Health Administrator]



Unsolicited Feedback *(continued)*

Waltz, Edward C.
Copyright 2007, Albany C.

Dear Kate: Just writing to tell you how valuable I thought the 2 day training was on EBPH. I reread the entire binder and readings on a flight today. I will guard the materials because I think they are a great collection ...

I was thinking of trying to offer such a course to interested [County] DOH employees. Did you guys ever hear of anything like that?

Please along my thanks and comments to Mike, Chris and John [sic].

[Co. Health Commissioner]

Sent from my BlackBerry Wireless Handheld



Ongoing Demand

- Requests for presentations to individual departments
 - Monroe County
 - Dutchess County
- Cost estimates (Direct costs only)
 - Actual Direct Costs : \$6,320
 - Incremental Costs: \$1,780
(assumes current course faculty)

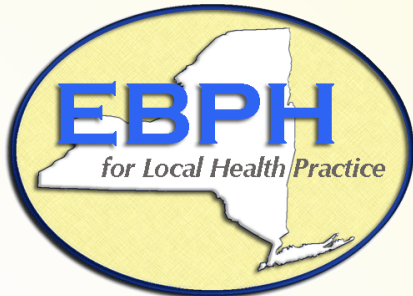
Sustainability ?

- Ongoing Cost Items
 - Trainers (3)
 - Salary
 - Training / travel time
 - Planning & logistics
 - Materials updating
 - Travel / lodging
 - Site expenses (esp. Computer labs)
 - Materials costs (esp. Resource Binders)
 - Refreshments
 - Trainee travel scholarships ?



How to Sustain ?

- Current Culture:
 - Training provided at no cost to LHD staff
- Ongoing sources of support
 - UA Prevention Research Center award
 - NYS DOH: Funding issues are under discussion



For More Information / Questions / Comments

Copyright 2007, Edward C. Waltz, ecwaltz@albany.edu

- EBPH Course website:

<http://www.albany.edu/sph/prc/ebph.htm>

- Email: Chris Maylahn
cmm05@health.state.ny.us

Ed Waltz

ecwaltz@albany.edu

